

**SOCIO-PSYCHOLOGICAL MECHANISMS FOR REDUCING EMOTIONAL FATIGUE
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Abstract. This article analyzes the socio-psychological mechanisms for reducing emotional fatigue in pedagogical activity. Factors leading to professional strain, the weakening of psychological resources, and a decrease in work efficiency among teachers in the higher education system are highlighted.

Keywords: emotional fatigue, pedagogical activity, socio-psychological mechanisms, professional stress, psychological climate, social support, reflection, motivation, stress management.

Pedagogical activity is a professional field that always requires a high level of responsibility, complex communication, emotional tension, and continuous social interaction. Especially in the modern education system, a teacher is expected not only to provide in-depth knowledge but also to understand the student's mental state, adapt to their individual needs, and establish effective communication with parents, colleagues, and the administration. Such multifaceted activity places a great load on the emotional resources of the educator's personality. If this load is not managed in a timely manner, it will gradually lead to a state of emotional fatigue. Emotional fatigue manifests as a decrease in the teacher's internal interest in work, increased indifference toward their profession, irritability, mental exhaustion, a sense of inefficiency, and a decrease in the quality of pedagogical communication. Therefore, the issue of reducing emotional fatigue in pedagogical activity is viewed not only as an individual psychological problem but also as an urgent pedagogical task that must be resolved through socio-psychological mechanisms. When analyzing this problem, it is important to correctly understand the essence of emotional fatigue. Emotional fatigue is not merely fatigue or temporary mood disorder, but a complex state formed as a result of continuous psychological pressure, excessive responsibility, communicative overload, and internal psychological contradictions. In their activities, the educator often acts as a subject providing emotional support to others, but if such a support system is insufficiently formed for them, a decrease in internal resources is observed. As a result, the teacher spends more effort performing the same tasks, perceives simple situations with difficulty, and their sense of satisfaction with the work process decreases. Consequently, to reduce emotional fatigue, it is not enough to recommend only rest; it is also necessary to systematically strengthen the teacher's social status, collective relations, working environment, psychological protection tools, and level of professional self-awareness.

Creating a healthy psychological climate within the team is one of the most effective mechanisms for reducing emotional fatigue. The psychological climate is determined by the quality of communication, mutual respect, sincerity, trust, and the level of cooperation that the educator encounters every day. If a culture of mutual support, exchange of experience, and joint problem-solving is developed among colleagues, the educator will not feel lonely. This prevents the internal intensification of psychological pressure. If there is a strong sense of coldness, indifference, informal factionalism, or hidden competition within the team, the educator begins to feel vulnerable. As a result, even a simple workload is perceived as psychological pressure. Therefore, forming the principles of collective solidarity, cultured communication, and mutual respect in an educational institution is an important direction of emotional prevention. Another important factor affecting the emotional state of

a teacher is the social support system. Social support is manifested in the form of moral support, understanding, and recognition provided by the administration, colleagues, relatives, and students. The visible result of a teacher's work may not be immediately noticeable, so it is crucial that their professional efforts are valued. Trust from a supervisor, sincere advice from a colleague, respect from students, or a peaceful family atmosphere greatly help restore the teacher's emotional state. The lack of social support exacerbates feelings of worthlessness, depression, and internal coldness toward one's profession. Consequently, to reduce emotional fatigue, it is necessary not to leave the teacher alone, to take their emotional needs into account, and to create regular moral support.

The culture of professional communication also serves as a powerful mechanism for reducing emotional fatigue in pedagogical activity. Throughout the day, the educator interacts with students of various backgrounds, colleagues, and management representatives. If these interactions are tense, demanding, and misunderstood, the teacher's mental energy quickly fades. But if an open, clear, respectful, and emotionally safe communicative environment is created, communication, on the contrary, becomes a supportive factor. In particular, aspects such as resolving conflicts in a cultured manner, expressing criticism in a constructive manner, and focusing on the situation rather than the person during the exchange of ideas reduce emotional tension. In institutions with a developed culture of pedagogical communication, a teacher can freely express their opinion, does not hide their problems, and does not accumulate internal tension. This serves to prevent emotional fatigue.

The development of personal psychological resources is also of particular importance within the framework of socio-psychological mechanisms. The emotional stability of a teacher largely depends on their ability to understand, manage, and control their own emotions. A teacher who understands their experiences, notices changes in their mood, and can analyze their causes is less prone to emotional fatigue. Because he notices his internal tension at an early stage and can take measures to eliminate it. Such psychological competence includes skills in self-observation, reflection, emotional literacy, and stress management. If the educator is able to preserve their mental resources, the influence of external negative factors will decrease. From this perspective, reducing emotional fatigue is closely linked not only to improving institutional conditions but also to the psychological development of the educator themselves. The process of reflection is one of the effective means of restoring internal balance in pedagogical activity. Through reflection, the teacher analyzes their activities, feelings, successes, and difficulties, gives them a new meaning, and reduces psychological burden. Emotional fatigue often intensifies as a result of an individual's internal experiences accumulating but not being processed mentally. If the educator systematically analyzes their workday, emotional reactions, and behavior in various situations, they will become aware of negative situations within themselves without delving into them. Reflection allows the teacher to see their strengths, re-evaluate problem situations, and overcome feelings of inefficiency. This helps to reduce internal pressure and make professional activity more meaningful.

A fair and humane management style also plays an important role in reducing emotional burnout. The management of the educational institution must take into account not only the teacher's result but also their working conditions, psychological load, and professional needs. An educator working in an environment of command, excessive control, distrust, and one-sided demands gradually falls into a state of internal resistance, fatigue, and indifference. Conversely, if the leader views the educator as a partner, supports their initiatives, recognizes their work, and is not indifferent to their problems, the teacher's internal motivation for work will be preserved. In such a managerial environment, the educator feels safe, which leads to a reduction in psychological pressure. Consequently, a leader's management culture is one of the social factors ensuring emotional health. Motivational mechanisms also help the educator maintain emotional stability. If a person deeply feels the meaning of their labor,

they will be stronger at enduring hardships. In pedagogical activity, a sense of meaning is particularly important, as the result of this profession is linked to the formation of a person's personality. When a teacher feels that their work is useful to society and plays an important role in the student's life, inner spiritual energy is restored. However, it is not only spiritual motivation that is necessary, but also organizational incentives, fair assessment, opportunities for professional growth, recognition, and an environment for development. Emotional fatigue takes root faster where a motivational gap exists. Therefore, it is important to create a harmony between the teacher's professional goals and the goals of the institution, making their achievements visible and creating conditions for their growth.

The issue of developing stress management skills also requires special attention in this topic. It is impossible to completely eliminate stress in pedagogical activity, as this profession is always associated with various demands and unforeseen situations. However, by managing stress correctly, it is possible to prevent it from turning into emotional exhaustion. To achieve this, the educator must balance their work and rest schedules, abandon excessive internal demands, master methods for managing emotional reactions, and know how to ask for help when necessary. Skills such as breathing exercises, psychological relaxation, time management, problem-solving based on priorities, and setting emotional boundaries increase a teacher's psychological resilience. In this regard, it is advisable to conduct seminars and trainings on stress management within pedagogical teams. The role of professional identification and professional self-awareness in reducing emotional fatigue is also significant. When an educator feels like a person fulfilling an important social mission rather than a casual performer, they approach their work in a different spirit. A teacher with a strong professional identity accepts difficulties as a natural part of the profession and does not become completely disillusioned with them. However, this process is not unilateral. If a teacher feels constant obstacles, inadequacy, or ineffectiveness in their work, a crack will appear in their professional identity. This further exacerbates emotional exhaustion. Therefore, it is necessary to create moral and psychological conditions for a teacher to have professional self-respect, be proud of their profession, and feel the significance of their work.

The presence of a psychological service system is an important condition for emotional prevention and correction within an educational institution. Many teachers take their fatigue for granted and are not accustomed to consulting a specialist. As a result, emotional tension can deepen and turn into professional deformation. If a system of psychological counseling, diagnostics, preventive training, and individual interviews is established in the educational institution, educators will be able to identify their condition early and receive the necessary assistance. Psychological services should work not only when a problem arises, but also as a means of maintaining a healthy psychological environment. This strengthens the teacher's emotional well-being and creates a foundation for professional longevity. It should be noted that the balance of family and personal life is also of great importance in reducing emotional fatigue. If an educator continues to transfer their labor duties to the home, there will be no psychological space left for rest and recovery. This leads to chronic internal tension. Understanding, domestic and emotional support from family members, meaningful organization of leisure time, and the allocation of time for personal interests and hobbies serve to restore the educator's emotional resources. If a healthy boundary between work and personal life is not maintained, it becomes difficult to prevent professional fatigue. Consequently, an educator's emotional health depends not only on workplace factors but also on their overall lifestyle.

In conclusion, reducing emotional fatigue in pedagogical activity is not a one-time measure or a process based solely on individual will. This is a complex socio-psychological phenomenon closely linked to the internal culture of the educational institution, the system of collective relations, management policy, the quality of psychological services, and the personal psychological training of

the educator. Therefore, a comprehensive approach is necessary to solve this problem, in which it is important to preserve the teacher's personality, recognize their professional dignity, and evaluate their emotional health as a priority value alongside the quality of education. Only in this way can a teacher act as a creative specialist who is loyal to their profession, internally stable, and capable of developing the student's personality.

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