
Formation of Stress Resilience of Teachers of Professional Educational Institutions on Professional Competence

N. A. Rozikova

Senior teacher, Pedagogical innovations, profession, education management and pedagogue Retraining and there, Institute of Advanced Training, Department of "Personnel Management"

Abstract: The article discusses the issues of psychological and pedagogical support of the educational process in the field of prevention and stress management. The problem of stress tolerance and the factors influencing its level, as well as methods of first aid in severe stress are analyzed. Learning, exercising and experimenting can help a person cope with stress and get rid of the effects of stress.

Keywords: Institutions, Formation, Competence.

The concept of higher education in the Republic of Uzbekistan defines the tasks of a teacher-specialist as follows: "Specialist qualification consists of such factors as deep general knowledge, broad outlook and professional training, computer literacy, ability to quickly update and supplement their knowledge. At the same time, it is necessary to cultivate his discipline, responsibility, intelligence, devotion to his work, the independence of his country, kindness and justice for the sake of the Motherland and world development".

One of the most important problems facing modern pedagogical science is the problem of pedagogical and pedagogical, working conditions.

At the heart of the complex work of the educator are such important tasks as educating the younger generation in a polite and moral manner, equipping them with knowledge. After all, a child who enters school for the first time learns the laws and rules of life of the world, the secrets from the teacher. The educator teaches the child what he knows. If we want to bring up a child with deep knowledge, faith and culture, these qualities must be embodied in the educator. Therefore, the question arises as to what qualities an educator, a primary school teacher in general, should have. Before answering this question, it is worthwhile to describe the role of the educator in our society today.

New methods that have generated enthusiasm in the pedagogical community create self-contradictions in pedagogical experiences. In this case, if the educator works in a planned way, he will be able to maintain his peace of mind and eliminate bad internal conflicts.

In order for a teacher to carry out his / her pedagogical activity well, it is necessary to master and experience the psychological barriers and "complexes" that hinder him/her. It is observed that the rules of guidance are of great importance in the standardization of the behavior and inner world of the educator. However, the development of society in pedagogical activity requires from the educator pedagogical behavior, that is, active and systematic creativity.

Summarizing the pedagogical activity of the teacher, the reasons for the greater resistance of teachers to innovation include:

1. The purpose of the changes was not explained to educators, it was hidden, which in turn
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caused concern and uncertainty. Fear of the unknown can lead educators to any absurd method.

2. Educators were not involved in the development of innovation planning.
3. Ignoring community traditions.
4. Subjective attitude to new methods and fear, feelings of loss of status.
5. Changes in the activities of leading educators create such fears if the increase in workload is not planned.
6. When an innovator does not have the respect and trust of an initiator, educators often look to the author, not the project. If creative activity is unfounded, if values are not taken into account, this activity is very dangerous. This means that exercises leading to multivariate solutions for the creative development of the young educator in education and professional activity have not been found and recommended.

Educators need to take lessons, build relationships, taking into account the individual characteristics of the age of the learners. A teacher who loves his profession does not allow mistakes and shortcomings. In the course of the lesson, students are interested in using innovative technologies, visual aids. Visual aids, various playful lessons activate learners, teach them to think independently.

A teacher who is well versed in the rules of pedagogical techniques has a positive impact on his health and the effectiveness of his work. "Pedagogical technique consists of 2 groups of skills: 1. Self-control (body, emotional state and speech technique); 2. Achieving cooperation with students in solving pedagogical tasks (didactic, organizational skills, direct influence techniques).

Pedagogical technique consists of the following 2 groups:

1. be able to control the teacher's behavior:
 - a) Self-control, facial expressions and tactics;
 - b) Be able to control emotions, mood, create a positive situation;
 - c) Logical reasoning, ability, attention, reading, sensitivity, self-control;
 - g) Speech technique, breathing, adaptation of sound to the listener, pronunciation, speed of speech.
2. The pedagogical process is the impact on the individual and the community, which reveals the technology of the educational process. It includes didactic, organizational, constructive skills of pedagogy, management of pedagogical communication, organization and management of creative work of the team.

The above guarantees effective results and achievements in pedagogical activity. The opposite result is caused by the following shortcomings:

- inability to communicate sincerely with the student or his parents;
- inability to stop anger or use it in its place;
- inability to overcome self-doubt;
- slurred speech;
- excessive rigidity;
- Fear of being polite;

- speak very fast (especially in class);
- excessive movement or stiffness in one place, not knowing where to put your hands;
- Lack of self-control (bending, walking on the ground, laughing in vain, excessive movement), moving various objects in his hands;
- Disadvantages of the sound: lack of a single tone, boring clear pronunciation, inability to choose the necessary volume for the room;
- Defects in speech: lack of expressive reading skills (diction) that speech is not vital.

Emotion, like other phenomena in the human psyche, is a function of the brain. It is a manifestation of the processes that take place in the cortex of the cerebral hemispheres. The educator's emotion often depends on what the learners say to him or her and what he or she says to the learners. Therefore, the emotional state of the educator changes before, during and after the lesson.

Emotional tension is a (mental and physical) phenomenon that occurs in learning activities in relation to a stressful situation, manifested in mental and physical reactions. According to experts, stress in educational activities, overwork, limitation of powers, mistreatment of peers and teachers, spending a lot of time on the road to and from school, financial problems, monotonous (same) actions to fully realize their potential. the lack of favorable conditions for, sometimes interruptions in the learning process, the inability to adequately and objectively assess their abilities and capabilities.

Stress in educational activities can also be caused by conditions, lighting of the auditorium, ventilation, narrowness of the room, lack of information, as well as improper distribution of time and other reasons.

According to psychologist N.V. Somoukina, the causes of stress are classified as follows:

1. Circumstances associated with success;
2. Competitive environment;
3. Fear of making mistakes;
4. Lack of psychological compatibility in the community.

Factors influencing the occurrence of emotional tensions in learning activities can be divided into objective and subjective factors.

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