

FUNCTIONAL AND PSYCHOEMOTIONAL STATE OF SENIOR SCHOOL TEACHERS

Akhmadaliev N. O.

Iklasbayeva G. K.

Department of Environmental Hygiene,
Tashkent State Medical University

Abstract

The article is devoted to the analysis of the functional and psychoemotional state of senior school teachers in general education institutions. The factors influencing teachers' health are examined, including workload, emotional burnout, stress, and working conditions. A review of modern studies focused on the psychoemotional and functional state of teachers, as well as the influence of microclimate, work schedules, and occupational risks, is presented. The study concludes that comprehensive preventive measures are necessary to preserve teachers' health, including optimization of working conditions, psychological support, and monitoring of functional status.

Keywords: Functional state, psychoemotional state, senior school teacher, stress, emotional burnout, working conditions, work capacity, teachers' health.

Introduction

Modern pedagogical activity of senior school teachers is characterized by high mental, emotional, and physical workload. Teachers face intensive preparation of educational materials, a large volume of assessment tasks, the need to maintain discipline, and adaptation to the psychological characteristics of senior school students. These factors significantly affect teachers' health, work capacity, and emotional well-being.

Studies show that the combination of high workload and insufficiently organized work processes leads to a reduction in the body's functional reserves, the development of stress reactions, and psychoemotional disorders [1,2]. Pilot studies of working conditions demonstrate that parameters of the work environment, work schedules, and high workload have a particularly strong impact on the psychoemotional state of senior school teachers [7,8]. The relevance of studying the functional and psychoemotional state of teachers is also confirmed by socio-economic consequences: reduced work capacity directly affects the quality of education, while chronic stress and emotional burnout can lead to professional demotivation and increased morbidity [12].

Psychoemotional State of Teachers

Emotional burnout is one of the most common problems among senior school teachers. It manifests as chronic fatigue, reduced motivation, irritability, emotional detachment, and decreased concentration [3,9].

Factors contributing to emotional burnout include high workload and insufficient time for recovery; professional demotivation; stressful situations in interactions with students and parents; and lack of psychological support from school administration [10]. Methods for assessing the psychoemotional



state include questionnaires and psychological tests (for example, the Maslach Burnout Inventory, anxiety and stress-resistance scales). Research results indicate that more than 60% of senior school teachers regularly experience symptoms of emotional burnout, and about 25% demonstrate a high level of stress that negatively affects their professional performance [11].

Functional State of Teachers

The functional state of teachers reflects their physical health, work capacity, and resistance to workload. Functional disorders include fatigue, decreased concentration, visual strain, and fluctuations in blood pressure [5,6].

Studies show that emotional burnout is directly associated with functional impairments: teachers with high stress levels more often exhibit changes in the cardiovascular system and reduced overall physical endurance [1]. In addition, chronic stress affects the immune system and increases the risk of developing occupationally related diseases [11].

Assessment of teachers' functional state includes both objective physiological methods (measurement of blood pressure, heart rate, and fatigue levels) and subjective indicators of well-being and work capacity. A comprehensive assessment makes it possible to identify risk groups and to implement targeted preventive measures.

Influence of Working Conditions on Psychoemotional and Functional State

Work organization and sanitary-hygienic conditions have a direct impact on teachers' health status. High workload, inconvenient schedules, and insufficient institutional support increase stress levels and the risk of emotional burnout [4,8].

Special attention is paid to the microclimate and physical conditions of the working environment, including temperature, lighting, noise level, and ventilation. Inadequate working conditions worsen well-being, contribute to fatigue, and increase the risk of functional disorders [7].

The post-pandemic period has also demonstrated a significant impact of distance learning on teachers' psychoemotional state, increasing workload and stress due to the need to adapt to new educational formats [8].

Preventive Measures and Recommendations.

Based on the literature analysis, the following preventive directions can be identified:

1. Optimization of work and rest schedules: adjustment of working hours, implementation of recovery breaks, flexible work arrangements.
2. Programs to reduce emotional burnout: psychological training, counseling, and support groups.
3. Improvement of working conditions: optimization of microclimate, lighting, and noise levels in classrooms.
4. Monitoring of functional state: regular medical examinations, monitoring of blood pressure, heart rate, and visual load.

These measures help reduce stress levels, increase work capacity, and maintain the professional health of senior school teachers.



Conclusion

The functional and psychoemotional state of senior school teachers is closely related to working conditions, workload, and work schedules. High emotional and mental demands contribute to the development of stress, fatigue, and emotional burnout, which negatively affect physical health and professional effectiveness.

To preserve teachers' health, it is necessary to implement comprehensive preventive measures, including psychological support, optimization of working conditions, monitoring of functional state, and adaptation of work schedules. Further research should focus on the quantitative assessment of the impact of specific occupational factors on the psychoemotional and functional state of senior school teachers.

References:

1. Антонова А. А., Яманова Г. А., Абдурахимова Анализ показателей здоровья учителей общеобразовательных учреждений // Международный научно-исследовательский журнал. – 2021.
2. Аимбетова Г. Е. и др. Образ жизни и самооценка здоровья учителей // Вестник Казахского Национального медицинского университета. – 2020.
3. Бутенко В. С. и др. Психологические особенности проявления синдрома эмоционального выгорания у педагогов начальных и старших классов средних общеобразовательных учреждений // Мир науки. Педагогика и психология. – 2018.
4. Васильева Т. Н. и др. Психопрофилактика негативного влияния профессиональных факторов на здоровье и работоспособность школьных учителей // Социальные аспекты здоровья населения. – 2019.
5. Власова н. в. и др. факторы риска и комплексная оценка нарушений здоровья педагогов общеобразовательных школ в сельской местности // Анализ риска здоровью. – 2024.
6. Гончарова Л. и др. Особенности вариабельности артериального давления у педагогов старших классов // Известия высших учебных заведений. Поволжский регион. Медицинские науки. – 2018.
7. Катаманова Е. В. и др. Условия труда и состояние здоровья у педагогов. Пилотное исследование // Гигиена и санитария. – 2020.
8. Колесник Н. В., Бояркина С. И. Рабочая нагрузка учителя в постпандемический период // Мир России. Социология. Этнология. – 2024.
9. Кукуляр А. М. Психологические особенности проявления синдрома эсоциального выгорания у педагогов начальных и старших классов средних общеобразовательных учреждений // Инновационная наука: психология, педагогика, дефектология. – 2018.
10. Никитина Г. А., Будникова А. С. Факторы профессиональной демотивации современного учителя // Азимут научных исследований: педагогика и психология. – 2023.
11. Степанова А. Э., Потеряева Е. Л., Семенова В. Н. Особенности влияния профессии на здоровье педагогов // Медицина труда и экология человека. – 2022.
12. Степанова А. Э., Потеряева Е. Л., Семенова В. Н. Оценка состояния психического здоровья учителей // Медицина труда и экология человека. – 2021.

