



**THE EDUCATOR STRESS RESILIENCE AND THE QUALITY  
OF THE EDUCATIONAL PROCESS**

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**Abstract**

This article analyzes the issue of educators' stress resilience based on modern psychological and pedagogical approaches. The causes of stress arising in educators' professional activities and their impact on personality psychology and professional performance are examined. In addition, the article scientifically substantiates how educators' stress resilience affects the quality of the educational process, children's emotional states, and social adaptation. Effective psychological mechanisms and practical recommendations for developing stress resilience are proposed.

**Keywords:** educator, stress, stress resilience, quality of the educational process, professional burnout, emotional stability, pedagogical activity.

At present, systematic reforms are being implemented in our country to strengthen the quality and increase the effectiveness of the preschool education system. Special attention is being paid to the professional and psychological characteristics of educators who play a decisive role in raising a healthy and well-developed younger generation. Therefore, studying the personal qualities of preschool educators and identifying the psychological factors that shape them is of great importance for the effective organization of the educational process. In recent years, scientific research and practical work in this field have focused on in-depth analysis of educators' personalities and improving the effectiveness of their professional activities.



The modern concept of preschool education and upbringing is aimed at the comprehensive development of the child as a personality, in which the psychological and personal characteristics of the educator play a crucial role. One of the main approaches to educating and teaching children is to ensure the harmonious development of their mental, physical, social, and intellectual abilities. From this perspective, the personal qualities, pedagogical culture, and psychological preparedness of educators working in preschool educational institutions directly influence the quality of education and child development.

The principle of learner-centered education primarily requires educators to conduct pedagogical activities while considering children's needs, emotional states, and individual developmental levels. This principle is implemented through the following key directions:

**Continuity of preschool and general secondary education:** Consistency between educational stages is reflected in educators' professional approaches, enabling them to create a solid psychological and intellectual foundation for children's future learning activities (Karimova N.Yu., 2021).

**Democratic and secular nature of the educational process:** Each child should be valued as an individual, and their opinions and emotions should be taken into account. This depends on educators' communicative competence, their tendency toward empathy, and their level of tolerance (Vygotsky L.S., 1984).

At this stage, the foundations of children's personal, emotional, and social development are laid. In this process, the role of the educator is invaluable. An educator is not only a transmitter of knowledge but also a person who understands the child's inner world, supports them, and provides appropriate guidance.

At the same time, the teaching profession is considered one of the occupations that require a high level of emotional workload. Constant

responsibility, diverse child personalities, communication with parents, and administrative demands generate stress in educators. If educators fail to manage stress effectively, it negatively affects their mental health, professional performance, and the quality of the educational process.

### **Scientific and Psychological Interpretation of Stress**

In psychology, stress is a broad concept defined as an individual's adaptive response to external or internal pressures. G. Selye described stress as a general adaptation syndrome in response to non-specific demands placed on the organism. According to his theory, stress manifests in three stages: alarm, resistance, and exhaustion.

In pedagogical activity, stress often has a long-term character and develops into chronic stress, leading to psychological fatigue, emotional detachment, and professional burnout among educators.

### **Stress Factors in Educators' Professional Activity**

The main factors contributing to educators' stress include:

- a large number of children and the need for an individual approach;
- behavioral problems among children;
- high demands and complaints from parents;
- workload related to documentation and reporting;
- imbalance between work and personal life;
- socio-economic factors.

These factors can disrupt educators' emotional stability and reduce their professional motivation.

### **The Concept of Stress Resilience and Its Structural Components**

Stress resilience is the ability of an individual to maintain psychological stability, regulate behavior in adverse situations, and sustain effective performance. Educators' stress resilience consists of the following components:

1. **Emotional stability** – the ability to control negative emotions;

2. **Cognitive flexibility** – the ability to approach problems from different perspectives;
3. **Motivational stability** – intrinsic interest in professional activity;
4. **Social support** – assistance from colleagues and family;
5. **Reflection** – the ability to analyze one’s own actions.

### **The Relationship Between Educators’ Stress Resilience and the Quality of the Educational Process**

The quality of the educational process refers to the level of effectiveness of pedagogical activities organized by the educator. A stress-resilient educator:

- establishes warm and trusting relationships with children;
- demonstrates patience in educational situations;
- considers children’s individual needs;
- organizes the teaching and learning process creatively.

In contrast, educators with high stress levels tend to exhibit irritability, indifference, and formal attitudes, which leads to a decline in the quality of the educational process.

### **The Impact of Educators’ Stress on Children’s Development**

Scientific research shows that educators’ emotional states directly influence children’s psychological development. Educators’ stress:

- increases anxiety and fear in children;
- complicates social adaptation;
- contributes to the formation of aggressive or withdrawn behavior;
- reduces motivation for learning.

Therefore, educators’ psychological stability is essential for children’s healthy development.

### **The Problem of Professional Burnout Among Educators**

Professional burnout is a psychological condition resulting from prolonged stress and is characterized by emotional exhaustion, reduced confidence in personal achievements, and indifference toward professional activity. Among educators, burnout manifests through:

- constant fatigue;
- loss of interest in work;
- emotional coldness toward children;
- feelings of professional inadequacy.

### **Ways to Enhance Educators' Stress Resilience**

Developing educators' stress resilience should be carried out in the following areas:

1. Psychological training and seminars;
2. Development of emotional intelligence;
3. Professional reflection and self-assessment;
4. Optimization of working conditions;
5. Promotion of rest and a healthy lifestyle.

Developing educators' personal qualities is a complex system of interactions between internal psychological mechanisms, cognitive control, emotional stability, and the social environment. Conscious management of this process depends on a high level of reflection, responsibility, and self-evaluation skills, which directly affect the quality of preschool education and children's development.

### **Conclusion**

In conclusion, educators' stress resilience is a key psychological factor determining the quality of the educational process. A stress-resilient educator creates a favorable psychological environment for children, ensures their comprehensive development, and enhances the effectiveness of educational activities. Therefore, ensuring educators' psychological stability remains a pressing task in the preschool education system.

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