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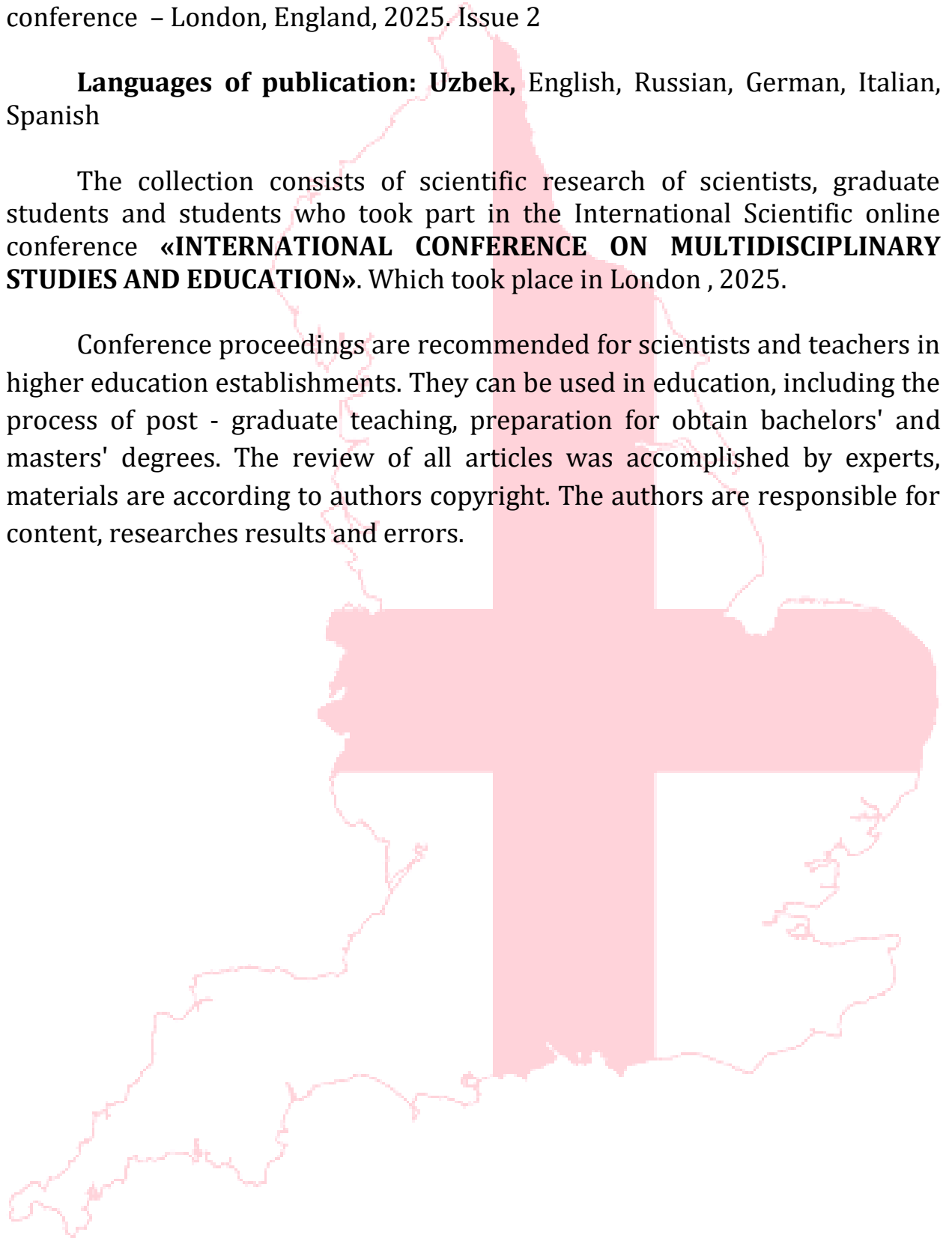


INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2025. Issue 2

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London , 2025.

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SOCIAL PSYCHOLOGICAL FACTORS FORMING PROFESSIONAL DEFORMATION IN PRIMARY TEACHERS

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Abstract: This thesis discusses the causes of professional deformation and preventive measures. General information is provided on the need to strengthen self-management and psychological support mechanisms to reduce professional deformation and support professional development.

Keywords: Professional deformation, stress, professional development, psychological stability, preventive measures.

INTRODUCTION

The professional activity of primary school teachers is a key link in the education system. Because it is at the primary education stage that children develop the skills necessary for personality formation, interest in knowledge, independent thinking, and finding their place in society. The effective organization of this process largely depends on the methods and pedagogical approaches used by the primary school teacher. Therefore, the professional potential, mental state, and approach to work of a primary school teacher directly affect the quality of education.

Professional deformation is an important psychological condition that seriously affects personality and social relationships. These changes have a particularly strong impact on employees working in high-stress and hazardous conditions. As a result of professional deformation, a person becomes rigid, emotionally indifferent, and conflicts arise. This article discusses the impact of professional deformation on personality and the social environment, as well as measures to prevent it. Therefore, it is important for each profession to take measures to prevent deformation for their health and social relationships. Professional deformation is a change in a person related to the profession, which is influenced by social, psychological and emotional factors.

Professional deformation is a negative psychological and behavioral change that occurs in a person during long-term professional activity. This phenomenon is especially common in professions that work with people and require high emotional resources, including primary school teachers. The teaching profession requires not only thorough knowledge and pedagogical skills, but also patience, a high level of responsibility and mental stability. Also, professional deformation is a process in which a person undergoes psychological, emotional and behavioral changes due to a certain professional activity. Professional deformation is often caused by the specific demands and conditions of the profession and can affect professional activity,





communication styles and daily life over time. The constant pressure of these demands can lead to the following changes in the teacher's personality:

- Decreased enjoyment of work;
- Increased indifference to oneself and students;
- Decreased pedagogical effectiveness.
- Impact and consequences of professional deformation

The consequences of professional deformation experienced by primary school teachers have a negative impact on all areas of the teacher's activity:

- Impact on personal development: The teacher loses interest in his or her professional development, which leads to his or her personal and professional stagnation.

- Impact on the pedagogical process: Professional deformation limits the possibility of introducing innovative approaches in the educational process. The teacher relies only on routine, non-active approaches.

- Social impact: A teacher who has undergone professional deformation moves away from teamwork, his interest in collective activities decreases, which negatively affects the general atmosphere in the educational institution.

- Impact on students: Due to the reduction of the teacher's emotional resources, he has difficulty establishing sincere relationships with children. This leads to a lack of freedom in children, a decrease in their level of mastery, and a loss of interest in education. Also, as a result of deformation, teachers experience nervousness, dissatisfaction, and professional fatigue. If these conditions continue for a long time, they seriously harm their physical and mental health.

Preventing the formation of professional deformation in primary school teachers and studying this process in depth is extremely important for the current education system. Finding a solution to this problem will help create the necessary conditions for the teacher to enjoy his professional activities, improve the quality of education, and create the necessary conditions for the comprehensive development of students. Therefore, the study of socio-psychological factors and the development of effective strategies to combat them are one of the urgent issues. Professional deformation is a negative change in the teacher's approach to his work, the introduction of emotional, mental and physical stress, the deterioration of the teacher's performance and a general decrease in his motivation. Primary school teachers, as educators who are starting to work with children for the first time, are especially at risk, as they may encounter many difficulties in starting their professional career.

Professional deformation is often caused by several factors:

Psychological stress: Stresses that arise during the teacher's work with students, different student behaviors, problems in teacher-teacher or teacher-student relationships can be the causes of this deformation.

Large workload: The teacher's demands on himself in implementing the curriculum, excessive administrative work and responsibilities, and lack of





timely recovery can lead to teacher burnout and the onset of professional deformation.

Limited professional development: The teacher's limited opportunities to improve his professional skills and adapt to innovations can also cause the development of professional deformation.

To prevent professional deformation:

Psychological support: Providing teachers with psychological support and counseling, teaching stress management and healthy communication techniques can help prevent them from becoming professional deformation.

Creating development opportunities: Organizing continuous professional development courses, seminars and trainings for teachers for professional growth, introducing them to innovative educational technologies.

Social support: Creating groups for teachers to exchange experiences and support each other, developing teamwork helps prevent professional deformation.

Ensuring educational and emotional stability: It is necessary to teach teachers to manage their emotions and maintain them professionally, ensuring pedagogical emotional stability.

Thus, preventing professional deformation of primary school teachers and studying this process in depth will help improve the education system and help teachers fully realize themselves in their work.

The aim of the study is to identify the main socio-psychological factors that form professional deformation in primary school teachers, analyze the level of their influence and develop practical recommendations for preventing this problem. Basing on the theories of scientists in highlighting the socio-psychological factors that form professional deformation in primary school teachers creates a deep scientific foundation for research. Below we present the important theories of scientists related to this topic:

ANALYSIS OF RELEVANT LITERATURE

There are various theories and studies of scientists on the issue of preventing professional deformation of primary school teachers and in-depth study of this process. These theories help to determine ways to prevent professional deformation by studying various aspects of teachers' activities. In this regard, our scientists, according to Maslow's theory based on the pyramid of needs, human basic needs must be satisfied before self-realization. A teacher's professional deformation occurs mainly when his basic needs (security, social support, respect) are not sufficiently met. If teachers' personal and professional needs are not met, this reduces their motivation at work and increases the risk of professional deformation. Therefore, it is important to provide teachers with a system of professional growth, security and support.

Vygotsky's Theory of Socio-Emotional Development According to L. Vygotsky's theory, "...teachers' approach to their professional activities





depends on their personal experience and social environment. Teachers feel the need to manage their emotional and psychological states when working with children. This can lead to professional deformation of teachers if they encounter social and emotional obstacles in their work". Therefore, teachers should be taught methods of communication and exchange of experience with colleagues, as well as overcoming psychological difficulties in working with children.

1. Theory of professional deformation. Specialist in the field V.V. Boyko developed the theory of professional fatigue (emotional burnout). He defined professional deformation as a condition that occurs as a result of prolonged excessive use of a person's mental and physical resources. Boyko identifies three main stages of emotional burnout:

1. Emotional exhaustion.
2. Indifference to personal relationships (depersonalization).
3. Dissatisfaction with one's work. This theory is suitable for teachers, since they work in an environment that requires a high level of emotional resources.

2. Stress theory. The scientist Hans Selye created the General Stress Syndrome. Selye associated the emergence of professional deformation with constant exposure to stress. There are three stages of stress:

1. Anxiety stage.
2. Resistance stage.
3. Exhaustion stage (the formation of professional deformation occurs at this stage). This theory considers the constant load and psychological pressure in teaching as the main reason for experiencing stress.

Theories about social psychological factors that form professional deformation have been presented by scientists in many ways. In our study, we studied the theoretical basis of our work by studying the theories of these scientists. Creates a scientific foundation for a deeper study of the socio-psychological factors that shape professional deformation in primary school teachers.

Various theories of scientists serve as an important scientific basis for developing strategies to prevent professional deformation in teachers. They show that professional deformation can be prevented by meeting the personal needs of teachers, developing a system of professional motivation and social support, as well as teaching methods for managing emotional labor and stress.

Research methodology.

The main objective of the study is to study the socio-psychological factors that shape professional deformation in primary school teachers. It is to conduct an analysis of the psychological health of teachers, social interactions, workload and the impact of external social conditions on them.

The study should use a socio-psychological approach, as this allows analyzing the professional deformation of teachers through the social





environment and psychological states. In the process of studying the social factors that lead to professional deformation of teachers, they should be assessed in a broad social context.

Using experimental and experimental methods, it is effective to conduct experiments to observe the socio-psychological state of primary school teachers and identify the factors that form their professional deformation. To combat professional deformation of teachers, it is necessary to develop recommendations on psychological support, organization of work and improvement of the social environment.

To propose methodological and psychological assistance programs for the prevention of professional deformation.

By conducting research based on this methodology, it is possible to fully analyze the socio-psychological state of primary school teachers and the factors that form professional deformation.

Questionnaire survey. To draw up a questionnaire to identify socio-psychological factors that cause professional deformation among primary school teachers. The questions will be aimed at studying the working conditions of teachers, emotional exhaustion, relationships in the team and the level of self-satisfaction.

Interview method. Identifying the subjective causes and consequences of professional deformation through in-depth interviews with teachers. Using open-ended questions to get interesting, broader answers.

Observation method: Observing teachers' activities in the classroom, their relationships with students and other colleagues in the team. It is carried out by recording behavioral elements that determine whether professional deformation has occurred or not.

Analysis and results. The socio-psychological factors that form professional deformation in primary school teachers are:

-High responsibility: The belief that the future of children is in the hands of teachers creates a great psychological burden. This can lead to anxiety, stress and fatigue.

-Monotony: Performing the same tasks and teaching the same lessons every day can negatively affect the emotional state of the teacher.

-Relationships with parents: Difficult relationships with some parents can negatively affect the emotional state of the teacher.

-Low social status: Insufficient recognition of the importance of the teaching profession by society can reduce the teacher's self-esteem.

-Limited teaching ability: Insufficient teaching ability can hinder job satisfaction.

-Constant stress: Teachers are constantly under stress due to interacting with students, parents and school administration.

Socio-psychological factors that form professional deformation in primary school teachers are the characteristics of the teacher's professional





activity and the psychological conditions associated with it, social influences and various factors that arise under the influence of various factors. Professional deformation, in a general sense, leads to a change in the teacher's personal and psychological state and a distorted view of professional activity during his professional activity. This process can occur under the influence of various socio-psychological factors. Some of them include the following:

Professional approaches and stress: Primary school teachers face a high level of stress in their work. They must always be attentive and careful in the process of conducting lessons, raising a child, and obtaining knowledge. Their increasing stress level can lead to dissatisfaction with their professional activities. This can be a factor that forms professional deformation.

Social influences: A teacher interacts with those around him (colleagues, family members, parents) and influences their opinions and views. In particular, a teacher's social status or role in society can lead him to view his work differently.

Professional education and training: In the professional development of a teacher, training and training courses, pedagogical approaches, new methodologies and changes in the education system shape his professional opinion and psychological state. They strive to try new ideas in their work, but constant changes and new requirements can also cause stress.

Pedagogical difficulties and concerns: For a primary school teacher, the psychological and emotional state of the child, his academic successes or problems can be a constant source of concern. If the teacher does not pay enough attention to these difficulties, professional deformation and changes in behavior may occur.

Teacher's attitude to professional criticism: Some teachers adopt a critical approach to their work and strive for continuous self-improvement, but sometimes excessive criticism can worsen the teacher's mental state and lead to his professional deformation.

The formation of professional deformation can worsen the teacher's attitude to his work, students and society. In this case, the teacher's need for psychological help increases and he faces difficulties in continuing his work. Therefore, it is important to protect teachers from professional deformation, provide them with psychological assistance and support.

Conclusion. Preventing professional deformation of teachers is a complex task that requires the joint efforts of teachers, school administration, parents and society as a whole. Only by creating favorable working conditions can teachers maintain high professional skills and be satisfied with their work. A comprehensive approach is needed to prevent professional deformations in primary school teachers. Here, not only the teacher himself, but also the administration, parents and society play a significant role. By studying the socio-psychological factors that shape professional deformation in primary





school teachers, it is possible to develop effective measures to improve their psychological state and prevent professional deformation.

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