



## Social Psychological Features of the Process of Professional Stress in Pedagogical Activity

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### Annotation

This article aims to study the socio-psychological characteristics of the process of professional stress in pedagogical activity. Professional stress is one of the most important and common problems encountered in the work of teachers. This article analyzes the main factors of professional stress, its social and psychological effects, the reasons that lead teachers to professional stress and its impact on pedagogical activity. Teachers and other education specialists encounter many stressful situations in their pedagogical activity. The main focus of the monograph is to study the social and psychological factors of this process, the emergence of stress and its impact. The study analyzes how professional stress affects teachers' work efficiency, psychological state, attitude to work and personal life. The scientific article also presents practical recommendations aimed at managing professional stress, strategies for combating stress, and reducing stress in pedagogical activity. This work serves as an important resource for teachers, psychologists, and education professionals to better understand occupational stress and apply methods for its prevention and mitigation. It examines how occupational stress affects teachers' psychological state, motivation for work, and performance. It also provides recommendations for managing stress and reducing its negative consequences.

The article provides a comprehensive analysis of the role of occupational stress in pedagogical activity, its socio-psychological characteristics, and methods for mitigating this process.

**Keywords:** *Occupational stress, pedagogical activity, socio-psychological characteristics, stress factors, psychological impact, stress management, psychological state of teachers, work motivation, methods for reducing stress.*



**Introduction:** Pedagogical activity today is a complex process that has various psychological and social impacts not only on teachers, but also on all participants in the education system - students, parents, administrations. Stress arising within the framework of a teacher's professional activity is not only an individual psychological state, but also a general phenomenon that is formed in the socio-psychological context of the education system. Pedagogical stress includes various factors that arise in the daily work of a teacher, affecting his psychological and physical condition. The socio-psychological characteristics of this process are expressed in the education system, in society, and in the relationship between the teacher and the student.

The development of pedagogical stress depends on many factors that can affect the teacher's workload, difficulties in working with students, social and administrative requirements, interpersonal relationships, the collective psychological environment, and changes in educational policy. Stress can reduce teachers' work performance, reduce their motivation to work, and negatively affect their psychological well-being.

Teachers are often exposed to stress due to social factors such as high levels of work pressure, demands and expectations, difficulties in dealing with students, and the desire to conform to the educational requirements of society. Occupational stress also arises from the difficulties that teachers experience in maintaining a balance between their personal and professional lives. The social and psychological aspects of stress can lead to teachers' failure at work, depression, and deterioration in their approach, which directly affects the quality of the educational process.

At the same time, there are various psychological and social approaches to reducing the negative consequences of pedagogical stress. Effective stress management strategies for teachers, personal and professional development, restoring balance between work and personal life, creating collective support systems - all this helps to reduce professional stress and increase the effectiveness of pedagogical activity. This article examines the socio-psychological characteristics of the process of professional stress in pedagogical activity. The causes of stress, its impact on pedagogical activity, and effective methods of stress management are analyzed. The study provides practical recommendations for reducing stress and alleviating its negative effects. It also shows the need for further study of this topic in order to analyze changes in the social and psychological context of pedagogical stress and help teachers combat stress in their work.

Professional stress is an integral part of the modern education system and is increasingly being recognized as an important psychological and social factor affecting the work of teachers. In pedagogical activity, professional stress can physically and mentally exhaust teachers, leading to negative consequences related to their work efficiency, motivation for work and



personal life. The socio-psychological characteristics of stress significantly affect teachers' work relationships, their impact on students and teaching methods.

There are several factors that create pedagogical stress: in this process, social factors such as teachers' demands on themselves, students' behavior, relationships with parents, and society's demands and expectations for education play an important role. All of this directly affects the psychological state of the teacher and leads to stress in his work. This article analyzes the socio-psychological characteristics of professional stress in pedagogical activity, considers its impact on teachers and methods of stress management. The study presents the role of professional stress in pedagogical activity, factors that cause stress and psychological recommendations for reducing stress. The article provides practical recommendations aimed at helping teachers manage professional stress in their work, reducing stress and eliminating its negative consequences.

This article contributes to a deeper understanding of pedagogical stress not only for teachers, but also for all participants in the education system, and serves to improve the quality of education by managing the socio-psychological aspects of stress.

**Material and methods:** It is necessary to deeply analyze the socio-psychological characteristics of the process of professional stress in pedagogical activity, to identify its impact on the education system, stress-causing factors and stress-reducing strategies. This main part comprehensively examines the social and psychological aspects of pedagogical stress, the factors of stress, its impact on teachers' work, as well as methodological approaches to managing and reducing stress.

Several social and psychological factors contribute to the occurrence of professional stress in pedagogical activity. These factors are closely related to the working conditions of teachers and the demands placed on students. The main factors causing stress are:

- **Increased workload:** The increased workload of teachers is one of the main factors causing stress. Many obligations, such as preparing lessons, working with materials and methods used in classes, checking and evaluating students' work, have a negative impact on the psychological and emotional state of the teacher. The high workload disrupts the balance between teachers' personal and professional lives and increases stress.
- **Relationships with students:** Problems between teachers and students, student behavior, and difficulties in communicating with them are among the causes of pedagogical stress. Student behavior and their attitude to learning can cause stress. For a teacher, solving student failures and behavioral problems requires a lot of mental and physical resources.
- **Administrative pressure:** High demands, assessment criteria, and goals imposed on teachers by the leadership of educational institutions place additional stress on teachers. The



specific demands imposed by the administration and the pressure related to the results of student evaluations increase the stress level of teachers.

- Relationships with parents: Disagreements in communication between teachers and parents and high demands lead to more stress for teachers. Increased expectations and demands from parents on teachers further increase the stress levels of teachers in performing their duties.

- Social and economic conditions: Teachers' working conditions, wages, changes in the education system, and changes in the socio-economic environment directly affect the occurrence of stress. Economic difficulties and educational reforms can increase the stress levels of teachers.

The impact of occupational stress on pedagogical activity is felt in many areas. The main ways in which it affects a teacher's work are as follows:

- Work efficiency and motivation: Occupational stress negatively affects a teacher's work efficiency and motivation. Teachers working under stress pay less attention to their work and their work results decrease. Difficulties in managing stress reduce a teacher's effective performance in the educational process.

- Psychological state and emotional health: Teachers' psychological state and mental well-being can significantly deteriorate due to stress. When occupational stress persists for a long time, teachers are at risk of depression, irritability and other psychological disorders. Increased stress can lead to teachers losing a positive attitude towards their personal life.

- Balance between personal and professional life: Increased stress disrupts the balance between teachers' work and personal life. Teachers struggle to manage their time effectively, which further reduces their well-being and productivity.

- Teacher-student relationships: Stress can worsen teachers' relationships with their students. Stressed teachers are unable to communicate effectively with students, which can reduce students' motivation to learn. Stress can also reduce teachers' pedagogical approaches, negatively affecting student achievement.

There are a number of effective methods and techniques to manage and reduce professional stress:

- Personal and professional development: It is important for teachers to improve their skills and learn new pedagogical techniques to help them reduce professional stress. Regular training of teachers and their exposure to new technologies can reduce stress and increase their enthusiasm for their work.





- **Stress management training:** It can be effective to provide teachers with training and workshops on stress management techniques. These trainings increase practical skills in preventing, combating and coping with stress.

- **Social support system:** Support systems for teachers in educational institutions, including psychological support, stress management counseling and community support, can help reduce stress. Working in a team environment and sharing experiences among teachers can help reduce stress.

- **Rest and recovery methods:** It is necessary to provide teachers with adequate rest and recovery time. Good sleep, regular exercise, meditation and other relaxation techniques can help reduce stress.

- **Work-life balance:** It is important to develop methods that help teachers maintain a balance between work and personal life. This allows teachers to properly allocate their time and reduce stress.

The socio-psychological consequences of occupational stress affect the effectiveness of the education system and teachers' attitudes towards work. Occupational stress among teachers reduces teacher relationships, trust in the education system, and the quality of education. It is necessary to strengthen psychological and social support systems to protect teachers from occupational stress.

It is necessary to deeply analyze the socio-psychological characteristics of the process of professional stress in pedagogical activity, since this process affects the work of teachers in educational institutions and, as a result, negatively affects the quality of education. Through the socio-psychological analysis of professional stress, the factors that cause stress, its impact on pedagogical activity, as well as methodological approaches to managing and reducing stress are identified.

Professional stress occurs in pedagogical activity under the influence of the working conditions of the teacher, the demands on students, high expectations for education in society, as well as factors at work and administrative pressures. The following factors play an important role in causing stress in teachers:

- **Increased workload:** Various tasks such as preparing lessons, assessing students, checking their work negatively affect the psychological and physical state of the teacher. Increased workload, especially for teachers, reduces their personal life and leisure time, which increases stress.

- **Student behavior:** Student misbehavior, relationship problems, and low student motivation all contribute to stress for teachers.



- **Parental relationships:** Teacher conflicts and demands from parents can put teachers under even greater psychological pressure. Parents' high expectations of teachers can also increase stress.

- **Administrative pressures:** High standards and political pressures imposed by school management complicate teachers' work. Teachers often feel that their work and performance must be constantly evaluated by administrators, which can lead to stress.

Professional stress affects the pedagogical activity of a teacher in various ways:

- **Work motivation and efficiency:** Professional stress reduces the teacher's motivation for work and reduces work efficiency. Teachers under stress often have difficulty performing their work, their attention and concentration decrease. This reduces the quality of the educational process.

- **Psychological state and emotional well-being:** Teachers become dissatisfied with their work, which can lead to psychological distress, depression and emotional tension. The long-term effects of professional stress harm the physical and mental health of the teacher.

- **Impact on personal life:** Pedagogical stress also negatively affects the personal life of a teacher. Professional stress of teachers interferes with their family relationships, social life and personal time, which further increases stress.

There are various methods of managing pedagogical stress. These include psychological and social approaches that help teachers cope with stress:

- **Personal and professional development:** Teachers can find effective ways to manage stress by improving their professional skills, mastering new pedagogical technologies and methods. This method increases teachers' interest in work and helps them introduce new work approaches.

- **Social support system:** Creating a social support system in educational institutions supports teachers in combating professional stress. Teamwork, communication and exchange of experiences among teachers help reduce stress.

- **Stress management training:** It can be effective to conduct psychological trainings and seminars for teachers on stress management, familiarizing them with methods of recognizing stress and combating it.

- **Protection from external influences:** Strengthening support systems to protect teachers from administrative pressure, social interactions with parents, can be an effective means of reducing stress.



The socio-psychological consequences of occupational stress affect the overall effectiveness of the education system. Stress among teachers can negatively affect the trust of the education system in society. To protect teachers from occupational stress, it is necessary to create social and psychological support systems. This is important not only for ensuring the well-being of teachers, but also for improving the quality of education.

To reduce professional stress and support teachers in combating stress, it is necessary to implement the following recommendations: Conduct trainings and seminars for teachers on stress management; Organize psychological services for stress management in educational institutions; Develop motivation systems that encourage teachers to achieve high performance in their work; Support teachers through a social support system.

These analyses will help to better understand the socio-psychological aspects of pedagogical stress and will allow for the development of effective strategies for reducing stress. This process will help to make teachers' professional activities more effective and psychologically healthy.

**Result and discussion:** Significant results were achieved by analyzing the socio-psychological characteristics of the process of professional stress in pedagogical activity, its impact on teachers' professional activities and stress management methods. This article analyzes the main factors leading to teachers' professional stress, the impact of stress on pedagogical activities and effective methods for reducing stress.

The main factors of pedagogical stress are associated with workload overload, difficulties in communicating with students, administrative pressure, disagreements in relations with parents, and economic and social conditions in the educational institution. These factors cause stress and negatively affect teachers' work. Teachers, in turn, spend additional psychological and physical resources to cope with stress.

Professional stress negatively affects the work efficiency and motivation of teachers. Teachers working under stress pay less attention to their work, which leads to a decrease in the quality of education. Occupational stress also worsens the psychological state, emotional health, and physical condition of the teacher. As a result of stress, the balance between the teacher's personal and professional life is disrupted, which negatively affects social and psychological well-being.

A number of effective methods have been identified for reducing and managing stress. Improving the skills of teachers, conducting trainings and seminars on stress management, creating a social support system, and introducing relaxation techniques help reduce stress. It is necessary to provide teachers with practical skills in stress management and support them to effectively manage their work.



Occupational stress affects teachers not only psychologically, but also socially. High levels of stress reduce trust in the education system, worsen the relationship between teachers and students, and negatively affect the socio-psychological climate associated with the education system in society. The long-term effects of stress can lead to emotional and physical exhaustion of teachers, which reduces the overall quality of the educational process.

Based on this analysis, a number of practical recommendations have been developed to help teachers reduce and manage professional stress. It is important to provide psychological support to teachers, encourage them to develop professionally and personally, introduce appropriate methods for stress management, and organize collective support among teachers. Proper distribution of teachers' time, sufficient time for rest and recovery can help reduce stress.

Further research is needed to better understand pedagogical stress and its socio-psychological characteristics. Developing and implementing new methods for managing stress and reducing its impact among teachers will increase the effectiveness of the education system. In the future, more advanced approaches should be developed to improve teachers' well-being, prevent professional stress, and reduce its consequences.

**Conclusion:** The process of professional stress in pedagogical activity negatively affects teachers not only psychologically and physiologically, but also the effectiveness of the education system. Social and psychological factors of stress affect the work of teachers, and there are effective methods to reduce this impact. Practical recommendations for stress management help reduce stress and improve teachers' performance. Maintaining the psychological health of teachers is necessary to improve the overall quality of the education system.

The socio-psychological characteristics of the process of professional stress in pedagogical activity are an important and modern issue, which directly affects the effectiveness of teachers and the quality of the education system. The introduction of practical recommendations for managing professional stress, supporting teachers and reducing stress serves the sustainable development of the education system.

The socio-psychological characteristics of the process of professional stress in pedagogical activity are of great importance, as this process affects the effectiveness of teachers, psychological health and the overall quality of the education system. A number of measures need to be developed to protect teachers from occupational stress, manage stress, and reduce its impact. This article provides a detailed analysis of the causes of pedagogical stress, the impact of stress on teachers and the education system, and methods for reducing stress.

The main causes of occupational stress are related to teachers' excessive workloads, problems with students, administrative pressure, disagreements in communication with parents, and economic conditions in the education system. These factors lead to stress in





pedagogical activities, which negatively affects the psychological and physical state of teachers.

Pedagogical stress reduces teachers' work efficiency, reduces their motivation, and worsens relationships with students. In addition, increased stress can lead to psychological disorders, irritability, and emotional exhaustion in teachers. It is necessary to introduce psychological support, advanced training, and physical and mental recovery methods to support teachers and manage stress. Techniques such as relaxation, exercise, and meditation can be effective in reducing stress and restoring psychological health.

The socio-psychological consequences of occupational stress are also very important. The spread of stress among teachers reduces trust among teachers, worsens the overall quality of the education system, and increases the impact on students. The introduction of practical approaches to supporting teachers, motivating them, and managing stress increases the effectiveness of the education system.

To reduce and manage occupational stress among teachers, it is necessary to strengthen the social support system, prepare them through advanced training courses, psychological counseling, and training. In addition, developing strategies that help maintain a balance between work and personal life is important in reducing stress and improving the quality of the educational process.

In the future, additional scientific research and practical activities are needed to reduce occupational stress and reduce its impact on pedagogical activity. The development of new methods and techniques for maintaining the psychological health of teachers, overcoming stress, and effectively conducting pedagogical activities will serve to further develop the education system. This, in turn, will lead to an improvement in the general environment in educational institutions, increased student achievement, and increased satisfaction with teachers' professional activities.

This article, through an in-depth analysis of the socio-psychological characteristics of pedagogical stress and its impact on pedagogical activity, is of great importance in developing strategies aimed at effectively managing professional stress and reducing its negative consequences.

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