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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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DEVELOPMENT OF PREVENTION OF PROFESSIONAL-PEDAGOGICAL DEFORMATION ON THE BASIS OF HEALTH-SAVING TECHNOLOGIES IN HIGHER EDUCATIONAL INSTITUTIONS

Abstract: This article discusses health-saving technologies in the prevention of professional-pedagogical deformation in higher educational institutions. The mechanisms of health-saving technologies, a healthy lifestyle, health centers, the promotion of teachers' active leisure culture, and emotional stability, which positively affect teachers' professional longevity, are examined in detail.

Key words: professional-pedagogical deformation (PPD), burnout, health-saving technologies, prevention, mentoring, peer-support system, pedagogical immunity.

Annotatsiya: Ushbu maqolada oliy ta'lim muassasalarida kasbiy-pedagogik deformatsiyaning oldini olishni rivojlantirishda sog'lomlashtiruvchi texnologiyalarning ahamiyati yoritilgan. Sog'lomlashtiruvchi texnologiyalar mexanizmlari, sog'lom turmush tarzi, salomatlik markazlari, o'qituvchilarning faol dam olish madaniyatini rivojlantirish hamda pedagogning kasbiy uzoq umr ko'rishiga ijobiy ta'sir etuvchi emotsional barqarorlik masalalari batafsil tahlil qilingan.

Kalit so'zlar: kasbiy-pedagogik deformatsiya (KPD), emotsional kuyish, sog'lomlashtiruvchi texnologiyalar, profilaktika, mentorlik, o'zaro qo'llab-quvvatlash tizimi, pedagogik immunitet.

Аннотация: В данной статье рассматриваются здоровьесберегающие технологии в развитии профилактики профессионально-педагогической деформации в высших образовательных учреждениях. Подробно анализируются механизмы здоровьесберегающих технологий, здоровый образ жизни, центры здоровья, развитие культуры активного досуга преподавателей, а также эмоциональная устойчивость, положительно влияющая на профессиональное долголетие педагога.

Ключевые слова: профессионально-педагогическая деформация (ППД), эмоциональное выгорание, здоровьесберегающие технологии, профилактика, наставничество, система взаимной поддержки, педагогический иммунитет.

INTRODUCTION

Professional and pedagogical deformation (PPD) is a set of negative mental and emotional changes that occur as a result of a teacher's long-term pedagogical activity. This phenomenon negatively affects not only the teacher's professional activity but also his or her personal life. Professional and pedagogical deformation is mainly associated with emotional exhaustion, depersonalization, and feelings of inadequacy, which reduce teachers' motivation to work and decrease the effectiveness of their pedagogical activities. Health-saving technologies are aimed at maintaining the physical, psychological, and social well-being of teachers and serve to improve the educational environment, reduce stress factors, and ensure professional stability.

The development of these technologies within the higher education system contributes to the prevention of professional and pedagogical deformation among teachers, supports their professional longevity, and enhances the effectiveness of pedagogical activities. Particularly under current conditions, where a humanistic and learner-centered approach to pedagogical activity has become a priority, it is essential to study these technologies on a scientific basis. In this regard, the issue of developing preventive measures against professional and pedagogical deformation in higher educational institutions through health-saving technologies remains



insufficiently explored both theoretically and practically. This situation determines the relevance of the present research topic and justifies its consideration as one of the important scientific directions in modern pedagogy and pedagogical psychology.

LITERATURE REVIEW

The World Health Organization (WHO) is recognized as the institutional founder of the concept of health-saving in education. In particular, the concept of “Health-Promoting Schools,” introduced by the World Health Organization in 1998, scientifically substantiated a systematic approach to improving the health conditions of the educational environment ^[4]. Within this framework, an educational institution is viewed not only as a place of learning but also as an environment that supports the physical, psychological, and social well-being of all participants in the educational process.

The concept of “Health-Promoting Schools,” proposed by the World Health Organization, contributes to reducing professional stress factors affecting teachers by creating healthy psychological and social conditions within the educational environment. This concept establishes the principles of health, humanism, and professional stability as the methodological foundation for the development and implementation of health-saving technologies. One of the distinctive characteristics of teachers’ professional activity is the constant psycho-emotional workload, high communicative responsibility, and intellectual tension. Under such conditions, maintaining teachers’ health, emotional stability, and positive psychological well-being becomes highly significant. Therefore, the introduction of health-saving technologies into the higher education process is regarded as an essential condition for preventing professional deformation in teachers’ personalities ^[5].

RESEARCH METHODOLOGY

Health-saving technologies represent a system of pedagogical methods, tools, conditions, and organizational measures aimed at preserving and strengthening the physical, mental, and social health of participants in the educational process. In other words, they encompass methodological, psychological, organizational, and social strategies designed to improve the educational environment through the promotion of a healthy lifestyle. “Health-saving technologies are a system of pedagogical activities aimed at preserving, protecting, and developing the health of both students and teachers” ^[1].

Researcher in the field of pedagogy and psychology, Yevgeniya Vladimirovna Karpova, emphasized in her studies that the system of health-saving technologies encourages teachers to maintain a healthy lifestyle, develop a culture of active recreation, and sustain emotional stability, all of which positively influence teachers’ professional longevity.

These technologies motivate teachers to adhere to healthy lifestyle practices, foster active leisure culture, and maintain emotional resilience. As a result, teachers are able to continue their professional activities effectively over a long period, thereby increasing the overall effectiveness of pedagogical activity ^[2].

Health-saving technologies can also be defined as an integrated system of pedagogical, psychological, and organizational tools aimed at maintaining the physical and mental health of teachers in higher educational institutions, preventing professional fatigue and deformation, and improving the health-supportive educational environment. They help balance the internal and external resources of the pedagogical personality, strengthen professional stability, and ensure long-term effective professional performance ^[3].

ANALYSIS AND RESULTS

Health-saving technologies represent a system of pedagogical and organizational measures aimed at organizing the educational process, balancing work and rest, and improving the psychological climate ^[1].

These technologies contribute to maintaining teachers’ physiological, psychological, and social well-being by preventing such deformational processes as professional burnout, emotional exhaustion, and decreased motivation. Health-saving technologies aimed at preventing professional deformation constitute a comprehensive system designed to maintain the physical, psychological, and social balance of the pedagogical personality. This system is implemented through three interrelated yet independent mechanisms. The first direction is the physiological dimension, which involves optimizing the hygienic conditions of pedagogical activity, encouraging physical activity, and ensuring a balanced work-rest regime. The regular implementation of an ergonomic working environment, exercises aimed at reducing muscle tension, breathing techniques, and relaxation practices helps reduce teachers’ physical fatigue and stabilize their functional condition ^[2].

The second direction is the psychological dimension, which focuses on managing stress factors arising during professional activity, developing emotional intelligence, and strengthening individuals’ self-regulation abilities. Through autogenic training, meditation techniques, and the cultivation of positive thinking, it becomes

possible to balance teachers' psycho-emotional state, thereby mitigating the internal psychological mechanisms underlying professional deformation ^[6].

The third direction is the socio-pedagogical dimension, which is aimed at improving the socio-psychological quality of the professional environment in which teachers operate. A positive microclimate within educational institutions is fostered through the development of community support systems, the strengthening of mentoring practices, and the establishment of healthy pedagogical dialogue. Such an environment reinforces teachers' professional self-awareness and stabilizes their positive attitude toward the profession ^[7].

Overall, the consistent and systematic implementation of health-saving technologies in these areas ensures teachers' professional stability, enhances stress resistance, and significantly improves the subjective quality of professional activity.

The effective implementation of health-saving technologies in higher educational institutions is closely associated with the presence of specific pedagogical conditions. These conditions contribute to the creation of a health-supportive environment by ensuring harmony among all participants in the educational process, including teachers and students. First, the coordination of teacher-student activities is one of the key factors in implementing health-saving technologies. Pedagogical activities organized by teachers should be planned in consideration of students' psychophysiological capacities, individual characteristics, and health conditions. Such an approach prevents excessive stress within the educational process and promotes healthy pedagogical relationships based on mutual cooperation. Second, the integration of lessons and training modules focused on healthy lifestyles enhances the health-promoting function of the educational process. Through such modules, both students and teachers develop competencies related to physical activity, stress management, proper nutrition, rest, and adherence to balanced work-rest routines. Training sessions and practical exercises facilitate the integration of theoretical knowledge into everyday pedagogical practice.

Third, the development of teachers' health competence ensures the sustainable implementation of health-saving technologies. Health competence encompasses the knowledge, skills, and abilities required for teachers to maintain their own health, increase stress resistance, ensure emotional stability, and organize professional activities in a healthy manner. The development of this competence reduces teachers' susceptibility to professional and pedagogical deformation. Fourth, strengthening the activities of psychological services and health centers reinforces the health-supportive infrastructure of higher educational institutions. Psychological counseling, relaxation exercises, psychoprophylactic training, and wellness programs contribute to stabilizing the psycho-emotional state of teachers and students. Consequently, the system of health-saving technologies in higher education institutions functions as a preventive model that develops teachers' psychophysiological and socio-pedagogical "immunity" against professional deformation. This system not only preserves teachers' physical and mental well-being but also develops them as resilient professionals capable of sustaining effective pedagogical activity over an extended period.

CONCLUSIONS

The following conclusions can be drawn regarding the development of preventive measures against professional and pedagogical deformation through health-saving technologies in higher education: The systematic implementation of health-saving technologies in higher education institutions is an important preventive factor in reducing professional and pedagogical deformation among teachers. These technologies strengthen teachers' professional well-being by stabilizing emotional states, increasing resistance to stress factors, and fostering positive attitudes toward professional activity. A pedagogical environment organized on the basis of health-saving technologies creates an integrated system aimed at ensuring not only teachers' physical well-being but also their psychological and social well-being.

As a result, such negative phenomena as professional stagnation, apathy, and declining motivation are prevented. The emergence of professional and pedagogical deformation is often associated with insufficient support for teachers' psycho-emotional resources, whereas health-saving technologies contribute to restoring and developing these resources. Through these technologies, teachers gain opportunities for professional self-reflection, self-understanding, and the formation of constructive attitudes toward stress. The institutional implementation of health-oriented technologies in the higher education system not only ensures teachers' professional stability but also strengthens the alignment of the educational process with the principles of humanism and sustainable development. Consequently, the prevention of professional deformation is formed not as a set of isolated measures but as a systematic pedagogical process.

The following recommendations may be proposed regarding the development of preventive measures against professional and pedagogical deformation through health-saving technologies in higher education: It is advisable to establish a psychological diagnostic and monitoring system in higher education institutions for the early identification of teachers' professional and pedagogical deformation using internationally vali-



dated assessment instruments. It is recommended to widely apply health-saving didactic and organizational approaches that support teachers' work activities, including flexible schedules, active breaks, and stress-reduction exercises, in organizing the educational process.

In order to create a healthy pedagogical environment in higher education institutions, it is necessary to develop mentoring and peer-support systems that facilitate the professional adaptation of young teachers. To enhance the effectiveness of health-saving technologies in the higher education system, scientific and practical cooperation should be strengthened, foreign experiences should be adapted to local conditions, and successful practices should be integrated into national pedagogical frameworks.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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