



**E O C**  
EUROASIAN  
ONLINE  
CONFERENCES

# GERMANY

## CONFERENCE

INTERNATIONAL CONFERENCE ON  
SCIENCE, ENGINEERING AND  
TECHNOLOGY



Google Scholar

zenodo

OpenAIRE

doi digital object  
identifier

eoconf.com - from 2024



**INTERNATIONAL CONFERENCE ON SCIENCE, ENGINEERING AND TECHNOLOGY:**  
a collection scientific works of the International scientific conference -  
Gamburg, Germany, 2024. 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 SCIENCE, ENGINEERING AND TECHNOLOGY** ». Which took place in Gamburg, 2024.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.



## **SOCIO-PSYCHOLOGICAL NEED TO PREVENT PROFESSIONAL DEFORMATION IN PRIMARY SCHOOL TEACHERS**

**To'lanova Mahliyo Muratali qizi**

Teacher of the Department of Pedagogy and Psychology, Andijan State Pedagogical Institute.

**Annotation:** This thesis examines the socio-psychological need to prevent professional deformation of primary school teachers, focusing on the psychological and social aspects of their professional development. It highlights how constant workload, emotional stress, and institutional challenges can contribute to burnout, loss of motivation, and reduced professional performance. Through an analysis of the existing literature and empirical methods, the article emphasizes strategies for preventing such deformation, including psychological support systems, professional retraining, mentoring, and improving workplace culture.

**Keywords:** Professional deformation, primary school teachers, socio-psychological factors, burnout, prevention, professional development, emotional resilience.

Primary school teachers play a crucial role in shaping children's educational foundations, personal development, and socialization. However, their work is often accompanied by significant emotional strain, high responsibility, and constant interpersonal engagement. These factors may result in professional deformation—a gradual decline in professional efficiency, enthusiasm, and motivation caused by long-term exposure to professional stressors. Preventing professional deformation is not only an individual psychological need but also a broader socio-psychological necessity, as the quality of education and the well-being of future generations depend on the teacher's health and motivation.

The purpose of this study is to analyze the socio-psychological aspects of preventing professional deformation in primary school teachers and to propose methods for sustaining their professional resilience.

Professional deformation, often interchangeably referred to as professional burnout or frustration, involves negative changes in a teacher's personality structure due to prolonged exposure to work-related stresses. It manifests as reduced adaptability, stereotypical thinking, emotional exhaustion, rigidity, dogmatism, and other traits that erode motivation and effectiveness. In primary school teachers, who handle foundational education for young children, this can be exacerbated by high emotional demands, constant reforms, low societal prestige, and external crises like pandemics or conflicts.



## Psychological Needs for Prevention

From a psychological perspective, preventing professional deformation is essential to safeguard teachers' mental health and personal development. Primary school teachers often experience unstable psycho-emotional states, including anxiety, depression, apathy, and despair, stemming from excessive subjective importance placed on their role and insufficient internal resources for adaptation. Young teachers, in particular, are vulnerable, with burnout symptoms peaking after 5-10 years of experience, linked to socio-psychological attitudes like process orientation and reduced reflection. Prevention addresses these by fostering emotional stability, empathy, and self-regulation, reducing risks of psychosomatic disorders and enhancing overall well-being.

Key psychological reasons include:

- Maintaining Motivation and Adaptability: Without prevention, teachers develop traits like conservatism (ignoring new methods) and rigidity (inability to change styles), leading to stagnation and frustration.
- Combating Emotional Exhaustion: High stress from intellectual and emotional loads causes depersonalization and disengagement, which reflexive training and self-reflection can mitigate.
- Enhancing Personal Resources: Building self-esteem, self-control, and cognitive abilities creates "immunity" against deforming influences.

## Socio-Psychological Needs for Prevention

Socio-psychologically, prevention is crucial because teachers' roles extend beyond individuals to shaping societal values and future generations. Primary school teachers influence children's socio-emotional development, and deformation can propagate negative outcomes like antisocial behaviors in students. Social factors, such as unfavorable work environments, low salaries, and lack of recognition, amplify deformation, contributing to high turnover rates (e.g., 44% of K-12 teachers report frequent burnout). Preventing it ensures a stable, effective education system, reducing societal costs from teacher shortages and poor student outcomes.

| Aspect                    | Socio-Psychological Reason   | Supporting Evidence  |
|---------------------------|--|--|
| <b>Impact on Students</b> | Deformed teachers may exhibit dominance, indifference, or social hypocrisy, leading to ineffective role modeling and potentially antisocial pupil behaviors. Prevention fosters positive interactions and adaptive teaching. | Linked to stagnation and regression in teachers, affecting pupil conduct. Primary teachers need support amid reforms to avoid frustration spilling over. |
| <b>Workforce</b>          | High burnout drives turnover, with   | Surveys highlight  |



| Aspect                      | Socio-Psychological Reason   | Supporting Evidence   |
|-----------------------------|--|---|
| <b>Stability</b>            | educators showing 86% exhaustion rates; prevention through belonging and support reduces this.   | exhaustion and disengagement; schools must provide structures for well-being.                   |
| <b>Educational Quality</b>  | Stereotypical approaches and dogmatism hinder innovation; prevention improves adaptability and hope, enhancing outcomes.                   | Fosters positive school culture and proactive screening to link teacher and student well-being. |
| <b>Societal Equity</b>      | Low prestige and external stressors (e.g., pandemics) disproportionately affect teachers; prevention builds resilience and social support. | Addresses ambition frustration and unfair treatment; promotes altruism and reflection.          |
| <b>Community and Policy</b> | Schools, not just teachers, must reduce stress; prevention via clear expectations and recognition benefits society by retaining talent.    | Administrators can protect time and support decisions to curb burnout.                          |

Strategies for Prevention: Effective prevention integrates psychological support (e.g., emotional intelligence training) with social measures (e.g., fostering school culture and peer collaboration). Methods include reflexive training to develop self-perception, methodological assistance during reforms, and proactive screening. Ultimately, addressing these needs not only protects teachers but strengthens the socio-educational fabric, ensuring vibrant learning environments for children.

The findings confirm that professional deformation is both a psychological and social issue, influenced by working conditions, support systems, and teachers' personal coping strategies. While emotional resilience can be developed individually, socio-psychological prevention requires collective and institutional interventions. Establishing teacher support groups, promoting self-care strategies, reducing bureaucratic workload, and recognizing teachers' efforts are crucial.

Additionally, international practices show that countries with strong teacher support policies (e.g., Finland, Japan) experience lower levels of professional burnout. Hence, prevention strategies must include systemic changes in educational policy along with individual psychological training.

### Conclusion

Professional deformation in primary school teachers poses a serious threat to educational quality and teacher well-being. Addressing this issue



requires a socio-psychological approach that combines personal resilience with institutional support.

Develop continuous professional development programs focusing on stress management and emotional resilience.

Introduce mentoring and peer-support systems in schools.

Provide access to psychological counseling for teachers.

Reduce bureaucratic and administrative workload to allow teachers to focus on teaching.

Implement recognition and reward systems to enhance teacher motivation.

### References.

1. Maslach, C., & Leiter, M. P. (2016). *Burnout: A Multidimensional Perspective*. New York: Routledge.
2. Day, C., & Gu, Q. (2010). *The New Lives of Teachers*. London: Routledge.
3. Vygotsky, L. S. (1997). *Educational Psychology*. Boca Raton, FL: CRC Press.
4. Rogers, C. R. (1983). *Freedom to Learn for the 80's*. Columbus, OH: Charles Merrill.
5. Kyriacou, C. (2015). *Stress-Busting for Teachers*. Cheltenham: Nelson Thornes.
6. Bakker, A. B., & Demerouti, E. (2017). *Job Demands-Resources Theory: Taking Stock and Looking Forward*. *Journal of Occupational Health Psychology*, 22(3), 273–285.
7. Skaalvik, E. M., & Skaalvik, S. (2017). *Motivated for Teaching? Associations with School Goal Structure, Teacher Self-Efficacy, Job Satisfaction and Emotional Exhaustion*. *Teaching and Teacher Education*, 67, 152–160.
8. Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). *Burnout and Work Engagement among Teachers*. *Journal of School Psychology*, 43(6), 495–513.
9. Travers, C. J., & Cooper, C. L. (1996). *Teachers Under Pressure: Stress in the Teaching Profession*. London: Routledge.
10. Montgomery, C., & Rupp, A. A. (2005). *A Meta-Analysis for Exploring the Diverse Causes and Effects of Stress in Teachers*. *Canadian Journal of Education*, 28(3), 458–486.