

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS FOR THE PSYCHOLOGICAL HEALTH OF PRESCHOOL EDUCATION STAFF

M. Nasimdjanova

M. Ubaydullayeva

N. Kamilova

Puchon University in Tashkent

Abstract: *This article provides a scientific analysis of the psychological and pedagogical foundations of the health of preschool education staff. It examines the relevance of maintaining teacher health, reviews theoretical interpretations of the concept of “psychological health,” analyzes the approaches of foreign and Russian scholars, and identifies factors influencing employees’ psychological well-being. The article emphasizes that the effectiveness of the educational process is directly linked to the mental well-being of educators and caregivers. Special attention is given to identifying psychological distress, developing preventive measures, and determining risk groups based on age and work experience. The thesis also offers practical recommendations for psychologists on supporting the health of preschool education personnel.*

Key words: *education, psychological health, mental health, psychological well-being, teacher health, occupational stress, psychodiagnostics, prevention, psychological service, pedagogical approach, professional adaptation, stress resilience, health factors, staff well-being.*

The health of education sector employees is one of the fundamental problems of modern society. The relevance of this issue lies in the fact that the

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY international scientific conference

demands placed by society on the personality of the teacher and their role in the educational process are increasing. The specific features of modern life and the uniqueness of the teaching profession require preschool education staff to possess a range of personal qualities necessary for the competent performance of professional tasks. At the same time, staff must also maintain their own health.

An analysis of research results by A.A. Baranov, V.I. Batenkova, F.N. Gonobolin, I.P. Dmitrochenkova, G.F. Zaremba, N.V. Lanina, L.M. Mitina, E.I. Rogov, E.T. Sokolova, S.V. Subbotin, E.V. Subbotina, E.V. Ulybina, T.V. Formanyuk, and others shows that while the incidence of illness among education professionals is high, their motivation to maintain their own health remains insufficient.

In science, and especially in practice, despite the conceptual distinction between "mental" and "psychological" health, the term "psychological health" still carries a dual meaning. On the one hand, in its most general sense, psychological health is interpreted as a systemic category that gives meaning to a person's professional mastery and life activity, serving as an important criterion for the effectiveness of their educational strategies. On the other hand, psychological health remains a metaphor that still lacks a classic scientific definition [1].

Despite the absence of a single, universally accepted definition of "psychological health" to date, a generalization of views found in scientific literature allows us to state that today this term denotes a state of personal inner well-being. This state enables a person to adapt effectively to a rapidly changing social environment and maintains motivation for growth and development (Khukhlaeva, 2008). In a specific sense, the content of "psychological health" approaches the concept of "psychological well-being" proposed by C. Ryff, which is now widely used by both foreign and Russian

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

researchers (Ryff, 1989; Ryff & Singer, 2006) [2]. However, equating them completely is not correct. As I.V. Dubrovina noted, "psychological well-being can be considered as a result and indicator of a person's psychological health only when it is harmoniously combined with positive feelings, pleasure, satisfaction, joy, pride, and a positive attitude towards universal human values and events in the lives of other people" [3].

Clear semantic boundaries need to be established between the field of activity of a specialist dealing with mental disorders—a psychiatrist—and that of a psychologist (psychotherapist) who studies a person's psychological health/unhealth, well-being/malaise. In general, the insufficient development of the category "psychological health" and the lack of clarity regarding its criteria constitute an independent theoretical problem and open up new opportunities for a comprehensive study and preservation of health.

The relevance of studying the psychological health of preschool educators lies in the fact that its impairment is one of the serious challenges for the psychological service within the education system. To enable an educator to work effectively without harming their own health, the psychological service needs a system of concepts that reveals the nature of complex psychological distress phenomena, allows for their identification, and aids in designing effective preventive measures aimed at supporting educators' psychological health. Such prevention requires considering a number of factors, including age and work experience, which influence the impairment of psychological health [4].

A practicing psychologist working in a preschool institution must constantly consider the state of the staff's psychological health. In this regard:

a) Periodic psychodiagnostics of psychological health is necessary, especially at the stages of up to 7 years and 16–24 years of teaching experience.

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

Precisely these periods represent the most critical groups in terms of acute psychological distress;

b) Primary attention should be paid to young staff with little experience. Special importance must be given to the initial stage of their professional adaptation, and psychological support (accompaniment) should be provided for this category;

c) The group of teachers who appear to have achieved professional mastery and possess 16–24 years of experience also requires special monitoring, as research results indicate that teachers in this group are in a state of chronic stress;

d) The use of programs aimed at developing stress resilience in staff is recommended.

In conclusion, ensuring the health of staff in the preschool education system is a comprehensive process based on a psychological-pedagogical approach, in which the mental well-being, physical health, professional competence of educators, a supportive social environment, and an effective management system play key roles. A healthy employee is a guarantee of educational quality; therefore, creating continuous mechanisms for health support within the preschool education system is considered an important social task.

REFERENCES

1. D'yachenko, M.I., & Kandybovich, L.A. (2001). *Psikhologicheskiy slovar'-spravochnik* [Psychological Dictionary-Handbook]. Moscow: AST; Minsk: Kharvest.
2. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>

UNIVERSAL INSIGHTS CONFERENCE ON SCIENCE AND SOCIETY

international scientific conference

3. Dubrovina, I. V. (2022). Psikhologicheskoye zdorov'ye lichnosti kak fenomen [Psychological health of the individual as a phenomenon]. Gumanizatsiya obrazovaniya, 4, 35–43. <https://doi.org/10.24412/1029-3388-2022-4-35-43>
4. Tsvetkova, L. A. (2024). Psikhologiya zdorov'ya v reshenii problem sovremennogo obrazovaniya [Health psychology in solving problems of modern education]. Psikhologiya cheloveka v obrazovanii, 6(2), 117–120. <https://doi.org/10.33910/2686-9527-2024-6-2-117-12>