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SPECIFIC ASPECTS OF THE INFLUENCE OF PSYCHO-EMOTIONAL STATES ON THE PROFESSIONAL ACTIVITY OF ACADEMIC STAFF

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Abstract

Improving the quality and effectiveness of higher education worldwide, strengthening collaboration between students and academic staff within the educational process, and ensuring successful employment opportunities for university graduates have become priority areas in contemporary educational development¹. In this regard, experiences of countries with highly developed educational systems demonstrate that the indicators and dynamics of scientific creativity create favorable conditions for strengthening professionally significant qualities among academic staff. This tendency highlights the necessity of identifying psychological factors that effectively influence the professional development of academic personnel and conducting scientific investigations into the impact of psycho-emotional states on pedagogical behavior.

¹ <https://eurydice.eacea.ec.europa.eu>.

⁵ O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" 2019 yil 8 oktyabrdagi PF-5847-son. -O'zbekiston Respublikasi qonun hujjatlari to'plami. 2019 yil oktyabr, 41-son (905). B.10-14.

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In recent years, within the framework of the New Uzbekistan reforms, special attention has been paid to introducing innovative approaches in higher education and establishing the necessary legal and regulatory foundations for educational modernization. In particular, state policy priorities emphasize “the implementation of measures aimed at fundamentally improving the quality of training highly qualified specialists, introducing updated state higher education standards and educational programs for retraining and professional development of teaching personnel, and establishing an effective system for preparing highly qualified graduates capable of meeting labor market demands.”²

These strategic priorities provide a substantial scientific basis for investigating the influence of academic staff’s psycho-emotional states on the dynamics of their professional development and pedagogical effectiveness.

The professional activity of academic staff involves the normative and purposeful application of emotions, national character traits, patterns of behavior, communication norms, principles, phenomena, mechanisms, instruments, and professional competencies. The educational process is designed to continuously stimulate learners’ activity, engagement, and intellectual curiosity throughout the entire instructional period. According to S.S. Bubnova, pedagogical technologies aimed at creating an educational environment based on successful learning outcomes enable students to be actively and promptly involved in educational and research-oriented activities. Such approaches contribute to increasing learners’ motivation, enhancing their academic performance, and strengthening their independent cognitive engagement.

Conversely, educational processes characterized by weak organization, insufficient clarity, or the absence of clearly defined outcomes may reduce students’ interest, limit active participation, and negatively affect the overall effectiveness of teaching and learning activities.

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Tasks that are poorly designed or insufficiently structured may result in ineffective learning outcomes and reduced educational efficiency. Therefore, as emphasized by the researcher, excessive emotional involvement of learners, decreased motivational drive toward academic activity, loss of interest in learning, and the formation of negative attitudes toward both the academic subject and the instructor may emerge as significant barriers to successful educational engagement. The relationship between academic staff and learners should be organized based on the principles of humanistic pedagogy, aiming to eliminate negative emotional experiences, encourage satisfaction from achieved results, strengthen persistence toward educational activities, and promote collaborative and creative interaction. Such an approach establishes an essential communicative “bridge” necessary for ensuring effective pedagogical influence and constructive educational relationships.

Within the educational process, when learners are treated without respect and dignity, it becomes difficult to achieve the expected level of academic discipline and, in particular, meaningful and conscious knowledge acquisition. Considering the specific characteristics of pedagogical activity, it was determined that the dynamic manifestation of self-development motivation associated with teachers’ emotional tolerance contributes to the formation of an ambivalent attitude toward both professional and personal achievements. Consequently, based on the individual typological characteristics of personality, psycho-emotional factors characterized by anxiety and depressive tendencies were identified as exerting a directional influence on the degree of professional burnout.

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Results of Comparing Data Levels Across the Scales of the “Professional Burnout Diagnostics” Methodology (Mann–Whitney U Test)

Scales	Educational Level (Mean Ranks)		U	p
	Higher Education (n=226)	Academic Degree Holders (n=54)		
Emotional Exhaustion	145.09	121.28	5064.000	0.052
Depersonalization	150.32	99.39	3882.000	0.000**
Reduced Personal Accomplishment	136.02	159.24	5090.000	0.058
Psychological Exhaustion (combined score across three components)	142.83	130.76	5576.000	0.325

Izoh: ** - $p < 0.01$

The obtained results indicate the presence of differences across the examined indicators. No statistically significant differences were identified on the scales of **Emotional Exhaustion** and **Reduced Personal Accomplishment**. However, statistically significant differences were observed on the **Depersonalization** scale, demonstrating meaningful distinctions between respondents with higher education qualifications and those holding academic degrees ($U = 3882.000$; $p < 0.01$). The higher scores observed among respondents with higher education qualifications can be interpreted as follows. According to the **Depersonalization** scale, elevated values indicate the deformation of interpersonal relationships. This condition manifests in two forms: either emotional dependence on others or the emergence of cynical and negative attitudes toward surrounding individuals, accompanied by the expression of adverse emotional reactions.

Educators demonstrating elevated depersonalization tendencies tend to perform their professional responsibilities in a formalized manner and, in most cases, show lower levels of initiative and professional engagement. At the same time,

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respondents possessing academic degrees demonstrated moderate levels of depersonalization, suggesting their ability to establish effective emotional connections with colleagues and students. They also exhibit active participation in professional activities and greater involvement in educational innovations.

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