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## Professional stress in teachers and their psychological factors

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### Resume

**Aim:** to develop methods for identifying and eliminating psychological factors affecting the formation of professional stress in the personality of a teacher.

**Methods:** observations in scientific work, interviews, “Scale of professional stress” (developed by D. Fontan), “Level of emotional exhaustion” (developed by V.V. Biko), “Assessment of personality readiness and adaptability to educational activities” (V. Simonov) Developed by Yu. Dementieva); Used mathematical statistics.

**Results:** during the study, factors were identified that affect professional stress in the personality of the teacher; features of occupational stress and manifestations of mental, emotional and emotional levels are described; the relationship between professional stress in a person and a teacher’s willingness to act.

**Conclusions:** the essence of the concept of stress and occupational stress is widely covered in pedagogical and psychological resources. In recent years, there has been a growing interest in the problem of stress, and these factors have led to the study of various aspects of this problem. Stress is caused by unforeseen situations that are related to the context and organization of activities. Changes in functional needs, motivation, emotional, volitional and cognitive changes play a key role in the development of stress in the teacher's career, as well as in how these areas can prepare and respond to the personal significance of the subject in an emergency. Justify basic facts, such as the need to save.

**Key words:** personality; stress; occupational stress; emotional stress; emotional burn syndrome; information stress; physiological stress; pedagogical activity; team of teachers; individual psychological characteristics.

### Introduction

In addition to professional knowledge, abilities and skills, a modern person mobilizes and directs his intellectual, emotional and volitional resources. This condition contributes to the professional self-awareness of the employee and stimulates the formation of the basis of professional stress. Pedagogical activity is loaded with stressors, which require the full mobilization of human internal resources. These factors include social assessment, social stereotypes about the teaching profession, large-scale data processing, and much more. Research & Branding Group 2018

statistics show that 17% of stress in a person's life is caused by professional activity. According to the World Labor Organization, stress associated with professional activity is very common in Japan. Even among workers, there is a high mortality rate due to chronic stress in professional activities, and 35% of the population associate their health problems with professional stress. Therefore, chronic stress in the field of work in 2019 was included in the International Classification of Diseases (ICD-11) by the decision of the World Health Assembly (ICC-11) under the name "burn". The World Health Organization claims that emotional exhaustion is the result of chronic stress at work. They indicate that stress causes various types of mental disorders, which leads to a decrease in staff productivity and a decrease in labor productivity.

The problem of physical and mental health of the population is one of the global problems. In particular, the 13th draft of the World Health Organization work program for 2019–2023: Health promotion, World peace, Inclusion of public services, World health program for 2013–2030. "The work carried out by the International Association for Stress Management in the framework of the project "Negative mental stress in the workplace and stress" is aimed at solving mental disorders and stress.

The issue of physical, mental and mental health of a person is one of the most important problems of our country. In Uzbekistan, which has progressed since independence, new opportunities are being created for educating young people who have learned the secrets of creative and critical thinking, who freely respond to the events of new thinking.

It should be noted that the role of man in society is determined by the development of his personality. This is an important step in the comprehensive development of the younger generation.

The following statements by the President of the Republic of Uzbekistan Sh. Mirziyoyev are important. "We believe that our highest priority is to improve the work of all levels of the education system in accordance with modern requirements. Speaking about the upbringing of the young generation, I would like our great-grandfather to have such an opinion about our grandfather, especially about our sons and daughters. Here is what our great ancestor wrote: "People must act for a specific purpose: to become rich, to be happy, to be honored, to be ignorant or to be weak and to be humiliated, to be forgotten and enslaved by others. from raising their mothers.

In view of the above, the study of stress and its psychological aspects among teachers is an urgent problem.

Article 5 of the Law of the Republic of Uzbekistan "On state youth policy" dated September 14, 2016, paragraph 5 "Promotion of the spiritual, intellectual, physical and moral development of youth". 4.5 of the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy for the Further Development of the Republic of Uzbekistan" in paragraph 4.5. Education of stubborn, motivated and devoted young people with a firm commitment to the

country, deepening democratic reforms and expanding their social participation in the development of civil society. Improving the implementation of state youth policy in paragraph 4.6 of the Decree on the State Program for the Year of Active Investments and Social Development Work "Strengthening the content of spiritual and educational work in the field of higher education for student youth" in paragraph 7 of the Resolution of April 20, 2017 PP-2909 "On measures on the further development of higher education. "

### **Materials and methods**

"Professional stress scale", developed by D. Fontan to determine the level of stress among teachers;

"Emotional depression", developed by VV Biko to identify the relationship between occupational stress and burnout syndrome among teachers;

To determine the relationship between the teacher's willingness to work and stress, V. Simonov and Yu. Dementieva assessed the personality's readiness and its adaptability to pedagogical activity.

The research work was attended by 308 teachers of secondary school No. 304 of the Sergeli district of Tashkent city, grades 4-24 of the former Darghom district of the Samarkand region and 10-27 years of the Pop district of Namangan region. According to the results of the "Professional Stress Scale", testers were divided into experimental and control groups. The correlation between the levels of professional stress and burnout syndrome among teachers and their readiness for pedagogical activity are systematized and analyzed.

### **Literary analysis.**

The stress phenomenon was first discovered in 1936 by Canadian physiologist Hans Selé. With this term, he described the nonspecific reactions of the body to any adverse effect [10, p. 58].

The term "stress" (in English "stress" means "stress", "pressure") is a technical term used to refer to an external force applied to a physical object and its variability, that is, a temporary or permanent change in the structure of the object. , In physiology, psychology and medicine, this term is used to describe human-induced differences in reactions to various extreme influences [4, 15].

Occupational stress is a multidimensional phenomenon that is reflected in the psychosocial and physical reactions associated with stressful situations in a person's work. In the psychological encyclopedia of R. Corsini and A. Auerbach, professional stress is defined as the result of interpersonal and interpersonal work. The result shows that there are changes that impede the normal functioning of people [39, p. 316].

A. B. In his works, Leonova describes occupational stress as a condition that occurs in response to professional difficulties and requirements (24, p. 46).

Occupational stress is currently included in the International Classification of Diseases (ICC11) as a separate section. Only one circumstance indicates the importance of occupational stress. The causes of occupational stress are associated with the intensity of the factors of the labor process, as well as with the organizational, social, environmental and technological characteristics of labor (V. Bodrov. Information stress. -M.: PER SE, 2000). However, modern research has shown that it is important not only to analyze the organizational environment, working conditions and the intensity of the workload to understand the causes of stress, but also to determine the specificity of stress associated with the characteristics of a particular profession.

The development of occupational stress was highlighted as an urgent scientific problem of our time, which is associated with the productivity of workers, productivity, productivity and quality, as well as the health of workers (Bodrov, 2000). At the same time, literature does not provide an adequate systematization of both the conceptual level and the boundaries of the subject in frequent studies of stress related to work (Kabachenko, 2003; Cooper and Marshall, 1994). This, in turn, is a serious problem for modern researchers - currently it is difficult to separate production stress from other types of stress described in the literature, therefore it is customary to distinguish some types of stress associated with professional activities of a person:

- work stress (work stress) and work stress (Leonova AB, Chernysheva ON, Labor Psychology and Organizational Psychology: current status and prospects. M.: Radiks, 1995 -448 p) types of stress caused by growth conditions and characteristics of a specific position;

- occupational stress caused by the content of the work and the specifics of the professional environment (Bodrov VA, Oboznoe AA, Turzin PS Information stress among operators. No. 5 S 38-53);

organizational stress, given the ability of employees to adapt to a collective work environment that is associated with stresses that impede the effectiveness of the organization (Cooper, Dave, O'Driskoll, 2007);

- Information stress (Bodrov, 2000) - a category that describes the state of a human operator in extreme conditions during its activities;

- Workplace stress (Cartwright & Cooper, 2004) is a perception arising from professional and organizational stress, which means that physical and mental stress associated with workplace stress is manifested.

Stress is an integral part of labor (Bodrov, 2006; Leonova AB The main approaches to the removal of professional stress / Bulletin of Moscow University. Series 14. Psychology 2000 No. 3 - C4-20). This can be caused by various stressors that can negatively affect a person. The study of methods and mechanisms of human adaptation to professional activities (including professional

deformation) is directly related to the problem of stress. The scope of study of occupational stress is so wide that it is impossible to single out the generally accepted concept of occupational stress.

A variety of approaches to the study of occupational stress reflects differences in the positions of researchers in understanding what stress is and how this understanding can be defined. Despite the numerous types of models, it is clear that close theoretical constructions were used in the logic of their construction. These constructions make it possible to single out three main conceptual paradigms for the study of occupational stress (Leonova, 2000).

In addition to confusion between the terms arising from the concept of “professional stress,” the idea that initial theories suffer from ambiguity and diversity is also common among modern researchers in psychology (Leonova, 2000). This makes it difficult to compare the data obtained in different studies; therefore, the authors concentrate their efforts on finding adequate solutions to the situation. For example, A.B. Leonova identifies three main approaches to the study of occupational stress: environmental, transactional and regulatory (Leonova, 2000, 2004; Leonova and Kostikova, 2004). Each of these approaches is based on a specific conceptual paradigm:

- the paradigm of conformity in the human-environment system, based on the first, that is, ecological approach;
  - a procedural and cognitive paradigm based on the latter, that is, a transactional approach;
  - The third, that is, the management paradigm based on the regulatory approach
- (Barabanshchikova and Kuzmina, 2011).

The object of empirical research conducted in the 60s as an ecological approach is a characteristic of stressful situations. They include sources of stress and their consequences for professional work and health (Leonova, 2000). Stress itself is considered the result of internal differences between environmental (physical, labor, social) needs and available human resources (Barabanshchikova and Kuzmina, 2011; Organizational Psychology, 2013). The discrepancy between them is manifested by a decrease in the effectiveness of professional activity, as well as various negative consequences that can be caused by behavioral disorders, and a deterioration in physical and psychological health (Barabanshchikova and Kuzmina, 2011; Organizational Psychology, 2013). Some of the most interesting and important developments in the field of psychology include:

G. Oldham and J. R. According to the referee model, the structure of various types of work can be described using five main characteristics: “diversity”, “complexity of tasks”, “autonomy of execution” and “feedback” (Hackman & Oldham, 1975 ; Leonova, 2000);

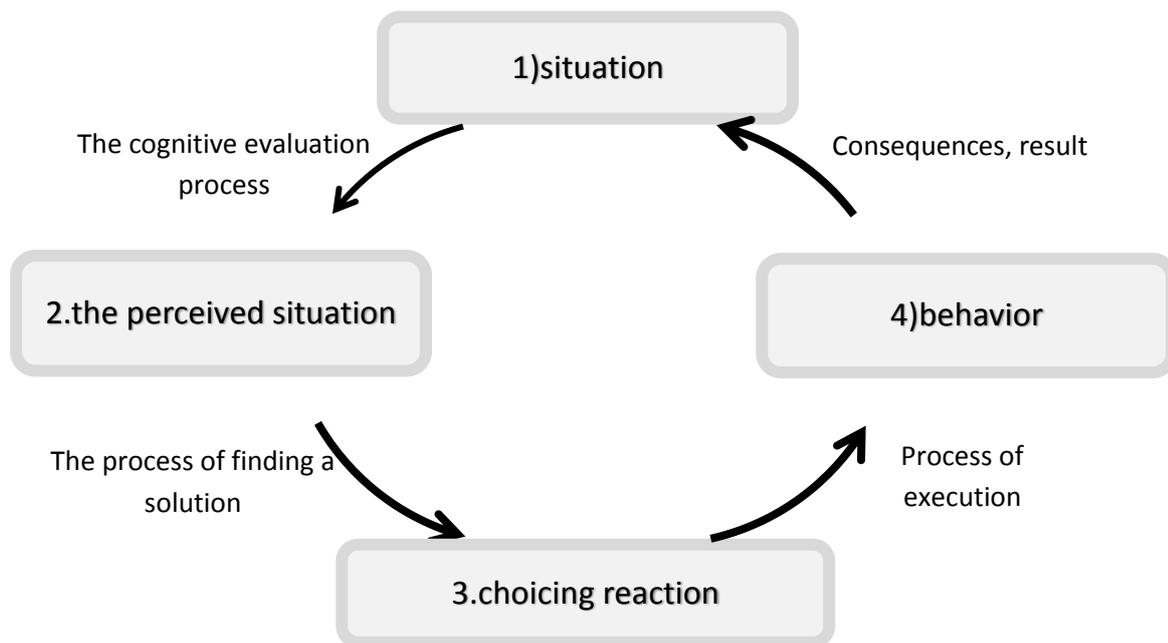
- model of "salutogenesis" by A. Marcellus;
- “Vitamin model” of P. Varra's mental health;
- Three-factor model of labor stress R. Karasek and T. Theorella.

• Despite some differences, these models include general principles: emphasizing the optimal working conditions of a specialist (instead of studying the negative aspects of traditional stress) and analyzing the effects that arise as a result of the interaction between workload and individual characteristics. instead of transitions) (Leonova, 2000);

The results of the studies of R. French and S. Kaplan on professional epidemiology showed that some categories of specialists, such as medical personnel and lawyers, have higher rates of cardiovascular diseases than other specialists (Castle, 1983; Organizational Psychology, 2013).

V.A. Bodrov noted that the Michigan model (and its variants) was the most popular of many professional stressors. The model was created at the Institute of Social Research, University of Michigan, USA. Surface due to social environment.

One model of occupational stress is proposed by Mac Grastomon. According to this model, the source of stress, as in the social environment model, is objective. This situation is perceived as subjectively reflected by the assessment mechanism. This assessment goes into the decision-making phase for a specific reaction. Reactions are mainly manifested as conscious behavior rather than behavioral, physiological, and psychological reactions. Although both models are compatible, they differ according to the type of end result. This model is shown in Figure 2.



**Picture 1. Mac Gras's occupational stress model**

According to Cox, the occupational stress model includes:

- 1) individual requirements;
- 2) general skills (personal resources) for individual characteristics, skills and adaptation;
- 3) situational constraints affecting the adaptation process;
- 4) external assistance.

The absolute level of demand is not critical to stress. Most importantly, there is a mismatch between demand levels and personal resources. This degree of mismatch can either contribute to functional activation (stress), or, to a large extent, the development of stress [4, p. 60].

General model of occupational stress. More details in Smith's earlier work. Smith and P. Narrated by the Karayans. This model reflects the stress content and interrelated characteristics of the main components.

In general, the working system may undergo dichotomous reactions due to interpersonal and cognitive characteristics. If these short-term stress reactions are chronic, they can have many negative effects on health and productivity.

The commonality of all models of occupational stress lies in the fact that the authors sought to determine the content of stress. And they did this mainly through parameters that can be written.

In this regard, N.I. As Naenko points out, the study of these indicators can be divided into two approaches. The first approach is based on a direct comparison of the psychological characteristics of a person's state with physiological indicators and labor productivity.

The second approach is based on the study of the patterns of manifestation of certain external reactions, which are considered as determinants of the nature of psychological stress, psychological background and mental processes [31, p. 76].

Thus, stress analysis here aims to describe an objective context that determines the negative effects of stress, taking into account professional and organizational characteristics (Organizational Psychology, 2013). It is worth noting that, despite the great work done within the framework of the environmental approach, even the most advanced and well-designed models, Leonova believes, do not answer many questions that arose during the research. (Leonova, 2000).

The transactional approach (the transactional is a dynamic process of interaction), formed in the mid-1970s, was a consequence of the development of the cognitive concept of stress and offered a different perspective on the nature of occupational stress (Leonova, 2000; Organizational Psychology, 2013).

In this case, stress is considered as a process of transforming the influence of objective stressors on stress through the specifics of a subjective (cognitive) assessment of the situation, and when the requirements of the situation exceed the person's ability to overcome them (Cooper, Dave, O'Drayskoll, 2007; Organizational Psychology, 2013).

The formation of this approach is based on R., which distinguishes between physiological and psychological stress. Associated with the name of Lazarus. He argued that psychological stress should be understood as the result of subjective needs in a particular situation and the ability to respond effectively to subjectively perceived threats (Lazarus, 1970; Leonova, 2000). This approach

is characterized by comparing the main stages of stress development with blocks of psychological operations that provide a subjective perception of the situation, its cognitive assessment and coping strategies (Barabanshchikova and Kuzmina, 2011; Leonova, 2000).

The most important models presented in the transactional approach:

- V. The Schönplflug model describes the transformation of a person's subjective vision of a situation as a procedural analysis. This procedural analysis can be modified using various types of stress management strategies (emotional, cognitive, and active) (Leonova, 2000; Shoenplflug, 1986).
- In McGrath, 1976; Cooper, Dave, O'Drayscoll, J. McGrath, 1976; Cooper, Dave, O'Drayskoll, describes the sequence of events in an incompatibility model in which the requirements of stressful situations and their consequences are interconnected. (2007).
- Cox and K. In the McCain transactional model, stress is seen as a dynamic system with five stages of stress development. This model claims that there is feedback between all components, that is, the processing of voltage as a closed system, and not a linear reaction. According to this model, stress is considered as a barrier process, as a reflection of the interaction between a person and his environment (Bodrov, 2000; Vodopyanova, 2009; Cox and Mackey, 1994).

In the Spielberger stress concept, the stress concept is only suitable for determining environmental conditions that are characterized by a particular physical or psychological risk. At the same time, unlike "stress", the term "threat" should be applied to an individual assessment of a situation associated with a physical or psychological risk for a subject. The term "anxiety state" is used here to refer to a specific set of reactions or emotional states that arise in a person who perceives this situation as threatening, dangerous, whether there is an objective threat (Bodrov, 2000; Spilberger, 1983).

Thus, in the context of a transactional approach, understanding the nature of stress requires a holistic study of personality factors and a person's ability to cope with difficult situations (Organizational Psychology, 2013). The most important component of the approach is the analysis of a specific situation with its subjective significance for the person in question (Barabanshchikova and Kuzmina, 2011; Organizational Psychology, 2013).

This approach to the study of occupational stress is not common in our country, but, for example, in the USA it occupies a dominant position (Cooper, Dave, O'Drayskoll, 2007). Finally, the third is a regulator-based approach, in fact based on a "situational management paradigm" (Hockey, 1993; Leonova, 1998), where researchers focus on stress analysis, which is a special class of cases with a rich phenomenology (Barabanshchikova and Kuzmina, 2011 ) )

Currently, this approach is characterized by a number of structural and integration concepts. These concepts describe the current state of an object as a "cross-section" of internal tools that are relevant and relevant to a person at the same time (Dikaya, 1985; Leonova, 2000). In each case, the

main objective of the study is to change the mechanisms of regulation of activity under various impacts and to detail their “cost” in terms of internal costs (Leonova, 2000).

The most striking work done under this approach:

- Studies on the analysis of the interaction of cognitive and energy components in the performance of work tasks. In particular, G.R. The two-level hockey model of “resource management” describes the mechanism for changing the functional structure of cognitive tasks. These tasks are an integral part of the profession of operators, due to changes in the general structure of activities and the subjective perception of carrying capacity (Hockey, 1993; Leonova, 2000).

Research on the features of labor management in our country (Organizational Psychology, 2013):

- at different stages of the dynamics of business ability (Leonova, 1984, 2007);
- the development of information stress among operators and other cognitively saturated types of work (Bodrov, 2006);
- Interaction of various systems providing voluntary human activity and self-regulation (Dikaya, 2003; Leonova and Kuznetsova, 2009; Morosanova, 1998).

The most important feature of the regulatory approach is its practical orientation, which can be used to create improved psychodiagnostic methods for analyzing systemic changes in the maintenance process (Leonova, 2000).

Research in this area began with an analysis of changes in the microstructure of cognitive and executive actions that occur under various types of loads (Leonova and Medvedev, 1981). This, in turn, served as a starting point for creating a set of computer cognitive methodologies aimed at assessing the effectiveness of tasks (Leonova, 1988, 2000). New methods have also been developed in the field of subjective assessment, which are aimed at assessing the components of reflective behavior in contrast to traditional tests, which determine subjective comfort and the general level of activity (Leonova, 1988, 2000; Leonova and Medvedev). , 1981). It is also important to note that, within the framework of the regulatory paradigm, there are psychological methods and technologies aimed at optimizing the human condition, which are aimed at increasing business potential and preventing stress by developing skills in the context of complex professional activities (Leonova and Kuznetsova, 2009).

Although the approaches (paradigms) mentioned in the specialized literature are often discussed as independent and, in a sense, competing with each other. B. According to Leonov, there are no strong differences or contradictions between them (Leonova, 2000, 2004). On the contrary, they are compatible with various hierarchical levels of professional stress analysis:

- ecological approach to macroanalysis;

- transactional approach to mediation,
- Regulatory approach - in accordance with the level of microanalysis (Barabanshchikova and Kuzmina, 2011; Leonova, 2000, 2004).

#### V.A. Causes of Occupational Tumor Stress

##### 1) Organizational features:

Structure (specialization and division of labor, decentralization, correlation of structural and organizational measures, organization, participation in management, decision making, staffing, promotion);

processes (goals - reality, accuracy, dependence, etc., performance, feedback, training, retraining);

management (employment policy, job evaluation, remuneration, organization of work, changes in job changes, occupational health and safety, healthcare, employment management).

##### 2) Performance characteristics:

the content of the work (i.e., workload, task complexity, problem situations, responsibility, task risk, information overload, time constraints, ways of doing things, creativity, research, risk exposure);

tool (labor protection, reliability of technical devices, equipment location at the workplace, information coding, texture accuracy, lighting and technical characteristics of devices, control structure);

physico-chemical and technical characteristics of the working environment (microclimate and gas composition of the air in the workplace, noise, vibration, light, dangerous and harmful factors, workplace structure, visibility, access to controls, hairdressers, design);

social conditions (psychological climate, coherence, solidarity, interpersonal relationships, conflicts, role status, competition, personal trust, public recognition, approval, social responsibility).

##### 3) Personal qualities:

professional (knowledge, skills, level of professionalism, professional experience, desire for professional development, career crises, professional expectations, results and goals);

moral and organizational (moral maturity and stability, motivation, discipline, professional responsibility, discipline);

psychological (work orientation, abilities and professional qualities, personal qualities, such as anxiety, internalism-extremism, neuroticism, aggression, rigidity, introversion-extraversion, emotional reactivity, risk, etc. dominant states, phobias, fatigue, depression, Type A or B behavior)

physiological (acute and chronic diseases, analyzer sensitivity limit, biological rhythms, functional symmetry of two organs, functional state (monotony, vibration, hypoxia, etc.), age-related changes, bad habits;

physical (strength, speed, agility, anthropometric and biomechanical properties) [4, p.138].

To understand and deal with occupational stresses, one should consider the most important aspect of the significant nature of stress: procedural and causal. They are interconnected, because since any psychosocial stress (internal and interpersonal nature) affects the activity in human behavior, including work, any professional activity can cause psychological causes of stress [25 p. 205].

The disadvantage is the relationship between the extreme factors (components) of the organization, the content, means and conditions of activity, their excessive influence on a particular person, his functional and professional capabilities, imagination, attitude and repulsion, elimination of unexpected, strong, long-term consequences. Inconsistency can lead to the development of occupational stress. These causes are directly and indirectly classified.

Indirect causes may be a direct consequence of the development of mental stress and stress, such as the complexity or danger of work, the occurrence of a problem associated with a threat to human health and life;

- lack of time to fight the movement, conflicts with leaders and so on.

In many cases, the direct causes of stress are associated with the extreme nature of work and labor.

The main cause of stress is the individual (psychological, physiological and professional) characteristics of the subject of labor [45, p. 178].

In addition, it is advisable to highlight a group of additional factors associated with individual life and activities that complicate the occurrence and manifestation of occupational stress.

Inconsistency of the organizational characteristics of the activity with the ideas and views of a particular person (participation in decision-making, promotion, promotion, availability of information on the results of work, etc.), lack of ergonomic characteristics of the activity, etc. [45, p. 0.186].

The same reasons may also include general (global) social and organizational stressors, as well as personal stressors (family conflicts, loss of loved ones, legal and financial problems, reduced employment, age and life crises, etc.).

These factors determine the general mental and physical state of a person, reduce the ability to withstand the direct and main causes of stress, and weaken the ability to cope with stress [4, p.153].

Also N.V. In Samukin's work, stress scenarios provide various options for the manifestation of vastness.

Scenarios of stressful behavior are also individual, expressed in the form and speed of stressful reactions, usually this scenario develops in childhood.

Stress scenarios are divided into:

1) Speed and intensity of manifestation: some people “stress” every day, but in small quantities, and sometimes even more intensively.

2) The direction of stressful aggression: self-esteem (employee blames); colleagues and managers (the employee blames other employees);

3) In accordance with the mechanisms for triggering stress reactions: basically the scenario causes stress automatically (for a reason that does not matter much from the outside); however, stress can be “prolonged” for a long time and then “activated” at a sufficient speed (pp. 42 and 189).

Signs that can be determined by a person under stress are divided into three main categories:

a) Physical symptom. These include: chronic fatigue, weakness, sleep and breathing disturbances, colds, increased sweating, skin dryness, allergic reactions, frequent colds, changes in appetite (constant hunger or loss of appetite), weight gain, blood loss. Stability with pressure and heart rhythm disturbances, the appearance of various pains. These symptoms may not be important at first, but over time they can intensify and cause serious illness.

b) emotional symptoms, depression, mood swings, frequent tears, weakness and indifference, fatigue, loss of self-control; high level of sensitivity, unusual anger and aggression, anxiety, constant aggression and neglect of minor consequences.

c) Symptoms of stress-related behaviors relate to characteristics of relationships with the outside world: memory impairment, attention deficit disorders, lack of concentration, decision-making, postponement of work, alcohol, drugs, smoking, neglect, inadvertent repetition, etc.  
d. [8, p. 265]

In general, the analysis of stressful factors in pedagogical activity can be divided into two groups: external and internal. By including external factors in working conditions, individual psychological factors can be included that indicate that the teacher is sensitive to stress factors. It is desirable to identify these individual psychological characteristics in their vulnerability to occupational stress.

#### Results Analysis

The study involved 308 teachers of secondary school No. 304 of the Sergeli district of the city of Tashkent, grades 4-24 of the former Darghom district of the Samarkand region and 10-27 years of the Pop district of Namangan region.

First, we conducted the “Professional Stress Scale” (developed by D. Fontan) to divide our test subjects into experimental and control groups. “The results of the professional stress scale were

analyzed quantitatively and qualitatively. Quantitative analysis results are presented in the form of tables and histograms.

| Name of scale                         | Test results |
|---------------------------------------|--------------|
| Low levels of occupational stress     | 47.1%;       |
| Moderate occupational stress          | 50.6%        |
| The high level of occupational stress | 2.3%         |

Table.1 Characteristics of occupational stress in teachers

As can be seen from the above table, 2.3% of testers had a high level of occupational stress, which turned out to be low in terms of indicators and high emotional stress.

According to A.S. Shafronova, the teaching profession always requires independent work. A high level of information flow in pedagogical activity and a high social demand for a pedagogical personality are stressful factors.

The high level of professional stress among our testers can be explained by the fact that colleagues, students and their parents perceive and process information obtained through communication with the leadership, uncertainty in social roles (as a result of excessive social work) and, for example, the teacher's inability to allocate time correctly due to the reduction of time.

High professional stress among teachers is characterized by the intensity of the workload, the complexity and complexity of tasks, cognitive stress and social control, interpersonal problems, emotional stress, physical discomfort and even poor self-esteem of the teacher.

An average level of occupational stress was found in 50.6% of testers. This indicator is due to the lack of free time as a result of the inclusion of full-time teachers, a poor environment in the pedagogical community, poor teacher training or excessive responsibility for the tasks set by the administration, without taking into account the staff potential.

Low professional occupational stress was found in 47.1% of testers. In these testers, the most important features of a teacher are empathy, erudition, pedagogical thinking, intuition, improvisation, observation, optimism, reflexivity, intrinsic motivation, and high self-development.

Our respondents, who had a high and average score of professional stress, made up the experimental group. This means that the stressors associated with the professional process of our testers, that is, the inadequacy of the relationship between a holistic human-environment system. This includes the relationship between human needs and job satisfaction (in other words, lack of human potential, reduced workload, low motivation). It is worth noting that this is largely due to the problem of equity in the workplace (the contribution must correspond to the incentive), and this

problem is directly related to the problem of employee self-esteem. In general, a high degree of vulnerability to occupational stress can be explained by many factors.

A psychological study examined a number of factors that influence the formation of professional stress in educators. In our study, we examined the degree of influence of emotional stress of teachers, cognitive factors affecting the formation of professional stress, such as emotional stress in a person, socio-psychological adaptation, professional motivation, socio-psychological climate in society and psychological characteristics.

As we know, stress is always accompanied by physiological changes, such as fatigue and weakness. That is why teachers with high levels of occupational stress increase physical fatigue and impair their ability to work. There was no significant correlation between creativity, ability to act, ability to act, communicative ability, adaptation, self-confidence, and self-control.

It may also be related to the development of emotional stress syndrome in our respiratory agents. We used the method of "Emotional Depression" proposed by VVBiko and the method of "Mental exhaustion" by AA Rukovishnikov to determine this.

K Maslach and C. E. According to Jackson, mental disorder refers to physical emotional stress, which is manifested in the professional field of the social sphere and has three components: emotional presentation, depersonalization, and professional motivation. Emotional transmission is a complete or partial restriction of the emotional response to stressful situations, and is a mechanism for the psychological protection of the individual.

It is clear from the aforementioned statements that mental submission is a broader concept and that emotional delivery is a component of it.

We have carried out 2 methods above for teachers to better understand the relationship between occupational stress and the syndrome of transmission.

Here are some details of the relationship between the levels of occupational stress by VBBiko's method of "Emotional Depression" and AA Rukovishnikov's method.

| <b>Scales</b>                    | <b>High levels of occupational stress</b> | <b>Moderate Occupational Stress</b> | <b>Low levels of occupational stress</b> |
|----------------------------------|---|-------------------------------------|--|
| <b>Psycho-emotional weakness</b> | ,227(**)                                  | ,203(**)                            | -,183(**)                                |
| <b>Depersonalization</b>         | ,229(**)                                  | ,194(**)                            | -,201(**)                                |
| <b>Decrease in professional</b>  | 0,048                                     | ,116(*)                             | -,115(*)                                 |

|                    |          |         |           |
|--------------------|----------|---------|-----------|
| <b>motivation</b>  |          |         |           |
| <b>Resistance</b>  | ,180(**) | 146(*)  | -,198(**) |
| <b>The tension</b> | ,227(**) | ,136(*) | -,173(**) |
| <b>Drop off</b>    | ,149(**) | ,146(*) | -,170(**) |

Note: \*  $p \leq 0,05$ ; \*\*  $p \leq 0,01$ .

**Table 2. The relationship between occupational stress and psychological, emotional retardation syndrome in educators**

It was found that a high level of professional stress among teachers was statistically significantly associated with psychoemotional anxiety, personal care ( $r \leq 0.001$ ), moderate level of professional stress, psychoemotional anxiety, personal care and professional motivation ( $\leq 0.001$ ,  $r \leq 0.05$ ). It was found that a low level of occupational stress is an inverse statistical correlation with psycho-emotional disorders, personal care and professional motivation ( $\leq 0.001$ ,  $\leq 0.05$ ).

The presence of a positive correlation between moderate levels of psychoemotional disturbance and high occupational stress ( $r = ,227$ ; \*\*  $p \leq 0.01$ ) ( $r = ,203$  (\*\*)) \*\*  $p \leq 0.01$ ). This process is characterized by anxiety, depression, apathy and indifference to those who suffer from chronic fatigue.

According to Chernesh, psychoemotional disturbance is the first stage of psychic transmission, when the balance between professional demand and human capabilities is disturbed. In these cases, the uniformity of professional activity creates stress in the individual.

Depersonalization in teachers is associated with high professional stress ( $r = ,229$  (\*\*); \*\*  $p \leq 0.01$ ) and a moderate level ( $r = ,194$  (\*\*)) \*\*  $p \leq 0.01$ ). form of training. At the same time, interpersonal relationships decrease and anxiety levels increase.

A positive correlation between a high level of professional motivation and professional stress ( $r = 0.048$  \*\*  $p \leq 0.01$ ) ( $r = ,116$  (\*\*)) \*\*  $p \leq 0.01$ ) This means that they have low professional competence.

It was found that a low correlation between occupational stress and depression of emotional psychoemotional depersonalization is inversely correlated with a decrease in professional motivation ( $p, 00.05$ ;  $p.010.01$ ).

It was shown that a high level of professional stress among teachers is statistically significant, associated with emotional retardation, tension and weakening ( $p \leq 0.05$ ;  $p \leq 0.01$ ). This

suggests that when a teacher experiences reactions to emotional exhaustion syndrome, he is more susceptible to occupational stress.

The anticyclic phase of mental presentation High stress ( $r = 180$ ;  $** p < 0.01$ ) and moderate ( $r = 146$ ;  $p < 0.05$ ) correlate with the statistical significance of stochastic teachers to reduce symptoms of emotional stress and professional stress. points to superiority The superiority of symptoms of emotional and moral degradation and the reduction of professional responsibilities suggest that teachers have developed a simple “saving” strategy to protect their professional activities and their pedagogical mismatch in their profession.

However, this protective mechanism in testers is inefficient, because our testers have a statistically significant dependence due to the results of the delivery phase. There is a correlation between the phase of prevalence of mental illness and a high level of occupational stress ( $r = 149$ ;  $** p < 0.01$ ) and the average value ( $r = 146$ ;  $p < 0.05$ ). The connection between the phase of withdrawal is emotional, psychosomatic. psychovigmatic disorders indicate a predominance of individual symptoms of depersonalization. This suggests that psycho-emotional stressors in teachers suffer from severe fatigue and psychophysical disorders in their health. Testers experience various difficulties and deviations from liability.

Statistically significant correlations were found between psychological stressors in teachers and high levels of occupational stress ( $r = 227$ ;  $** p < 0.01$ ) and average ( $r = 136$ ;  $p < 0.05$ ). The stage of stress is accompanied by symptoms of mental disorders, relapses, feelings of restraint and anxiety.

Although a general analysis of the data from the methodology, a comparative analysis between the phases of resistance and delivery shows that occupational stress is so high that “mental delivery” and release of mental resources cause a new phase of stress. Psychiatric disorders in teachers show that the prevailing depersonalization, which includes moral degradation, selective attitude to work and objects of labor, is important. Depersonalization comes from the Latin word “self-disorder” and the alienation of the psychological characteristics of the individual. There is a misunderstanding of such a person and his or her abilities. According to Yu. V. Nuller, depersonalization occurs as a result of psychogenic stress. Yu Nuller "Diagnosis and therapy of deuterization disorder 2019"

A low level of occupational stress revealed an inverse correlation between resistance to emotional stress, tension and relaxation ( $p < 0.05$ ;  $p < 0.01$ ), which means that the lower the stressor in the stressor, the higher the ability to cope with oneself in stressful situations.

An analysis of the presentation syndrome of teachers and its contributing factors showed that the syndrome of mental illness is caused by environmental dysfunction as a result of the combined effects of personal and social factors. Professional stress is associated with the

manifestation of an individual's internal resources in the process of adaptation to the pedagogical community, while psychosocial delivery is a psycho-emotional state that occurs when the adaptation process fails.

Training and teamwork are one of the most important aspects for a teacher. Without professional training, a teacher is characterized by a lack of self-confidence, a lack of personal position, passive motivation and a lack of strategic vision. As we know, at a time when science and technology are developing rapidly, the importance of modern information technologies is growing significantly due to the training of teachers, gaining knowledge in theoretical and practical fields, and regular communication with the pedagogical community. to exchange ideas in such an environment, compare personal opinions with opinions expressed by others, and share his knowledge of accuracy, accuracy, and Adolf Dieterberg, the great German teacher, spoke about the teacher's constant involvement in science, saying: "The teacher should do science regularly."

One of the tasks that we set for us was to determine whether the professional stress of the teachers was associated with socio-psychological adaptation and willingness to participate in professional activities. To do this, we conducted a survey "Assessment of human readiness and adaptation to educational activities" (V. Simonov, Yu. Dementieva). The results of the teachers were as follows:

| Scale                              | Creative talent | Business ability | Performance Capability | Communication | Adaptation | Confidence in their power | Level of self-control |
|------------------------------------|-----------------|------------------|------------------------|---------------|------------|---------------------------|-----------------------|
| High levels of occupational stress | -0,028*         | -0,016*          | -0,018                 | -0,038        | 0,060      | 0,040                     | -0,018*               |
| Moderate occupational stress       | -0,068          | -0,054           | -0,029                 | -0,022        | 0,053      | -0,003                    | -0,047                |
| Low levels of occupational stress  | 0,044           | 0,086            | 0,063                  | 0,065         | 0,055*     | 0,001                     | 0,040                 |

Note:\*  $p \leq 0.05$ ; \*\* $p \leq 0.001$

### **Table 3. The relationship between occupational stress in teachers and personality readiness and adaptation to pedagogical activity**

As can be seen from the data presented in the table, a high level of professional stress among teachers is associated with creative abilities ( $r = -0.028$  \*  $r \leq 0.05$ ), ability to work ( $r = -0.016$  \*  $r \leq 0.05$ ) and self-management ( $r = -0.018$  \*  $r \leq 0.05$ ). A significant correlation was found to be 0.018 \*  $r \leq 0.05$ .

Creativity is the ability of a person to make creative decisions and create new ideas. According to Torrens, a creative person is a person who can intuitively solve problems and find innovative solutions. Educators are also creative thinkers.

V.A. Tolochek in his book "The Psychology of Modern Labor" (ed. 2005 SPB Peter 171b) comments on the effect of stress on a person's creative abilities: the cognitive field of cognitive abilities, cognitive memory plays an important role in the decomposition of a person's creative abilities. Stress can slow down the perception of information. As a result, the thought process is also refined to some extent. Therefore, a teacher with a high level of stress will have a low level of healthy thinking. Samukina N.V. (Specialists in psychology and pedagogy M.EKMOS 2000.) As a result of great stress in pedagogical activity, social expectations, motivation for success and rude sanctions of a person, they lead to stress, and therefore, stress blocks a person's creative abilities.

Occupational stress is always accompanied by psychological exhaustion and physiological changes. With this in mind, stress as a factor contributing to human physiology leads to its ability to function. Strong affective states under stress make teachers lose their temper.

It was found that low levels of occupational stress have a statistically significant correlation with adaptability ( $r = 0.055$  \*  $r \leq 0.05$ ). Based on this, it can be concluded that the more educated pedagogy is, the more flexible is the strategy for overcoming labor stress. No significant statistical correlations were found between occupational stress levels and the rest of this method.

#### **Conclusion**

The following conclusions can be drawn from the analysis of pedagogical and psychological resources and research:

1. Psychological research has defined the concept of stress as psychological stress. At the same time, the problem of professional stress among teachers. Bodrov [4], A. Blair [3], N.E. Vodopyanova [8], L.G. Wild [12], A.N. Zankovsky [14], L.A. Kitaev-Smyk [17], A.B. Leonov [24], N.V. Inspected by Samukin. In particular, it has been scientifically proven that the causes of professional stress among teachers, the patterns of professional stress, the level of pedagogical competence of a teacher, and the socio-psychological environment in the pedagogical community.
2. Almost all modern research on the problem of occupational stress is aimed at illustrating the importance of situational and personal factors and emphasizing the importance of medical, psychological and social approaches to stress.

3. It was found that professional stress among teachers has a significant correlation with emotional exhaustion, professional training of teachers and, in particular, with a high level of professional stress, in contrast to the low level of professional stress, creativity, abilities and self-government.

4. It is important to influence the socially-cognitive, emotional and motivational areas of personality in creating stress resistance in teachers.

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