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Social Portrait, Conditions, Lifestyle and Health of Universities Professors of The Republic of Uzbekistan in Modern Conditions

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Social Portrait, Conditions, Lifestyle and Health of Universities Professors of The Republic of Uzbekistan in Modern Conditions

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ABSTRACT

A survey was conducted of a survey of 429 professors of the three largest universities of the Republic of Uzbekistan in order to identify the social portrait of modern university professors, his conditions and lifestyle, and their significance for the health of respondents. The social characteristics of the teaching staff are presented (gender composition, age, length of service, social factors, diet, physical activity, organization of leisure, bad habits); self-assessment indicators of respondents' health are described (attitude to their health, the presence of diseases, health-improving work at the university).

Introduction

In modern conditions, education is becoming the most important factor in introducing new technologies in all spheres of human activity, increasing competitiveness and improving living standards. The social responsibility of higher education is to a large extent so that each person can receive such qualification and social skills that will allow him to remain in demand in the changing labor market, fully participate in the developing innovative economy and, thereby, ensure his own welfare and well-being of society in whole. Taking into account the role of higher education, in many countries its development strategy is determined by the priorities of the national strategy and is aimed at improving the quality and accessibility of higher education.

The reform of education in the universities of the Republic of Uzbekistan inevitably concerns the teaching staff: the teaching staff (faculty) is being updated both by age and by other social parameters (academic degree, work experience, marital status, health status, etc.). The inclusion of these characteristics in the formation of the teaching staff of universities is becoming an important factor in improving higher education.

The purpose of this study is to identify the features of the social portrait, conditions, lifestyle and their significance for the health of a modern university professors in the Republic of Uzbekistan.

To compile a social portrait of a modern university professor in the republic, assess his lifestyle and self-esteem of his health in 2014-2016 in Uzbekistan, studies were conducted in the three largest universities of different profiles - in medical (Tashkent Medical Academy - TMA), humanitarian (National University of Uzbekistan - NUUz) and technical (Tashkent State Technical University - TSTU). A survey of 429 teachers of

the universities under study was conducted, which amounted to 18,4% of the total number of faculty of these universities. When preparing the questionnaire and conducting the survey-questionnaire, the experience of similar studies conducted in the Russian Federation was taken into account [1,2,3,4,5]. In order to obtain as objective answers as possible to the questionnaire, the questionnaire was anonymous.

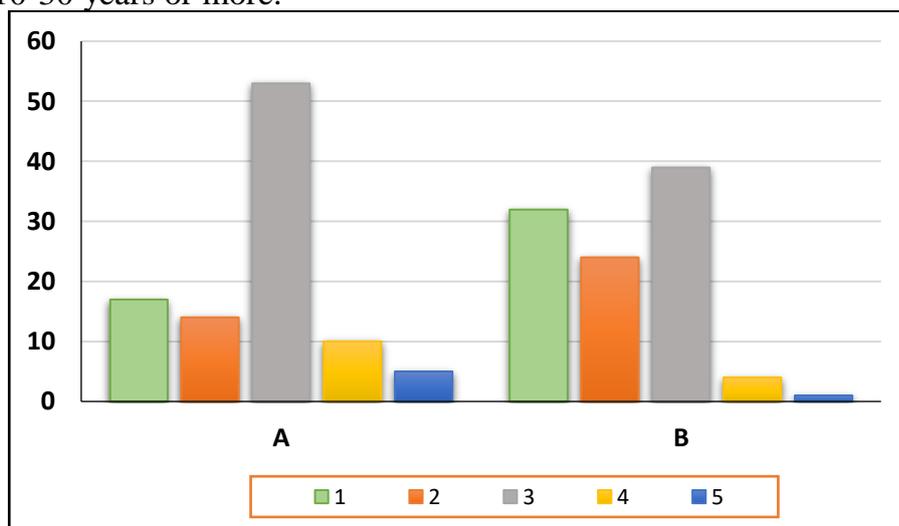
Most of the respondents were TMA professors, since the teachers of this university have mostly higher medical education, so this contingent answered more questions regarding the factors that determine the health of teaching staff. This allowed us to evaluate the responses of professors from two other universities, mainly regarding TMA.

The results of the research. In TMA, 219 professors were surveyed. The peculiarity of this university is the scatter of departments across almost the entire territory of Tashkent, in connection with which the selection of respondents was carried out by the nest-typological method. Departments of the university are divided into main groups (humanitarian profile, general biological profile, hygiene and clinical departments), in each group there are 2-3 departments, in which almost all the professors were questioned and questioned.

Of the 219 TMA respondents, 87 (39,7%) were men and 132 (60,2%) were women. Most of the respondents (48,4%) were assistants (teachers), 23,3% - senior teachers, 19,2% - associate professors, 5,5% - heads of departments and 3,6% - professors of the departments.

9,6% of respondents have a doctoral degree DSc, 33,3% are PhD, and 57,1% of those surveyed do not have a degree. 80 (36,5%) teachers have the academic title (professors, associate professors, senior researchers).

Interesting information was obtained in the analysis of the general pedagogical experience and work experience in TMA in this specialty (Fig. 1). The data shown in Fig. 1 indicate that the main part of the teaching staff of TMA has a solid general pedagogical experience of 10-30 years or more.



A-general teaching experience B- work experience in this position
Work experience: 1 - up to 5 years; 2 - 5-10 years; 3 - 10-20 years, 4 - 20-30 years;
5 - over 30 years

Fig. 1. Work experience of the studied contingent of teaching staff of TMA, % of the total number of respondents.

A comparison of the total pedagogical experience and the length of service in this position indicates that for 10 years there has been a significant “shift” in the teaching

staff - the number of people with the work experience of 10-30 years or more has decreased and the number of people in this position has significantly increased first and second senior groups. It can be assumed that some of the professors with great general pedagogical experience have been promoted to higher posts, and those with more than 30 years of experience have been sent on well-deserved rest.

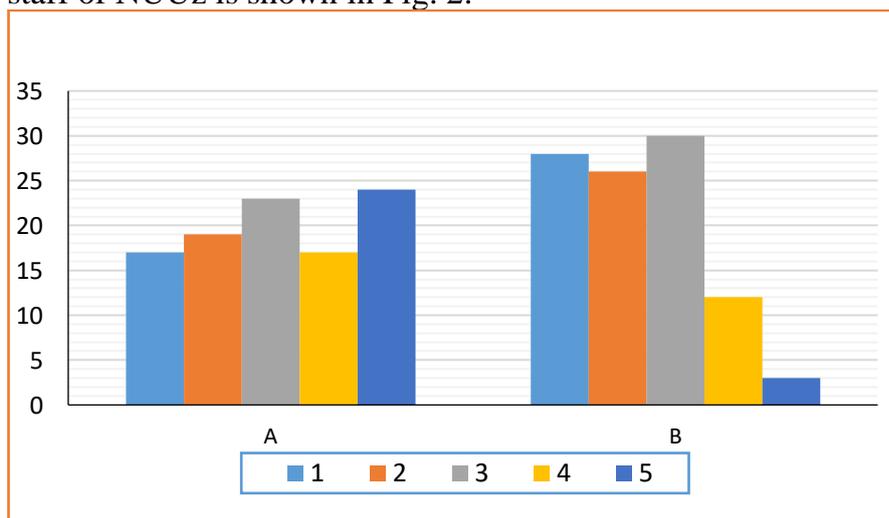
The calculated average age of TMA teaching staff was $43,7 \pm 3.4$ years, but people aged 25–40 years (42,9%) and 41–55 years (39,7%) predominated. People over 55 years old make up 17,4%, and there were no teachers under the age of 25 among the respondents.

The main part of TMA teaching staff is accomplished people, family people (90,4%), having 1-2 (51,1%) and even 3 or more (36,9%) children. Only 11,9% do not have a family and children.

At the Uzbekistan National University (NUUz) 100 professors were surveyed, which amounted to 10,5% of the total teaching staff. Of the respondents, 53% were women, 47% - men.

5% of the respondents are heads of departments, 11% are professors of the departments, 38% are associate professors and senior teachers, 46% are teachers, i.e. in this university, there are significantly more professors than in TMA, while the rest of the positions are represented almost identically.

20% of respondents have a DSc doctoral degree, 41% have a PhD, and 39% do not have a degree. 53% of respondents have this or that academic rank (professor, associate professor, senior researcher). Compared with TMA, the teaching staff of NUUz can be considered more qualified, but at the same time, there is a general pattern in the distribution of the number of teachers by qualification level. The pedagogical experience of the teaching staff of NUUz is shown in Fig. 2.



A-general teaching experience B- work experience in this position
Work experience: 1 - up to 5 years; 2 - 5-10 years; 3 - 10-20 years; 4 to 20-30 years;
5 - over 30 years

Fig. 2. Work experience of teaching staff of NUUz, % by experience groups

In contrast to TMA, in the NUUz the general pedagogical experience does not differ sharply in the represented seniority groups, averaging $20,5 \pm 1.5$ years. At the same time, in NUUz, as well as in TMA, an increase in the number of people with a short work experience in this position and, on the contrary, a decrease in the number of people with a

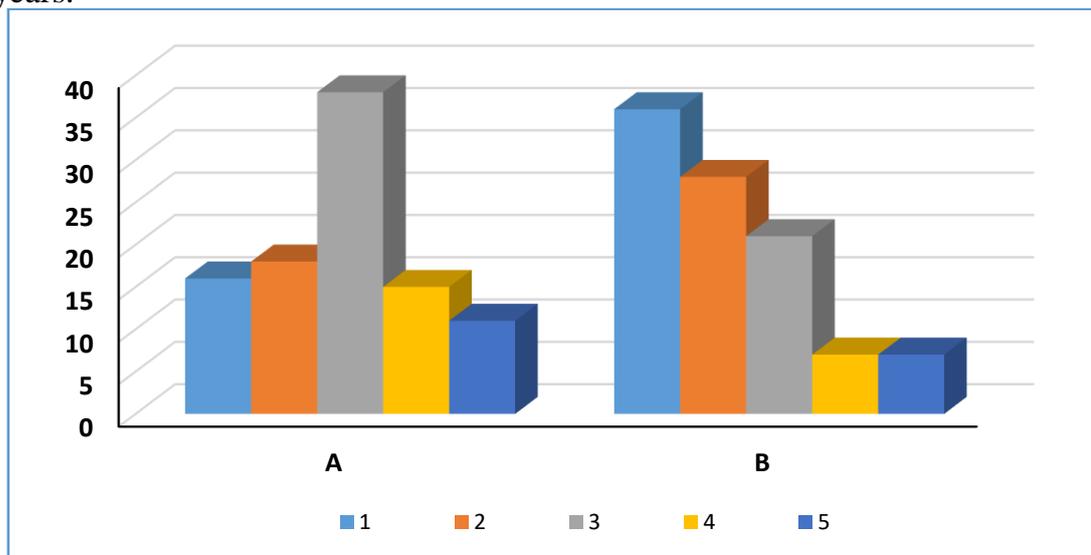
long work experience was noted. This, of course, is evidence of the rejuvenation of the staff of the faculty. The average age of teaching staff at NUUz is $44,4 \pm 4,9$ years, i.e., almost the same as in TMA, but unlike TMA, people over 40 years old prevail among teachers (70%). Apparently, this fact also affects the family status of the teaching staff of NUUz: 92% of teachers are family people, but more large than TMA teachers - 45% of the respondents have more than 3 children in the family, and 47% of respondents have 1-2 children.

At the Tashkent State Technical University (TSTU) 110 professors (12,4% of the total number of teaching staff) were surveyed. Of the respondents, 63% were men and 37% were women, i.e. male among the respondents of this university, in contrast to other universities, were 1,7 times more than women. In our opinion, this circumstance is mainly due to the technical profile of this university, since it is well known that in the technical sphere of human activity, primacy belongs to men.

15% of respondents have a DSc doctoral degree, 39% have a Ph.D., while 50% of respondents have a particular academic rank, i.e. almost as much as in NUUz and 1,4 times more than in TMA.

With regard to the distribution of teachers by position, it is noteworthy that the assistants and ordinary teachers in TSTU are 1,7-1,8 times less than in TMA and NUUz, and 74% of the respondents are associate professors and senior teachers. Apparently, in relation to professional growth in TSTU there is an influence of the predominant gender composition of teaching staff, as men are characterized by a more pronounced desire for professional growth.

The experience of teaching staff at TSTU is characterized by Fig. 3. The majority of TSTU respondents (up to 54%) have a general pedagogical experience of 10 to 30 years, and work experience in the specialty is up to 5 years (36%) and 5-10 years (29%), which, like in others the universities studied indicate the rejuvenation of the teaching staff in the last 10 years.



A-general teaching experience, B- work experience in this position
Work experience: 1 - up to 5 years; 2 - 5-10 years; 3 - 10-20 years; 4 to 20-30 years;
5 - over 30 years

Fig. 3. Work experience of teaching staff of TSTU, % by experience groups

The average age of TSTU professors is almost the same as in other universities – 43,8 years, with a predominance of people under 50 years of age (61%).

As in two other universities, the majority of TSTU teachers are family people (91%), with 56% of families surveyed having 3 or more children, and 1-2% have 30% of families, i.e. families of teaching staff of TSTU are even more large than teachers of NUUZ.

For the majority of respondents in all universities (70-75%), their work in the university forms the main income of the family, but more than 35% of respondents have additional work, and therefore up to 52% of teachers do not consider themselves completely socially protected.

The given social characteristic of the teaching staff of the universities studied allows us to conclude that, despite some differences in the indicators of different universities, the following main characteristics can be distinguished in the social "portrait" of a modern teacher of a university in the republic:

- women predominate in the teaching staff of universities (exception - universities of a technical profile)

- the average age of teachers is $44 \pm 2,4$ years

- from 37 to 57% of teaching staff do not have a scientific degree, and from 36 to 53% of teachers have a scientific title in universities

- a significant part of the teaching staff of universities has been teaching for more than 5 years, but most teachers with a total teaching experience of 10-20 years

- the revealed prevalence in all universities of work experience in this position at the level of up to 5 years indicates that in recent years there has been an intensive "rejuvenation" of the teaching staff of universities

- the overwhelming majority of teachers are family people with 2-3 or more children; For 70-73% of respondents, work in a university is the main source of family income, but more than 30% have additional sources of income, and more than half of the respondents do not feel socially protected from a material point of view.

As already mentioned, the majority of TMA teachers have a higher medical education, and therefore their assessment of their health was not purely subjective, but was based on the possibility of a professional judgment about their health. This circumstance makes us take great care in assessing the results of the survey of TMA teaching staff. 141 people out of 219 surveyed TMA teachers (64,4%) consider themselves healthy, 20 (9,1%) - sick. However, 58 respondents (26,5%) were not able to identify themselves as healthy or sick.

This means that something is bothering them, but the disease is not clinically apparent. When trying to clarify their condition, they named a number of diseases or conditions that, indeed, can occur for a long time hidden (high blood pressure, neurotic state, gastritis, tonsillitis, hernia, chronic colitis, diseases of bones and joints, etc.). In addition, only 70 people (31,9%) indicated that they had never been sick in the past 3 years. 124 respondents (56,6%) indicated that they have at least 1 acute illness every year, and 11,4% of respondents get sick more than 2 times a year. Thus, no more than 32% TMA teaching staff can be called absolutely healthy. However, even among the ill teachers, only 16,9% seek medical help in case of illness. Most likely, in the event of a disease, medical teachers prefer to treat themselves. In any case, 159 respondents (72,6%) noted that they never went to the doctor, and only 15 out of 219 people (6,8%) were registered at the dispensary.

68,0% of respondents said that they had 1-2 acute diseases during the last year, but 197 of them (89,9%) never took sick leave. Temporary disability once a year was observed in 13 people (5%), 2 times in 6 people (2,7%), more than 2 times in 3 people

(1,4%). Over the entire period of work in TMA, only 20 people (9,1%) received inpatient treatment, despite the possibility that seemed to be available for this university.

Only 30 respondents (13,7%) indicated that they had undergone preventive examinations during their time at TMA. The same number of people consider that such medical examinations are carried out in TMA, while 72,6% of respondents indicated that there are no medical examinations of teaching staff in TMA.

For teachers of NUUZ and TSTU who are not doctors, the assessment of their health, of course, is more subjective than for the teaching staff of TMA, but, in any case, this assessment allows us to judge the attitude of teachers to their health.

The results of the questionnaire of teachers of NUUZ showed that 48% of respondents consider themselves healthy, 23% - sick, and 29% found it difficult to answer this question. In TSTU consider themselves healthy 68% of the teachers surveyed, 16% have certain diseases, and 16% found it difficult to evaluate their health, but a more detailed survey revealed that all of these people have obvious or hidden deviations in their state of health.

86% of the NUUZ teachers interviewed during the year had no more than one acute illness, 23% did not get sick even once; 94% of teachers do not have chronic diseases and are not registered in the dispensary. For all the time of work at this university, only about 9% of the teachers were once in hospital treatment. At the same time, despite the fact that 67% of the respondents had 1-2 acute diseases during the last year, 87% of them indicated that they had never taken a sick leave, and only 17% went to the doctor in case of illness.

In NUUZ even an even smaller number of respondents than in TMA ($4,0 \pm 1,9\%$ versus $13,9 \pm 2,3\%$, $p < 0,05$) note that their university conducts annual medical examinations of faculty, 96% answered that no medical examinations are carried out.

In TSTU, as shown in Fig. 4, 68% of teachers consider themselves healthy, 16% have certain diseases, and 16% of the respondents found it difficult to evaluate their health, however, a more detailed survey revealed latent diseases in the last group of people (ICD, diabetes, chronic diseases of the gastrointestinal tract) 41% of TSTU respondents indicated that they have 1-2 acute diseases annually - mostly acute respiratory diseases or gastritis. At the same time, only 11% of respondents go to the doctor in case of acute illness, and 72% of those who have never taken a sick leave during the last year. At the same time, among the respondents at TSTU there are three times more people (31%) who underwent inpatient treatment during their work at the university, and 10% of the respondents are registered in the dispensary for chronic diseases. 7% of respondents indicated that over the past 3 years they had undergone preventive medical examinations, while 78% of respondents indicated that there were no medical examinations of teaching staff at TSTU.

Thus, despite the fact that the teaching staff's self-assessment indicators in the universities studied are somewhat different, a number of indicators characteristic of all universities can be distinguished, namely:

- no more than 32% of teachers are absolutely healthy, although 48-68% of respondents subjectively consider themselves healthy
- from 9 to 11% of the teaching staff is registered at the dispensary, although the need for such registration is objectively higher
- from 78 to 87% of university teachers in case of acute illness do not take sick leave, preferring to go to work and self-medicate

- preventive medical examinations of faculty in universities are not carried out, therefore, there is practically no objective data on the general state of health of teachers in universities, and accordingly, no recreational work is carried out in relation to faculty.

It is well known that social and living conditions and a person's lifestyle are the most important factors determining his health. In this regard, much attention was paid to assessing the significance of these factors for the health of the studied population during the survey-questionnaire.

A comparative characteristic of these factors identified during the survey-questionnaire of the teaching staff of the universities studied is shown in Table 1. The data obtained indicate that the studied universities do not have exactly the same characteristics of the studied factors, however, almost all universities have common patterns for all factors, characterizing the conditions and lifestyle of faculty.

Table 1.
Comparative characteristics of social conditions and lifestyle of teaching staff,
% of the number of persons surveyed

Group Indicators	Investigated Factors	TMA n=219	NUUZ n=100	TSTU n=110
Living conditions:	Own house	21,0 ± 2,7	18,0 ± 3,8	20,0 ± 4,0
	Own apartment	63,0 ± 3,3	69,0 ± 4,6	67,0 ± 4,5
	Rental apartment	16,0 ± 2,5	13,0 ± 2,4	13,0 ± 3,2
The psychological climate in the family:	Favorable	96,3 ± 1,3	97,1 ± 1,7	98,0 ± 1,3
	There is a problem	3,7 ± 1,3	2,9 ± 1,7	2,0 ± 1,3
Family income source:	Work in high school	57,1 ± 3,3	62,0 ± 4,8	73,0 ± 4,2
	extra work	49,9 ± 3,2	48,0 ± 4,8	42,0 ± 4,7
The presence of a sense of social security:	there is	39,4 ± 3,3	30,0 ± 4,6	48,0 ± 4,8
	No	61,6 ± 3,3	70,0 ± 4,6	52,0 ± 4,8
Subjective assessment of one's nutrition:				
Multiplicity of nutrition per day:	3 and more meals	92,3 ± 1,8	82,0 ± 3,8	86,0 ± 3,6
	Less than 3 meals	7,7 ± 1,7	18,0 ± 2,9	14,0 ± 3,4
Rationality of nutrition:	Rational	40,2 ± 3,3	48,0 ± 4,8	44,0 ± 4,7
	Irrational	29,8 ± 3,1	39,0 ± 4,9	41,0 ± 4,6
	Could not identify	30,1 ± 3,1	13,0 ± 3,4	15,0 ± 3,3
The main place of food:	Food at home	54,3 ± 3,4	29,9 ± 4,6	58,0 ± 4,7
	Meals in a cafe or dining room	17,8 ± 2,6	18,1 ± 3,8	34,0 ± 4,5
	Any place	27,9 ± 3,0	52,0 ± 5,0	8,0 ± 2,5
Availability of conditions for food at work:	there is	3,29 ± 3,2	47,0 ± 4,8	24,0 ± 3,3
	No	67,1 ± 3,3	53,0 ± 5,0	76,0 ± 3,3
Junk food preferences:	Fatty food	26,0 ± 3,0	48,0 ± 5,0	28,0 ± 4,3
	Spicy food	16,0 ± 2,5	33,0 ± 4,6	17,0 ± 3,4
	Salty food	21,0 ± 2,8	26,0 ± 4,5	18,0 ± 3,4

Organization and conditions of rest:				
Sleep duration:	Less than 6 hours a day	28,8 ± 3,0	21,0 ± 4,1	17,0 ± 3,6
	8 or more hours	71,2 ± 3,1	79,0 ± 4,1	83,0 ± 3,6
Where he spends his summer vacation:	At home or in the country	78,5 ± 2,8	56,0 ± 5,6	51,0 ± 5,0
	At work	0	24,0 ± 4,3	26,0 ± 4,2
	In a sanatorium or rest house	15,5 ± 2,4	18,0 ± 3,8	20,0 ± 3,8
	traveling	11,0 ± 2,1	2,0 ± 1,4	3,0 ± 1,6
Physical activity:	Availability of outdoor activities	0	57,0 ± 5,0	44,0 ± 4,7
	Morning exercises	45,7 ± 3,4	48,0 ± 5,0	57,0 ± 4,7
	Doing sports	37,9 ± 3,3	32,0 ± 4,7	36,0 ± 4,6
The presence of bad habits:	Smoking	8,7 ± 1,9	33,0 ± 4,7	28,0 ± 4,3
	Frequent alcohol consumption	10,6 ± 2,1	29,0 ± 4,5	32,0 ± 4,4
	Drug use (spice)	0	1,0	0

In particular, 83-85% of the teaching staff of the universities studied live in satisfactory social conditions (their own home or their own apartment), but from 13 to 16% of teachers (mainly young teachers) live in rented apartments, which, of course, is reflected and on the financial situation, and on the psychological climate of their families. In any case, the few respondents (2-3,7%) who defined the psychological climate of their families as problematic called the "housing" issue as one of the reasons for this problem.

It should also be noted that about half of the respondents (42-49,9%) have some kind of additional work in addition to working at a university to generate family incomes. In our opinion, it is the material factor that is the main reason that the majority of the teachers surveyed in all three universities (52-70%) noted that they do not have a sense of complete social security.

One of the most important factors in a healthy lifestyle is a balanced diet. It is clear that people with a medical education have a more correct concept of rational nutrition, however, it is interesting that the survey showed that approximately the same number of respondents consider their nutrition rational - 40-48%, but it was the doctors who were more careful in determining the quality of their nutrition (30,1%), while in NUUZ and TSTU 2-2,3 times fewer respondents were not able to determine the quality of their nutrition ($p < 0,05$). At the same time, if the overwhelming majority of doctors have three or more meals, then in NUUZ and TSTU 14-18% of respondents eat 1-2 times a day, which is already evidence of the irrationality of their nutrition. The lack of understanding of the rationality of nutrition by non-medical teachers is also evidenced by the wider distribution of undesirable food preferences among them. So, fatty foods in TMA are preferred by 26% of respondents, in NUUZ - 48%, in TSTU - 28%; spicy and salty foods are also more often used by teachers of NUUZ.

Teachers of the universities studied organize their meals in very different ways: while teaching staff at TMA and TSTU are most typical at home or at home (54,3 and 58,0%, respectively), only 29,9% of respondents eat at home at NUU, 0% eat anywhere ($p < 0,05$), and 34,0% of TSTU respondents eat in cafes, buffets, or in canteens ($P < 0,05$). At the same time, the majority of respondents (NUUZ - 53%, TMA - 67,1%, TSTU - 76%) note that there are no conditions for the nutrition of teachers at work.

According to previous studies, the teacher's work relates to intellectual activities that require high mental stress and, accordingly, properly organized and adequate rest. Our survey of teaching staff showed that from 17 to 29% of respondents sleep less than 6 hours a day for various reasons - lack of time, night shifts (doctors), additional work, etc. Most of the respondents spend their summer holidays at home or in the country. This is especially true for TMA teachers, 78,5% of whom spend summer holidays at home, which is 1,4-1,5 times more than for teachers at NUUz and TSTU ($p < 0,05$). The problem factor, in our opinion, is that 24-26% of the teachers of NUUz and TSTU spend their summer holidays at work.

Only a fifth of the respondents (15,5-20%) replied that during their work at the university they had a rest in sanatoriums or rest houses, from 2 to 11% made any trips during the summer holidays; at the same time, if in NUUz and TSTU in 83% of cases vouchers to a sanatorium or teacher's holiday home are provided by a university, then in TMA the university provides vouchers to only 10,1% of vacationers in sanatoriums or boarding houses.

Features of the work of teaching staff predispose to physical inactivity, therefore, they require a conscious attitude to the issues of increasing physical activity. Meanwhile, the PPS survey revealed that not all respondents have the opportunity to increase their physical activity: 57% of NUUz teachers, 44% of TSTU, and 30% of TMA teachers indicated this possibility. 46-57% of respondents do morning exercises, and only a third of respondents (32-38%) engage in sports (in all cases - irregularly!).

The teacher of any educational institution is an example for his students, in particular, regarding bad habits. The survey showed that, despite this message, some teachers have bad habits, and for TMA teachers, bad habits are less characteristic than for teaching staff of NUUz and TSTU. Thus, among faculty teaching staff, the TMA of smokers was 3,8 times less than at NUUz and 3,2 times than at TSTU, and often drinking alcohol at TMA was three times less than at NUUz and TSTU ($p < 0, 05$).

Thus, the study of the conditions and lifestyle of the teaching staff of the universities under study allows us to highlight some negative factors that may be important for the health of teachers:

- not all teachers have their own comfortable housing, which is important not only for health, but also for the psychological climate of the family, its material well-being and is an incentive for additional work and a feeling of social insecurity
- More than half of the teachers surveyed rightly consider their nutrition to be irrational, as evidenced by the presence of eating disorders, abuse of fatty, spicy, salty foods, and the lack of conditions for feeding faculty at work
- high occupation of teaching staff does not allow not only to provide sufficient physical activity, but for a significant part of teachers - even sufficient sleep; summer vacations of teaching staff are generally not organized and most often consists of staying at home or in the country, and for some teachers, staying at work.
- in universities of a non-medical profile, a rather acute problem is the presence of bad habits (smoking, alcohol abuse) in the third part of faculty.

A characteristic feature of occupational medicine in recent years has been the opinion of researchers that the degree of fatigue and, ultimately, the health of a person at work, largely depend on his satisfaction with his work. In turn, such satisfaction is determined not only by the subjective factor (choice of profession), but also by the content of labor and its organization.

When conducting a survey-interviewing the teaching staff of the universities under study, we paid attention to these issues.

The survey showed that, despite the different profiles of the universities studied, teachers' assessment of the nature and working conditions were quite close. More than half of the teaching staff in all universities (TMA – 67,7%, NUUz -52, -%, TSTU – 51,8%) consider their work interesting and prestigious; 68-69% of respondents TMA and NUUz as a positive factor called good work organization. For 60,9 – 71,0% of teachers, the value of labor is associated with working in a good team, from 37 to 50,9% of respondents value their work because it involves personal responsibility for the results of the work, and it allows professional growth (40,9 – 48,8%).

When assessing labor factors, we paid the most attention to those that negatively affect the satisfaction with the work of teaching staff of universities. So, from 51,8% (TSTU) to 64,4% (TMA) of teachers note the insufficient provision of workplaces with laboratory equipment, 46-53,6% of respondents - the Internet. It should be noted that the number of teachers who negatively assessed working conditions was insignificant in all three universities (about 5-18% of the total number of respondents) and related to factors such as uninteresting work, heavy workload with additional work, lack of conditions for professional growth, and prestige work, unfriendly team.

However, in all three universities from 47,3% (TSTU) to 55,2% (TMA), teachers cited a low level of wages as the main negative factor, and 20% (TMA) - 22% (NUU) of the respondents among the negative factors called unsatisfactory working conditions. However, the respondents were not able to indicate specifically what negative conditions are involved.

Thus, in the subjective assessment of their work, teaching staff of higher education institutions can identify a general pattern - for most of the teachers surveyed, work in the university brings them satisfaction, but in all universities there are factors that reduce this feeling and require appropriate correction.

Unfortunately, we do not have the opportunity to assess the dynamics of the studied characteristics in Uzbekistan, since such studies were conducted in the republic in the first.

Conclusions

1. In the social “portrait” of a modern university teacher in the republic, a number of basic characteristics can be distinguished: women predominate in the teaching staff of universities (except for technical universities), the average age of teachers is $44 \pm 2,4$ years, from 37 to 57% of teaching staff do not have a scientist degrees; most of the teaching staff of universities has 10-20 years of teaching experience; the vast majority of teachers are family people with 2-3 or more children; for 70-73% of respondents, work in a university is the main source of family income, but more than half of the respondents do not feel socially protected from a material point of view

2. The study allows us to identify negative socio-hygienic factors that may be important for the health of teachers: the lack of their own comfortable housing, which is important both for the psychological climate of the family and the emergence of feelings of social insecurity; malnutrition: violation of diet, abuse of fatty, spicy, salty foods, lack of conditions for nutrition of teaching staff at work; high occupation of teaching staff, which does not allow providing sufficient physical activity and even sufficient sleep; lack of organization of summer vacations of teaching staff; in universities of a non-medical profile, a rather acute problem is the presence of bad habits (smoking, alcohol abuse), lack of motivation to maintain their health

3. Based on the results of the self-assessment of the teaching staff of their health, it can be concluded that no more than 32% of teachers are absolutely healthy, although 48-68% of respondents consider themselves to be healthy; from 78 to 87% of university teachers in case of acute illness do not take sick leave, preferring to go to work and self-medicate; preventive medical examinations of teaching staff in universities are not carried out, only 9-11% of teaching staff are registered at the dispensary, no health-improving work is carried out in relation to teaching staff.

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