



THEORETICAL FOUNDATIONS OF PROFESSIONAL DEFORMATION PREVENTION IN FUTURE TEACHERS

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Abstract

This thesis highlights the cases of potential professional deformation in the activities of future teachers and the necessity of its prevention. The theoretical and pedagogical foundations of professional deformation are analyzed, and the importance of developing preventive mechanisms is substantiated. Furthermore, foreign and local studies are compared, and effective approaches are presented.

Keywords: professional deformation, prevention, future teachers, pedagogical culture, theoretical basis, professional training, development, effectiveness.

The professional competence and stability of the pedagogical personality during the educational process are among the important factors. In particular, early identification of professional deformation processes in prospective teachers and their prevention are urgent issues. Professional deformation refers to a process in which a teacher's habitual patterns, views, and attitudes during professional activity deviate from norms, limiting creativity, psychological stability, and pedagogical culture.

In today's globalization context, the requirements on teachers are increasingly stringent. Consequently, in the training process of prospective teachers, various forms of professional deformation may arise, such as formalism, stereotypical thinking, withdrawal from creative inquiry, and professional burnout. Therefore, systematic study of professional deformation prevention and development of its theoretical foundations are of special importance for ensuring teaching effectiveness.

Analysis of foreign and local research indicates that preventing professional deformation is crucial not only for personal development but also for the effectiveness of pedagogical activity and the quality of education. In this regard,



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developing the theoretical foundations of professional deformation prevention in prospective teachers is one of the most pertinent directions in modern pedagogy.

The concept of professional deformation is studied as an important scientific category in educational psychology. According to scholars, professional deformation is a process in which a teacher's professional traits, viewpoints, and attitudes become stereotyped over the course of activity, limiting creativity and hindering personal development.

Professional deformation prevention is the practice of early identification of these processes in a pedagogical personality, neutralizing them, and guiding the teacher's activity toward a positive direction. The concept of prevention broadly entails creating necessary pedagogical conditions to avert negative consequences in professional activity and to enhance pedagogical effectiveness.

In the training of prospective teachers, the following key deformation risks may be encountered:

- Psychological burnout — decrease in motivation due to excessive strain in the learning and upbringing process;
- Didactic stereotyping — adherence to template approaches in teaching rather than innovation;
- Communicative deformation — increased formalism in communication with students;
- Stagnation of personal growth — diminished need for professional self-development.

To prevent these problems, the following theoretical approaches are important:

- Institutional approach — building a system to develop professional culture within higher education institutions during the training of prospective teachers.
- Person-centered approach — revealing individual abilities in students and supporting creative thinking.
- Activity-oriented approach — teaching through practical exercises and pedagogical practices to creatively solve professional tasks.
- Psychological-pedagogical support — stress management, social-psychological training to strengthen professional stability.



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Foreign experience also notes that regular monitoring, professional development programs, and mentoring systems yield effective results in preventing professional deformation. In Uzbekistan, issues of professional deformation are primarily connected with the psychological preparedness of educators and the level of professional culture.

Thus, a deep theoretical analysis of the foundations of professional deformation among prospective teachers and the development of an effective preventive system are important for developing their professional culture and improving the quality of education and training.

From these considerations, it can be stated that the preventive framework for professional deformation has strategic importance in developing the professional culture of prospective teachers. Analyzing the theoretical basis of professional deformation, identifying its contributing factors, and developing mechanisms to prevent them are essential conditions for preparing high-quality personnel in the education system.

An effectively organized preventive approach fosters creative thinking in future teachers, strengthens psychological stability, and directs personal development. By integrating foreign and local experiences, a comprehensive system aimed at overcoming professional deformation can be developed.

Therefore, grounding the theoretical and pedagogical basis of professional deformation prevention and implementing it in educational practice is a key factor in improving the professional training, culture, and effectiveness of future generations of educators.

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