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Professional Health of Teachers as A Key Factor in The Development of Modern Education

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Abstract: The article addresses the tasks of modernizing education and the necessity to improve the system of professional development and retraining for future specialists studying in higher educational institutions. It focuses on preserving and developing the professional and personal health of educators, taking into account the shortcomings and insufficient development in this area, and the need to develop appropriate technologies for this purpose. We have outlined measures to effectively organize the educational process, including the implementation of various practical activities within the framework of scientifically based principles, technologies, and monitoring of professional and personal health indicators. These measures aim to improve the professional and personal well-being of teachers in the educational process of higher education institutions.

Keywords: Health, pedagogical skills, education and upbringing, health culture, profession, modernization, professional activity, stress, technology, qualifications, learning processes, development.

Introduction: The role of teachers in society and their value-based approaches to educating the younger generation have become one of the most pressing issues in today's education system. The state is paying increased attention to preserving the health of teachers working in public educational institutions, leading to the introduction of the concept of "health-preserving education culture" into scientific discourse. This concept explains the close relationship between children's health and the health-preserving culture of teaching.

However, in this article, we will focus specifically on the professional and personal health of teachers, which

forms the basis of somatic well-being and is essential for ensuring effective pedagogical activity.

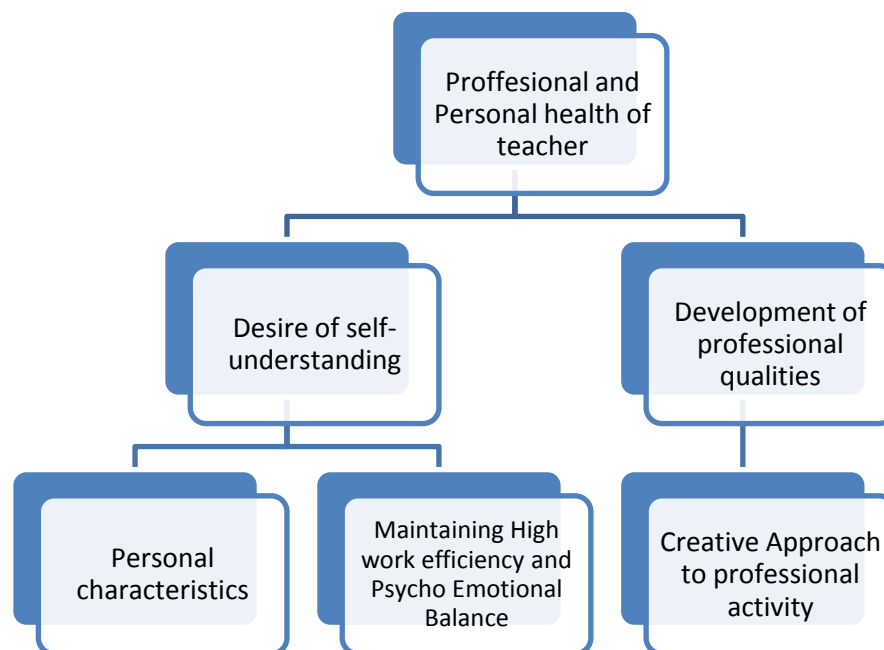
Literature Review

The professional and personal health of teachers has been explored in the research of L.M. Mitina and O.A. Anisimov. Their studies emphasize that a teacher's ability to fully utilize and develop their potential in professional pedagogical activities depends on maintaining an optimal state of physical, mental, and personal well-being.

According to their findings, professional health is

defined as a holistic, multidimensional state that enables an individual to effectively carry out their teaching profession. This includes a set of physical, mental, and personal qualities that contribute to a high level of mobility and professional mastery, allowing teachers to sustain their competence and performance over an extended period.

Thus, the preservation and enhancement of teachers' professional health is not only a matter of individual well-being but also a crucial factor in the development of modern education.



Defining the Research Scope

In this study, we aim to outline the professional and personal health of teachers, set key objectives, and examine the dynamics of addressing social interaction and self-regulation challenges.

In our view, a teacher's professional and personal health is a complex characteristic of an individual that is shaped by moral and ethical development. This includes:

- Self-regulation and self-management skills
- Understanding the meaning of life and professional activity
- Effective interaction and communication
- Interpersonal understanding
- The ability to provide mutual support

The effectiveness of educational modernization in terms of improving students' health is largely dependent on the professional and personal qualities of modern teachers. A teacher's attitude towards their own health, their commitment to a healthy lifestyle, and their awareness of methods for restoring and maintaining well-being play a crucial role in developing

students' health-conscious behaviors.

When teachers lack health literacy, they are less likely to adopt healthy lifestyle practices or implement health-preserving technologies in the learning process. As a result, the impact of these issues on students remains minimal. This underscores the growing relevance of professional and personal health in modern pedagogy.

Methodological Foundations

On August 1, 2023, the Legislative Chamber of the Republic of Uzbekistan adopted the Law on the Status of Teachers, which was later approved by the Senate on September 29, 2023. This law introduced significant changes related to teachers' rights, professional opportunities, and working conditions.

Notably, the initial draft of this law was proposed in November 2020, but several key recommendations were omitted from the final version passed on May 2, 2023. The latest amendments include:

- Reduction of the retirement age for teachers by five years, allowing early retirement with benefits
- Monthly salary bonuses for long-term service in the education sector

- Admission of experienced teachers (with at least five years of experience but no higher education) to pedagogical programs in universities (distance, evening, and part-time formats) without entrance exams, based on interviews

Additionally, efforts to enhance teachers' qualifications and retraining programs have led to the introduction of new professional education institutions aimed at promoting health-conscious learning processes. This initiative involves:

- A comprehensive study of conditions necessary for developing health-preserving educational models
- Application of psychological and pedagogical research findings to enhance teachers' professional and personal health
- Implementation of a didactic model focused on teachers' well-being

The key components of this model include:

1. Health-preserving principles
2. A pedagogical technology system aimed at improving teachers' professional and personal health
3. A set of professional competencies defining a teacher's ability to maintain their own health

By integrating these principles, the modern education system can ensure that teachers not only maintain their well-being but also contribute to the health-conscious development of future generations.

RESULTS

Scientific research practice demonstrates that there are numerous contradictions in this field. Among them, special attention is given to the following areas:

- The necessity of preserving and developing the professional and personal health of a modern educator, while the existing system of theoretical, methodological, and technological foundations does not allow for meeting this need during professional development;
- The need to improve the modernization of education, considering the shortcomings in the system of professional development and retraining of future specialists studying in higher education institutions in the field of maintaining and developing the professional and personal health of educators, as well as their insufficient development, and the necessity of developing appropriate technologies for this purpose;
- The formation and development of motivation among educators for health-preserving behavior, healthy lifestyle skills, and overcoming traditional approaches and established stereotypes in teacher

training, which represent significant didactic opportunities in the process of professional development of pedagogical staff in higher education institutions.

The existing experience highlights the narrow scope and low effectiveness of the measures taken in practice to eliminate the identified and other contradictions. These measures are implemented without considering the role and potential resources of professional development and retraining institutes in improving the competence of specialists studying in higher education in the process of enhancing educators' professional and personal health and maintaining their well-being.

All of these aspects underscore the need to pay special attention to measures aimed at improving educators' professional and personal health within the framework of professional development in postgraduate education institutions, given the modern conditions characterized by the deterioration of teachers' health and the decline in the prestige of the teaching profession.

From the perspective of preserving and strengthening educators' health, an examination of the scientific development of the problem concerning the improvement of the professional development and retraining system for teaching staff revealed that philosophers, teachers, psychologists, and other scholars have not given it sufficient attention. Although many contemporary researchers (N.P. Abaskalova, N.A. Aminov, O.A. Anisimova, M.M. Bezrukh, L.P. Vashlaeva, E.N. Dzyatkovskaya, N.N. Malyarchuk, L.M. Mitina, T.S. Panina, N.K.A. Smirnov, and others) recognize the relevance of this issue, it remains significantly underexplored.

In pedagogical science, the issue of improving teachers' professional and personal health in the process of professional development has not been comprehensively studied. Only certain aspects of this problem have been addressed.

CONCLUSIONS

From the information presented above, it is evident that scholars hold diverse views regarding the health of educators. Primarily, they consider the conditions for optimizing a specialist's professional and personal development. At the same time, insufficient attention has been given to ensuring adequate health-preserving opportunities within the process of professional development in higher education institutions. The issues related to organizing and improving the content of the educational process in the professional development and retraining system from the perspective of preserving educators' health remain insufficiently studied.

To meaningfully structure the educational and training processes, it is necessary to implement various practical measures within the academic environment of higher education institutions, based on scientifically grounded principles, technologies, and health-monitoring indicators. These measures should be aimed at enhancing the professional and personal health of educators.

Developing competencies essential for the effective execution of pedagogical functions is critical. This will allow for a systematic study of the current state of the issue concerning educators' professional and personal health within modern science and practice. Furthermore, it will facilitate the structuring of health-preserving educational activities, outlining their functions, characteristics, and mechanisms.

Significant improvements can be observed in the training processes within professional development institutes if these aspects are thoroughly integrated. It will also enable the substantiation of the criteria, levels, and effectiveness indicators for enhancing educators' professional and personal health, as well as their health-preserving competencies.

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