

Manifestation of Emotional States in Pedagogical Activity: Characteristics and Implications

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Abstract: In the conditions of the changes that are taking place, more and more high demands are placed not only on the professional knowledge, skills, and qualifications of the teacher, but also on the level of his personal self-development, psychological state. Complex socio-psychological problems associated with economic issues, including low wages, inadequate technical equipment in schools, as well as a decrease in the prestige of the teaching profession make teacher labor particularly emotionally difficult. Professional duty forces teachers to make informed decisions, to be nervous, to overcome disappointment, and to restrain negative emotions. However, the external restriction of emotions does not cause calmness and does not contribute to psychological-physical health. It is known that negative emotional states of teachers lead to a decrease in the effectiveness of education, increase the likelihood of conflict situations in teachers, lead to the emergence and strengthening of negative features in the structure of character and professional qualities, undermine health, and lead to the general dissatisfaction of the teacher with his profession. The article talks about these issues.

1 INTRODUCTION

Among the many features and challenges of pedagogical work, its high emotional intensity is often distinguished. At the same time, the ability to get along and groom oneself is recognized as a professional essential quality of the teacher. However, the practical role of emotions in professional pedagogical activity is not sufficiently accurately assessed; it is multifaceted and sometimes contradictory. In any case, it does not prepare teachers and future teachers for possible emotional stresses, and it does not deliberately formulate appropriate knowledge, abilities, and personal qualities.

It is known that achieving high efficiency of educational and pedagogical activity is largely due to the ability to use adequate methods and techniques of regulating the emotional state in the educational process. It is not enough to be a master of one's work, to know one's subject, the methodology of teaching it, perfectly. Skillfully mastering the inner state of mind as the energy of life and creation, a favorable

emotional state, one must find its own norms that lead to the state of creativity.

Intellect, the formation of social initiative, and the development of the cognitive interests of students are ensured primarily through the emotional competency structure, self-regulation, and motivation to achieve success in activities, which is responsible for the awareness and adequate expression of emotional states in interaction with other people.

The inner life of a person is, first of all, an emotional life. Emotional reactions and states of a person are the main forms of perception of their individuality. Therefore, the modern school should pay more attention to emotional literacy – the purposeful development of abilities that determine emotional competence. And this, as is known, is directly related to the level of the teacher's own emotional competence. The analysis of literature showed that, despite the increasing theoretical and practical importance in modern socio-economic conditions, the issues of regulation and self-management of the emotional state have hardly been

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studied by the teachers. In this regard, the problem of studying the emotional sphere of teachers, determining the characteristics of their manifestation, the conditions for the emergence and regulation of emotional states characteristic of pedagogical activity, remains especially relevant.

2 METHODS

Theoretical analysis of general psychological, socio-psychological, pedagogical, and philosophical literature on research problem; observation from experimental and empirical research techniques, questionnaire and interview, sorting, self-assessment, self-analysis, questionnaire. [Babadzhanova S.A. 2021]

3 RESULTS AND DISCUSSION

Being emotional by nature, teaching work makes serious demands on the emotional sphere of the teacher's personality. In pedagogical communication, the role of emotions in the skillful harmony of the educational unit with other forms of pedagogical influence is high. Due to their ability and "communicability" feature, the teacher's emotions affect the emotionality of the students and the psychological climate in the team.

At the same time, practice shows that teachers often believe in the positive consequences of their behavior. L.A. Povarnisin noted that the teacher's imagination about himself is erroneous. In the mind of the teacher, the characteristics of the pupil, his behavior, and personality occupy a much larger place than the teacher himself. The teacher often talks not about his own difficulties but about the behavior of the partner, his shortcomings, unfavorable conditions of activity. The main thing for him is to change the behavior of his partner (student, parent). For the teacher, the assessment of the pupil is the most important professional task. There is no need for self-assessment.

The activities of the teacher are strictly defined by the Ministry of education, the department, the school administration, the public, and often "establish" anti-dependence requirements (norms, drawing up plans, limited time for various types of activities, implementation, control of the program). This limits the initiative of the teacher, deprives him of creative

activity, complicates thinking and imagination, rigidifies them. In this case, the subject does not cope with the task, when he has a high responsibility, he does not begin to make the right decision at the required pace. If the assessment by the administration, parents, schoolchildren is not suitable, the teacher can go "in self-defense," to emotive actions; in many teachers, especially older teachers, the usual frustrational conflicts arise, which lead to signs of a neurological condition.

R.A. Makarevich, who studied the effect and occurrence of psychological stress in teacher activities, notes that a large part of the working day (66.2%) occurs in a harsh environment, and the situations of communication between teachers and students are tense: prolongation of classes, organization of extracurricular educational activities, conduct, etc. Most of the respondents (especially 20-30-year-olds) in these cases with involuntary movements find it difficult to suppress excitement, irritability, confusion, feeling bad (dry mouth, heart palpitations, etc.); 50% of respondents indicate a deterioration in the results of activity; 35% - a deterioration in the ability to work; 20% - the appearance of inconspicuous errors. In some teachers, significant changes in their mimicry are observed (frequent piercing of the eyes, raising eyebrows, lab movements, etc.), body condition, face tone (blush, whiteness), changes in the speech of most teachers (60%). There is also a decrease in the indicators of mental processes: memory, attention, thinking. After being in tense communication situations, a large part of the respondents (45%) feels themselves snoring, depression, rest, sleepiness.

Behaviour: this can be manifested in the form of a sharp transition from a high self-assessment to a low one and vice versa (a fall in self-assessment), which is observed when the teacher perceives others negatively. Emotional behavior can bring out the emotional shock.

The teacher "scatters" his anger, grief, anger at the children, thereby artificially provoking the response reaction of the students. Contact in this case is not possible. This leads to the emergence of negative motivation among students, the disruption of their educational and cognitive activities.

G.F. Zaremba emphasizes the psychological frustrations cases that affect the professional activities of the teacher, mainly those that have a destructive and non-constructive character. The

professional communication of the teacher; the frequency of occurrence of various frustrations reactions depends on the professional relationship and the nature of the frustrations and has the most emotionality. The frequency of occurrence of frustrations in the activities of the teacher, its emotional endurance will depend on the specific socio-psychological conditions of pedagogical labor. The author imagines the phenomenon of frustration as a complex, whole structure, which includes interrelated components: the situation of frustration; a short-term intangible state (emotional shock); the emotional state of a particular modality that occurs as an obligatory reaction to the current state; behavioral reactions that manifest against the background of the modal-private state of an individual. The following situations are defined as the most frustrations of communication: "teacher-pupil", "teacher-class", "teacher-administration", "parents of teachers-pupils". Thus, negative changes in the emotional circle of the teacher are associated with the influence on the pedagogical personality; inhibition on the goals of professional activity; prohibition of the positive opinion of the teacher about the chosen profession, class, school, about himself as a specialist.

The degree of merit in the process of pedagogical activity can also serve as a criterion for assessing a favorable and unfavorable situation. Workability is the potential capacity of a person who has a high level of efficiency for a certain period of time, performing purposeful activities at a certain pace. As criteria for assessing a favorable or unfavorable condition in the process of activity, as we have already noted above, indicators of the maximum, optimal, attenuation that can serve are distinguished. The change in the functional state is better viewed when it occurs at the following stages of pedagogical activity: lesson, work week, quarter, half-year, school year, in the first working year, after five, ten, fifteen, twenty-five, thirty-year work. Each of these completed stages is subject to certain regular changes in the performance level. The functional state is determined by the degree of activity or change of performance indicators at each stage of activity, the stage of the initial state, the stage of preparation, the stage of operational rest, the stage of compensation, the stage of the final impulse, the stage of further activity. The concept of functional comfort by L.D. Chaynova is defined as the optimal working condition in which compliance with the means and working conditions is achieved. He noted that favorable conditions are characterized by a positive state of mobilization of nervous and psychological functions, which does not harm health,

long-term high efficiency in working capacity. A favorable emotional state in the field of pedagogical activity can be viewed in the way that the teacher successfully performs pedagogical tasks in the educational process, in which the intensity and workability of the teacher are in an acceptable state. The teacher skillfully uses the accumulated knowledge and daily experience to manage his emotional state and carries out the elimination of tension, difficulties in pedagogical communication.

This can also be attributed to operational tension as a mode of work because it provides confidence, internal calm, and positive emotions, as well as effective tension, which, for a long time, provides the body with high activity. Therefore, effective and optimal strain can be used as criteria for assessing a favourable condition. That way, an unfavourable state is the essence of the complex units, which are unstable and often changing in time, strengthened by a deterioration in the functional state, as a result of which fatigue in a healthy person increases. An unfavourable state is not limited to the concepts of a bad mood, anxiety, fear, fatigue. It affects the entire activity and can occur by the following factors:

Factors directly related to the teacher himself: errors in giving information, inadmissible rudeness, incomprehensible speech, errors in giving information in the lesson, inadmissible rudeness, confusion, lack of self-confidence, inadequate and emotional responsiveness, negative physical and emotional state, general somatic weakness, headaches, fear, depression, increased fatigue, fatigue, low level of self-status in the micro and macro environment;

- External environmental factors: unusual building of the school, poor quality repair, old equipment, non-compliance with hygiene requirements, semi-broken school after the earthquake, etc.;

- Factors of unsatisfactory interaction in the macroeconomic environment: poor relationship with parents, constant distrust by the school administration, artificial relations between members of the teachers' team, conflict with parents, failures in work, non-objective requirements;

- Factors that depend on the individual-typological characteristics of the teacher's personality: negative aspects of behavior, slowness of perception and processing of information, sluggishness of thinking, weakness of will, etc.;

- Factors that lead to excessively unfavourable conditions lead a person almost out of the process of

activity: palpitations, drowsiness, excessive fatigue, dizziness, hypertonic crisis, myocardial infarction, cerebral stroke, arrhythmia, stress, seizures, strong irritability, shyness, multiple sclerosis and confusion, memory impairment and decline, depression and loss of speech, etc.

The psychological state often changes under the influence of circumstances, and therefore an additional criterion for assessing a favourable or unfavourable state can serve as an emotional state. Emotional state is a barometer that responds to changes in the situation during the lesson, to various phenomena of reality. Understanding one's own experiences, deeper knowledge of the typical features of behaviour will allow us to reveal the possibilities and advantages of this criterion.

The emotional state plays an important role in the pedagogical process. Emotional expressive speech is one of the most important criteria for assessing a favourable psychological state. Emotional colouring of the teacher's speech also serves as one of the criteria for assessing the functional state. The speed of speech and the strength of sound are usually associated with the strength of the excitement physiological state. Rhythm, especially in accordance with the requirements of the situation in the class, its change can only indicate a favourable or unfavourable state of the teacher Q for a certain period of time. The teacher shows his attitude to the surrounding world through his speech. He rejoices or is offended and, through his emotional state, can cause satisfaction or anger, joy or frustration, hatred in the students; the rudeness of the teacher provokes fear or anxiety, coldness, that is, in human emotions, as a reaction to his feelings and speech, manifests himself and his attitude towards him.

Thus, the favourable functional state in the lesson is associated with the teacher's skill level, optimal and productive stress on the effective solution of educational and pedagogical tasks, the basis of efficiency.

It should not be forgotten that in the transition from comfortable to uncomfortable, on the contrary, mood, activity, the desire to work further, satisfaction from the lesson passed also changes, and all this affects the functional state of the teacher. In this case, the emotional state can serve as a criterion for assessing the functional state at that time. In order to ensure a comfortable position, first of all, the optimal conditions of the environment (the teacher's readiness

for the lesson, clean, lighting room, high technical supply, etc.) and effective tension, as well as the maximum level of workability, in order to affect the efficiency of the teacher-pupil activity, the optimum voltage of the internal state, which depends on the personal qualities.

In each case, sanitary and hygienic rules, optimal psychophysiological loads, aesthetic and moral norms, socio-psychological relations, good microclimate in the team, etc., can serve as a source of favourable conditions. However, our life is rich in various non-standard deviations.

Teachers suffer from rapid fatigue, excessive tension at the end of each quarter, the level of anxiety increases. Therefore, undoubtedly, psychological service in school should work. The psychologist manages the scientific Counselling Centre, which allows eliminating negative, unfavourable factors in this school, organises formal games with elements of psychotherapy, a cabin that reduces the load on the car, psychotherapy and psychophysiological. That is, the teacher learns to self-regulate the psyche, manage his mood, find ways to get out of the emotional-psychological stressful situation.

For the growth of creative abilities, a favourable situation is not enough - it is also necessary to have a psychological fullness of the individual, constant self-education, self-knowledge. The teacher should achieve all this through increasing the overall level of development, acquiring new psychological knowledge, improving institutions. Thus, a long-term favourable situation is created by interrelated characteristics between the external environment, the psychological state, the personal qualities of the teacher, the level of pedagogical skills, the level of psycho-energetic expenditure and the development of the general culture of the individual. All this makes it possible to conclude that in the composition of the main cases, a favourable emotional state determines high readiness for activity, conscious regulation of behaviour, well-being, activity, mood, the desire to work in the future. An unfavourable state leads to excessive excitement, high anxiety, anxiety, confusion. The state of uniformity causes apathy, depression, lethargy, a decrease in activity, a lack of desire to work, an increase in the level of anxiety. The study of the relationship between psychic states and psychophysiological properties as well as temperament shows that psychophysiological properties and temperament are associated with the strength of the nervous system, as well as with the

indicators of emotional reactivity. Most often, positive-willed states, cases of communication are associated with psychophysiological features. The composition of the psychophysiological structure and temperament characteristics have a predictive value of the indicators of the strength and reactivity of the nervous system - this makes it possible to determine what situations the teacher encounters most in his pedagogical activity. There are natural links between the professional qualities of the teacher's personality and the circumstances that arise in pedagogical activity. It is from them that professional and pedagogical qualities are highly developed, negative colouring reduces the intensity of psychological states, while high development of personal qualities leads to the actualization of positive psychological states in pedagogical activity.

When it comes to socio-pedagogical qualities, these legalities are basically the same, usually manifested in the simplest cases of the teacher, they are associated with situations based on positive activity and attitude to the surrounding world. The high level of professional development of the general law is associated with the manifestation of positive colouring situations and a decrease in the expression of negative cases. Among the professional qualities, empathy and communicativeness are considered the first level. They have a great influence on the actualization of the psychological states of the teacher. The development of purposefulness and willpower qualities occupies lower places. Professional qualities are actualized not in one type of situation groups, but in several. This indicates that the formation and development of professional qualities is not a group of cases, but several groups, that is, a system of psychological states is involved.

4 CONCLUSION

According to observations and research, emotional states influence the teacher's behaviour and, to a greater extent, the behaviour in the process of activity. The behaviour of the teacher in the process of professional activity is characterised by greater manageability, confidence, and thorough thinking. In their actions, self-regulation and situational behaviour prevail. There are certain interrelated characteristics of the circumstances in which the teacher is associated with behaviour and movement. Thus, the circumstances that ensure the teacher's activity are different from those that control behaviour. Actions that are more closely related to

circumstances are considered to be negative, pragmatic, creative, positively painted, and self-directed actions. These are more affected by the psychological state of the educator during the period of pedagogical activity. These actions are characterised by a characteristic feature of the relationship with the psychic states. Among the psychological states, a positive attitude to reality, negative activity, negative psychophysical, and emotional states have the most influence on the teacher. The decline of negative colouring situations in the teacher is usually due to the positive actions of the teacher.

In the lesson, the study of the psychological state of the students and teachers shows that these situations are interrelated and mutually interrelated: the circumstances of the teacher affect the state of the students, respectively, the circumstances of the students affect the state of the teachers. In general, during the lessons, positive colouring cases are more pronounced than negative colouring cases; in teachers, these cases are more intensive. Significant correlations were found between psychological states of schoolchildren and teachers. For example, "positive activity cases" of schoolchildren are associated with the actualisation of positive intellectual cases of the teacher.

The structural organisation of students' psychological states in the lesson has a more complex structure than the structural organisation of teacher states. In the group of positive colouring cases of schoolchildren, positive emotional states occupy a central place, while in the group of negative colouring cases negative activity. Teachers occupy central positions in the case of positive and negative communication.

The placement of blocks, which is a predominant expression of positive or negative colouring situations, is carried out by the actualisation of situations that are associated with relationships and emotional states to others. This curriculum is typical for both teachers and students. The starting point of updating the blocks of cases is the variety of features of educational activity. Placement of psychological states in groups of schoolchildren and teacher's mechanism and sequence were determined. In the organisation of an integral composition of the psychological state of the teacher and students, the psychological state of the teachers occupies a central place, the main link in them are positive activity situations and positive communication situations. The

block of positive colouring situations of students is associated and conditioned by the positive individual-psychological characteristics of students and their psychological state in any communication through positive emotional states.

This is possible if the teacher and students have special skills in managing their own emotions and behaviour, including the origin, removal, and prevention of emotional behaviour.

Another important problem of teacher psychology is the process of its formation as an individual and as a profession is the level of real management and correction of its emotional state as a dynamic function in the process of activity and communication of the individual. The problem of regulating the emotional state during pedagogical activity, and especially self-management during the lesson, always being in an acceptable psychological state, is confirmed by the theory and, as practice shows, is very relevant in educational work. The productivity of the activity, professional career, and the health of the teacher depend on the solution of this issue.

In the activities of the teacher, not only personal qualities, professional orientation (sociability, activity, self-confidence) but also the main cases play a decisive role. To relieve tension during the working day, it is necessary to introduce auto- and psychotrainees. The team creates a microenvironment that leads to a functional (comfortable or uncomfortable) position. Optimisation of the environment is the most important parameter not only to prevent undesirable emotional state but also to increase professionalism in the composition of pedagogical activity.

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