



## Mechanisms for Increasing the Stability of Teaching Staff of Preschool Education Organization to Stress

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### ABSTRACT

This article deals with the prevention of stress situations in educators and employees of a preschool educational organization, increasing the stability of stressors and the formation of a stable psychological state. Representatives of relevant fields can use the article as a theoretical and practical resource.

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At the solemn ceremony dedicated to the «Day of Teachers and Trainers» by the head of our state on October 1, 2020, the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev looked at history and noted that the first Renaissance shone in the territory of our country in the 9th-12th centuries, and the second in the 15th century. He emphasized. I, along with many intellectuals, always dream of one thought: Our enlightened ancestors could have carried out the third Renaissance in our country in the 20th century. He said that they considered the hadith sharif that «there is no salvation except knowledge and it is impossible» as a vital belief. President Shavkat Mirziyoyev noted that the main goal is to create the foundations of a new Renaissance, that is, the third Renaissance in Uzbekistan. «The unique and unique scientific and spiritual heritage of our great ancestors should become a vital program in constant motion for us. This immortal heritage should always be with us and always give us strength and inspiration. First of all, we need to imbue the national education system with such a spirit.»

A prosperous life begins with perfect upbringing. It is known that education of the young generation has always been important and relevant. But in the 21st century we live in, this issue is really becoming a matter of life and death. It was not for nothing that sages said, «The more perfect the education, the happier the people.» In order for the education to be perfect in the current unstable times, it is absolutely impossible to allow a gap to appear in this matter,» said the Honorable President Shavkat Mirziyoyev.

Therefore, the consistent reforms carried out in our country, the new 7 important initiatives of the President of the Republic of Uzbekistan Shavkat Mirziyoyev in educating young people in the social and spiritual-educational spheres, the rapid development of science, technology and technology, the higher education of foreign countries Pedagogical higher education institutions, in addition to educating enterprising, ambitious young people who are able to take responsibility for the future of the country, aimed at opening branches and faculties of institutions, improving regulatory and legal support, and improving material and technical conditions. By correctly directing the initiatives of Lajak teachers, consistent changes are being made to the educational system regarding the introduction and development of new literature in order to eliminate conflictological processes.

As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted: «We need to take serious measures to effectively manage the higher education system using modern methods, strengthen the material and technical base in the field, and improve educational and methodological work. Based on the real needs of the economic sectors, which are the customers of personnel, it is necessary to define the strategy for the development of the higher education system, to re-develop the state education standards and qualification requirements, and to effectively organize the qualification practice of students. This, in turn, requires higher education teachers to be intellectually, morally, spiritually strong, mature qualified personnel.

Recently, the number of children of preschool age with a certain degree of developmental deviations has increased significantly. Most of them are children with stable pathology and functional diseases of children of preschool age. Children of both categories, unlike their typically developing peers, for various reasons experience persistent and clear disturbances in social and psychological adjustment. One of the first signs of this is a violation of the emotional development of the child from his peers, which, although not clearly expressed, can lead to a deviation in the formation of the personality. In addition, most parents cannot assess their children's abilities and problems, some have difficulties in cooperation with kindergarten staff, some do not have stable (self) confidence and motivation to overcome certain difficulties.

Nowadays, children show signs of minimal brain dysfunction. Minimal brain dysfunction (or hyperkinetic chronic brain syndrome or minimal brain damage or mild childhood encephalopathy or mild brain dysfunction) refers to perinatal encephalopathies [1]. 15-20% of children of preschool age, as mentioned above, suffer from some chronic pathology, and by the age of 7, the number of such children is increasing in some regions of the country. It leads to the development of syndromes such as brain dysfunctions, lack of attention, and hyperactivity disorder. Based on this point of view, serious attention should be paid to the systematic development of the psychological environment in the preschool education organization.

The psychological service of the preschool educational organization (PEO) provides the following goals and tasks:

The purpose of the PEO psychological service should be to ensure full mental and personal development of children in accordance with their individual capabilities and characteristics.

The main tasks of the psychological service:

to help each child's full intellectual and personal development;

Creating a psychological environment in PEO;

study of children's emotional, volitional and intellectual development characteristics;

development of conclusions and recommendations on children's education;

to help increase the psychological competence of PEO pedagogues and parents in educating children;

to psychologically monitor the personal, mental and social development of children, to identify psychological defects in education, to prevent any negative deviations that may occur in their mental development; correction of children's inability to adapt to the social environment of PEO, organization and implementation of measures for their social rehabilitation;

it is necessary to take other necessary measures for psychological, pedagogical, medical and social support, and to improve psychological culture.

The main directions of PEO psychological service activities are as follows:

- psychological-pedagogical diagnosis;
- corrective and developmental works;
- psychological counseling;
- school preparation.

**Psychological-pedagogical diagnostics** – study of individual characteristics and potential opportunities of children during the period of preschool education and education, as well as determining the causes of the mechanisms of disorders during training, development of social adaptation. Psychodiagnosis is carried out by a pedagogue-psychologist (together with pedagogues) both individually and with groups of PEO children.

**Correctional and developmental works.** It is an activity aimed at actively influencing the process of the formation of the child's personality and preserving his individuality.

**Psychological counseling.** To develop the psychological knowledge of all the participants of the preschool educational process and to form the desire to use this knowledge in the development of the child's personality and needs. Taking into account the characteristics of the young age, creating conditions for the development of the child's personality and timely prevention of possible disturbances in the formation of personality and mental development, providing psychological advice to pedagogues and parents.

**Preparation for school.** Formation of educational activities, communication and behavioral skills, cognitive processes (attention, thinking, memory, speech, large and small motor skills) and general education (physical, mental, moral, aesthetic), as well as volitional qualities in children, to develop a positive emotional attitude to school.

Psychological support in the development of PEO activities:

- organization of development of communicative competence of PEO pedagogues and specialists;
- studying parents' requests regarding educational activities;
- Psychological study of personality and professional potential of PEO pedagogues (employees);
- if it is necessary to change personnel in the preschool educational organization (the reason may be psycho-incompatibility);
- Resolving disputes in the PEO (relating to the duties of the position);
- Support (participation) in creating a management system for PEO pedagogues (employees).

PEO pedagogue-psychologist Law of the Republic of Uzbekistan «On Education», Declaration of the Rights of the Child (Resolution of the UN General Assembly of November 20, 1959), Convention on the Rights of the Child (1989), Preschool Education of the Republic of Uzbekistan works on the basis of the instructions for the position and tasks set by the Ministry of Education, all normative legal and methodical documents and recommendations on the activity of PEO psychologist. «Stress Management» Training program «Diagnostics of the state of stress». Purpose: to diagnose the stress state of training participants and provide knowledge about stress. Duties: Help training participants to establish trusting relationships; Helping participants deepen their knowledge about stress and its types.

**Duration: 1 hour 20 minutes**

No	training content	Duration	Teaching aids	Aim of the exercise
1	Videoclip	15 min	Computer, video projector, column. Stress diagnosis, what is stress? Managing stressful situations	Stress diagnosis, what is stress? Managing stressful situations
2	Familiarization exercise «names – qualities».	10 min	Tables are arranged in a circle	They get to know each other closely through the exercise called names-qualities
3	Introducing training rules	5 min	Marker, Scotch flipchart, A2 paper	Ensuring the psychological safety of training participants
4	«tree of boxes» exercise	10 min	Projector, slide, handouts	Determine the expected results from the training
5	Stress diagnosis	10 min	Distributed questions	Determination of stress tolerance of training participants

6	What is stress? – auction brainstorming	10 min	Flip chart, markers	To interest the participants in the discussion of the «stress» topic, to determine their knowledge
7	«stress in my life» exercise	10 min	Cards representing various life situations that are considered stressors	Identifying stressful situations, understanding the subjectivity in assessing the stressogenicity of different situations.
8	Feedback	10 min	Paper, pen, flip chart for all participants.	Summary of the day

**Training progress:**

**Session 1. Introduction**

**Video clip:** stress is the human body's response to excessive tension, negative emotions or simply boredom. During stress, the human body produces adrenaline, a hormone that prompts the search for a solution. A small amount of stress is necessary for everyone, because it encourages a person to think, to find a way out of a problem, without stress life would be boring. On the other hand, if there is too much stress, the body becomes weak, weak and loses its ability to solve problems. Several scientific studies have been devoted to this problem. The mechanisms of stress have been studied in detail and are very complex: they are related to our hormonal, nervous and vascular systems. It should be noted that severe stress affects health.

Stress reduces immunity and causes many diseases (cardiovascular, gastrointestinal, etc.). Therefore, it is necessary to learn to cope with stressful situations and to look at life positively.

**Symptoms of stress** What is stress in practical terms? To understand this, let's look at the main symptoms of stress:

- Constant anxiety, walking in a depressed state, sometimes these situations occur without any reason.
- Bad, restless sleep.
- Depression, physical weakness, headache, fatigue, not liking to do anything.
- Decreased attention, which makes it difficult to study or work.
- Memory problems and slow thinking.
- Not being able to put aside rest, work and problems.
- Lack of interest in others, even best friends, family and loved ones.
- Constant crying, tears, sadness, hopelessness, self-pity.
- Decreased appetite – sometimes the opposite: overeating.
- Nervous habits often develop: a person bites his lip, bites his nails, etc.
- A person develops indifference and mistrust of people.

If you are in a state of stress, it means one thing: your body has reacted to some external influence.

**Types of stress** In some cases, the definition of «stress» refers to the trigger itself. For example, physical is severe cold or unbearable heat, decrease or increase in atmospheric pressure. The effect of all toxic substances is understood under the concept of chemical stress. Mental stress can be the result of extremely negative or positive emotions. Injuries, viral diseases, muscle overload are biological stress. Depending on the result, the following types of stress are distinguished in psychology: Eustresses («beneficial» stresses). We all need a certain amount of stress to live successfully. This is the main factor of our development. This condition can be called «awakening reaction». It is like waking up from sleep. To go to work in the morning, you must first get out of bed and wake up. To achieve work activity, you need a boost – a small dose of adrenaline. Eustress

performs exactly these tasks. Distresses (harmful stresses) occur in acute stress. This type of stress represents the stress that everyone understands.

### Causes of stress

The cause of stress can actually be anything that affects and disturbs a person. For example, external causes can include anxiety caused by something (change of job, death of a relative).

Internal causes of stress include life values and beliefs. This includes a personal assessment. Stress and depression can occur in approximately equal proportions in women and men. However, each organism has its own characteristics. If you notice symptoms that may indicate stress, you should first identify the cause of the condition. It is much easier to eliminate the causes of stress than the consequences. It is not a lie that «all diseases are caused by nerves». Clinical observations have shown that small stresses are not harmful to the body, even beneficial. They encourage a person to find a way out of the current situation. Each of us must educate ourselves and develop our will so that depression does not turn into a more severe, long-term form. Many people are used to fighting stress with the help of antidepressants and alcohol. However, choosing such a path leads to getting used to them and not being able to give them up without expert help.

**2. «names – qualities» familiarization exercise:** the introduction can be conducted as follows: the trainer introduces himself, his activities, the purpose of today's training to the participants. After that, the participants of the training will get to know each other through the «names – qualities» exercise. This game is organized to raise the mood of the group participants, to make the participants feel free. Each participant should say the name of a person's positive character trait, human virtue that begins with the first letter of any name (for example, rashid – honesty, murod – bravery, etc.).

### 3. Discuss the rules of training Training rules:

- **Knowing how to hear each other** means looking at the person speaking and not interrupting his words. After finishing speaking, it is appropriate for the next person to speak briefly to repeat what the previous participant said and then begin to express his thoughts. When someone is speaking, the others are silent.

- **Talking about the topic** – sometimes the participants deviate from the topic being discussed. The participants should not be interrupted, but it is necessary to ask the following question: «I'm sorry, I don't quite understand, to what extent are your words related to our topic?» Can you explain what you mean?

- **Be respectful** – Open expression can only be achieved by everyone involved: you can disagree with someone, but you can't judge that person by what they say. Safety is achieved through rules such as do not criticize, do not blame, do not interrupt, feedback should be carried out with kindness.

- **«zero-zero» law (about punctuality)** – all participants must arrive by the agreed time.

- **Confidentiality** – everything that happened during the training must remain between the participants.

- **The law of «stop»** - if someone's personal experience is discussed, it is necessary to stop.

- **Mobile phone law** (phones must be turned off or silenced).

**4. Exercise «tree of bees» («bouquet of bees»).** Accessories: tree picture, fruit-shaped stickers. (or a picture of flower branches in a vase and stickers in the shape of flowers)

**Work progress.** Participants write their goals and expectations for coming to the training on fruit-shaped stickers. The main purpose of this exercise is to determine to what extent the participants have achieved their expectations at the end of the training. That is, at the end of the third day, the participants read their expectations and worries stickers one by one and say how much their expectations and worries were justified.

### Session 2. The main part

#### 5. «diagnosis of stress» (see Schreiner's method)

**The goal.** The methodology is aimed at determining the level of stress and can be used in self-diagnosis.

#### Instruction.

Mark the questions that you answered positively.

1. I always try to finish what I start, but often I can't and I have to make up for what I've lost.
2. When I look at my reflection in the mirror, I see traces of fatigue and stress on my face.
3. Only disappointments at work and at home.
4. I struggle with my habits, but I can't.
5. I am worried about my future.
6. I often use alcohol, cigarettes or sleeping pills to relax after a hard day's work.
7. There are such changes happening around me that my head is spinning.
8. I love my family and friends, but most of the time I feel bored and lonely with them.
9. I have not achieved anything in life and I often feel hopeless.

**Processing and interpretation of results.** 1 point is counted for each «yes» answer.

**0-4 points.** You keep yourself calm in stressful situations and know how to control your emotions.

**5-7 points.** You always behave differently in stressful situations. Sometimes you can control yourself, but sometimes you get angry over trivial things and regret it later. You need to develop individual ways of controlling yourself in stressful situations.

**8-9 points.** You are very tired and exhausted. You often lose yourself in stressful situations and lose control of yourself. As a result of such actions, you will suffer yourself and those around you. Developing self-management skills is your most important life task right now.

#### **6. «What is stress?» – auction brainstorming**

**The goal.** To interest the participants in the discussion of the «stress» topic, to determine their knowledge.

**The progress of the work.** All participants are divided into teams of 5 people, and each of the five in turn begins to tell one reason that causes pedagogic stress at school. Reasons should be short, no more than 3-4 words. Also, after each given reason, the trainer counts to 3, and if the next team doesn't say the reason before 3 is called, the next team can do it. The last team to say the reason for stress is the winner.

**Discussion.** The trainer asks the participants to remember the reasons that were not mentioned during the «auction» and asks the question: did this exercise cause stress in the participants? Why?

#### **7. «Stress in my life» exercise**

**The goal.** Identifying situations that are stressful for participants, understanding subjectivity in assessing the level of stress of various situations.

**The progress of the work.** In advance, the trainer prepares cards with different life situations that are considered stressors:

1. Dismissal.
2. Getting into a fight with a loved one.
3. Illness.
4. Disappointments at home.
5. Sudden breakdown of the car.
6. «Traffic jam» on the road.
7. «You're welcome» from the leadership.
8. Unexpected monetary incentives.
9. Loss.
10. Your child is two quarters.
11. News about the betrayal of the spouse.
12. Speaking at an international conference.
13. Unfair criticism.
14. Dismissal
15. Divorce
16. Price increase
17. Inspection
18. Housework
19. Being late for work
20. Your child has spoken back

The trainer distributes the cards to the participants. Participants take the cards in a row without showing each other and in complete silence. Each participant should take a place according to the strength of the stressor in his opinion.

Thus, the strongest stressor should take the first place in the sherenga. After everyone has lined up, the trainer offers to exchange ideas. Then they will consult together and offer to line up again.

**Discussion.** If the order has changed, group participants discuss the reason for the change in order of stressors. That is, why some participants consider a particular situation to be a severe stressor, while others consider it to be neutral or not at all stressful. Usually, the participants come to the conclusion that any person should understand stressful situations not only based on his personal experience, but also from the point of view of the person he is communicating with.

### Session 3 summary part

**8 Feedback** participants will tell interesting and useful things from today's materials in a circle. It will be more effective to conduct this stage of the work in writing. Each participant (not using their notes, but relying only on their memories) writes down the names of all the games, exercises and mini-lectures that took place during the day. Group support can be used if the problem is like birth. Especially when telling a sequence. After the group unanimously compiles a list of all games, exercises and lectures, the trainer invites each participant to evaluate each form of work and the level of satisfaction with it on a 5-point scale. The evaluations obtained during the work process can be discussed with the group or help the trainer to plan further training. It is better to make notes on pre-prepared forms.

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