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# The Impact of Professional-Pedagogical Deformation on Teaching Activities

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**Abstract:** This article describes the impact of professional and pedagogical deformation on teacher activity. Information is provided on the fact that professional and pedagogical deformation leads to a decrease in pedagogical efficiency, its impact on the mental and physical health of teachers, and is especially dangerous for young teachers. Information on methods for identifying professional and pedagogical deformation and several recommendations are also provided.

**Keywords:** Professional-pedagogical deformation (PPD), qualitative research, quantitative research, longitudinal method, monotony, burnout, professional motivation, personal and professional status.

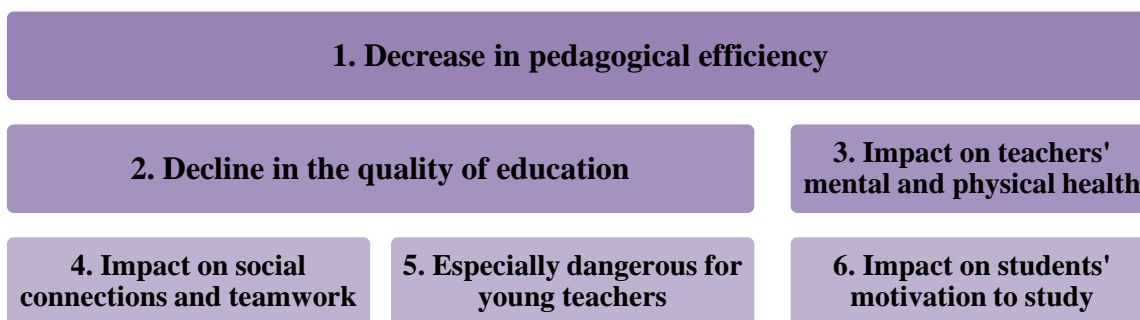
**Introduction:** Professional and pedagogical deformation (PPD) is a set of negative mental and emotional changes that occur as a result of a teacher's long-term pedagogical activity. This phenomenon negatively affects not only the teacher's professional activity, but also his personal life. Professional and pedagogical deformation is mainly associated with emotional exhaustion, depersonalization and feelings of inferiority, which reduce teachers' motivation to work and reduce the effectiveness of their pedagogical activities.

Professional and pedagogical deformation (burnout) is a state of fatigue in the physical and mental state of a teacher, a decrease in satisfaction, and a decrease in enthusiasm for their work. Teachers may experience constant stress in their professional activities, which affects their pedagogical effectiveness, attitude towards students, and overall working capacity. Professional and pedagogical deformation reduces not only the personal

state of teachers, but also the effectiveness of the education system. In the higher education system, the professional status of teachers directly affects the quality of education, therefore, it is necessary to study the effects of professional and pedagogical deformation. This article analyzes how professional and pedagogical deformation affects the activities of teachers, its symptoms and preventive measures.

The impact of professional and pedagogical

deformation on teaching is an urgent and serious problem, the impact of which negatively affects not only the teacher himself, but also the overall effectiveness of the education system. Professional and pedagogical deformation (burnout) of teachers poses a serious threat to the quality of education and can worsen the process of educating students. The relevance of this problem can be justified by several more factors (Figure 1):



**Figure 1. Factors influencing professional and pedagogical deformation (PPD) on teaching activities.**

The factors that indicate professional and pedagogical deformation as an urgent problem in teaching activities affect not only the health and motivation of teachers, but also the effectiveness of the education system. It is necessary to take effective measures to reduce the level of burnout of teachers, support their professional activities and manage stress. This, in turn, creates opportunities for improving the quality of education and providing students with a high level of knowledge. Measures to prevent professional and pedagogical deformation, motivate teachers and support their professional development can ensure the stability of the education system.

#### **METHODOLOGY**

The concept of professional pedagogical deformation (PPD) has its scientific foundations in the late 19th and early 20th centuries. For the first time, psychological approaches to pedagogical activity appeared at that time, especially as a result of the formation of the fields of pedagogy and psychology as separate disciplines. By the end of the 19th century, the scientific foundations of psychology and pedagogy were strengthened, and for the first time, the study of pedagogical activity from a psychological perspective began. At that time, questions such as the psychological state of teachers conducting the pedagogical process, their attitude to work, fatigue and the impact of their changes on the educational process arose. During this period, interest

in studying the long-term psychological impact of pedagogical activity did not grow. In addition, from the middle of the 19th century, even higher demands were placed on teachers. The strengthening of the education system, the increase in the number of schools and the number of teachers complicated the pedagogical profession. These changes could affect the psychological state of teachers and lead to their professional deformation, but at that time there was little scientific approach to such a phenomenon. At the beginning of the 20th century, the psychological study of pedagogical activity developed further. The psychological state of teachers, their emotional and mental states, professional fatigue, as well as the impact of teachers on students, began to be widely studied in scientific research.

One of the scientists who created the first scientific foundations of the first scientific concepts of professional deformation in the 1930s-1950s was the German psychologist and pedagogue Georg Kershenstein, who tried to study the psychological state of teachers and their impact on their pedagogical activity. He used it in his work "Professional deformation and its prevention". This work gained great attention in German pedagogy in the middle of the 20th century, and Kershenstein analyzed the psychological and pedagogical aspects of professional deformation. Kershenstein analyzed the psychological changes that occur in the professional activity of teachers and their

negative effects. He identified factors that contribute to the development of professional deformation of teachers, such as long-term workload, stress and depression. At the same time, he proposed various psychological and pedagogical approaches to prevent professional deformation of teachers. Kershenstein's work is used as an important source in understanding and combating professional deformation, which negatively affects pedagogical activity.

By the 1960s, scientific views on professional pedagogical deformation had expanded further, and many studies were conducted aimed at studying professional stress and fatigue. Psychologists and sociologists such as Frederic Herzberg and Wilfred Bion studied various forms of professional deformation. They found that professional deformation is associated with a number of factors, including stress, multitasking, teacher aimlessness, and social isolation. In fact, more scientific work on the concept of professional pedagogical deformation was carried out by psychologists such as Maslach and Jackson. Maslach and Jackson identified the phenomenon of "burnout" (professional fatigue) in the 1980s and conducted in-depth analyses of how it occurs in teachers and other professions. Their work explores the negative psychological and emotional consequences of occupational strain among teachers and other professionals. It also provides more evidence for the research on occupational fatigue and stress that experts like Freudenberger and their discoveries have uncovered.

1. Psychological and pedagogical analysis (Qualitative Research). Qualitative research is a scientific research method aimed at in-depth analysis of social, cultural or psychological phenomena. Its main goal is to understand the content, context and experiential aspects of events or processes. In such studies, qualitative data (interviews, observations, texts, videos, images, etc.) are collected, rather than quantitative data.

2. Questionnaires and Surveys (Quantitative Research). Quantitative research is a research method used to measure, analyze and draw conclusions about phenomena in social, natural or other areas using statistical methods. In quantitative research, numerical data (e.g. numbers, percentages, measurements, statistics, etc.) are collected and relationships, patterns or trends between phenomena or processes are identified through this data. For example, the use of methods such as the Maslach Burnout Inventory (MBI) or the Depression, Anxiety, and Stress Scales (DASS) is effective in measuring the level of professional burnout in teachers. These tests provide information about the main symptoms of

burnout in teachers, such as emotional exhaustion, apathy towards work, and decreased professional efficiency.

3. Experimental-Pedagogical Research (Experimental Method) - An experimental method can be used to study the prevention of professional and pedagogical deformation. To reduce professional burnout, special psychological and pedagogical trainings (stress management, time management, development of emotional intelligence) can be conducted for teachers and their effectiveness can be measured. This method can be used to conduct stress management trainings, activities aimed at improving teachers' health, and experiments to improve pedagogical skills.

4. Longitudinal Research (Long-Term Research) Longitudinal research can be used to analyze how teachers' professional and pedagogical deformation changes over time. This method allows you to observe teachers over several time periods (for example, a year) and measure how their mental state changes. This method is useful for determining the development of professional burnout, understanding the factors affecting it, and the causes of professional deformation that occurs in teachers over time.

5. Case-Study (Case Analysis) - Using the case analysis method for teachers' professional and pedagogical deformation is effective in identifying factors affecting the teaching activities of an individual teacher and professional burnout. This method analyzes the life experiences and professional activities of teachers, and based on these cases, it is possible to identify problems that lead to the development of professional deformation.

6. Statistical Analysis (Quantitative Analysis) Using statistical analysis, collected data on teachers' professional and pedagogical deformation are studied and their causes and consequences are analyzed using statistics. Statistical methods can be used to determine the level of professional burnout and explain the factors affecting it. Correlation, regression analysis and other statistical tests can be used for this.

7. Pedagogical Techniques and Stress Management Trainings Stress management training and emotional intelligence development courses can be effective in preventing professional burnout in teachers. Trainings and courses help teachers manage their emotions, reduce work-related stress, and maintain professional motivation. These methods serve as preventive measures against professional and pedagogical deformation and support teachers' mental health.

8. Psychological Support and Consultation Organizing permanent psychological support and consultation services for teachers is an effective method in

preventing professional and pedagogical deformation. Psychological counseling, stress management, emotional support, and activities aimed at improving the mental health of teachers allow effective measures to be taken against deformations that occur in the professional activities of teachers.

9. Planning and Strategic Development Program - Development of a strategic development program to improve the professional health of teachers and combat their burnout. This program can identify methods for teachers to manage stress, increase motivation for work, ensure professional growth, and maintain mental health. The program includes training, courses, psychological support, and methods used in planning activities.

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