

**FACTORS DETERMINING THE HEALTH OF PRIMARY SCHOOL
TEACHERS IN SECONDARY SCHOOLS**

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Abstract

The working conditions of teachers at various levels of secondary schools, according to a special assessment of working conditions, are most often determined as acceptable. However, the special assessment of working conditions does not include parameters for measuring intellectual, sensory and emotional stress, as well as actual working conditions. At the same time, taking into account the criteria, the intensity of the work process of teachers (intellectual, emotional sensory overload, etc.) corresponds to harmful working conditions. The interaction and mutual influence of these factors is reflected in models of the formation of occupational stress and further health problems according to the type of imbalance. A physiological feature of the teaching profession is a constant increased general metabolism, which is controlled by the thyroid gland, and its increased function leads to more frequent cases of its hyperplasia.

Keywords: teacher, secondary school, classroom, student, learning conditions.

The purpose of the study is to scientifically substantiate the system of measures aimed at improving working conditions and protecting the health of primary school teachers.

Introduction. In the process of work, the teacher performs a large amount of intensive visual work: checking students' written works, writing notes, lesson plans, reading special literature and periodicals, self-education, etc. If the elementary rules of eye hygiene are not observed, targeted preventive measures are not taken, then there is a high probability of pathological changes and

diseases on the part of the visual analyzer [1, 3]. A significant vocal load of the teacher in the performance of professional duties predisposes to the development of pathology of the upper respiratory tract and voice box.

The high density of epidemic contacts and, as a result, respiratory tract infections is another feature of the teacher's work. Most teachers do not rationally organize rest after work, on weekends and during vacations. In most cases, it is passive, with a lot of time spent on weekends for housekeeping. In most cases, physical education is not included in the recreation; Despite the undeniable benefits of physical exercise for maintaining health, 85-97% of teachers do not practice it. 82.5% of teachers spend 7-6 hours a day or less sleeping, and 61% note that they do not get enough sleep on a regular basis. Insomnia as a sign of overwork is quite widespread, especially among teachers in the most creative period of activity — at the age of 40 and more [2, 4, 5, 6].

Materials and Methods of Research

The whole complex of research on this work was carried out in three directions: Hygienic Assessment of the Work Environment of Primary School Teachers in Secondary Schools. Socio-Hygienic Characteristics and Evaluation of the Work Process of Primary School Teachers. Comprehensive In-depth Health Assessment of Primary School Teachers.

Results and Discussions

A teacher of a general education school is a key figure in the educational process, the effectiveness of which is determined not only by professional competence, but also depends on his mental and physical well-being, attitude to his own health and the health of students.

The teaching profession today can be classified as a high-risk profession in terms of the frequency of neurotic and psychosomatic disorders, diseases of the upper respiratory tract, arterial hypertension, vegetative dystonia, varicose veins of the lower extremities. The excess of standard loads, the specifics of the content and nature of work is one of the reasons for the physical and mental well-being of the teacher's condition. Constant overwork, neurotic, psychosomatic and vegetative disorders that reduce the body's resistance to infections, chronic diseases create a constant threat to the teacher's health.

By the end of the school year, teachers have significant adverse shifts in the

indicators of the functional state of the body: muscle endurance decreases, the ability to concentrate and distribute attention decreases, the level of blood pressure increases, changes in the absolute values of the amplitudes of the R and T waves, the nature of correlations between the main indicators of the electrocardiogram, which indicates the accumulation of latent fatigue.

The specifics of the work and lifestyle of teachers of general education schools are the reasons why they are more likely than representatives of other professions to develop neurotic disorders. Teachers with 15-20 years of experience are characterized by early "pedagogical crises", "exhaustion", and "burnout". In a third of teachers, the indicator of the degree of social adaptation is no higher than in patients with neuroses. In a neurotic teacher, frustration tolerance decreases, there is an increase in the level of aggressiveness, he can inadequately perceive the child's personality, understand his inner world, and provide the required level of emotional contact.

In the structure of morbidity with temporary disability among teachers, the leading diseases are diseases of the respiratory system, blood circulation, and the musculoskeletal system. Acute inflammatory processes predominate among respiratory diseases. In the group of diseases of the circulatory system, the main number of cases and days of disability falls on hypertension and coronary heart disease. Diseases of the musculoskeletal system are represented mainly by osteochondrosis, lumbago, lumbosacral radiculitis. Chronic cholecystitis and cholecysto-pancreatitis are the most common diseases of the digestive system, leptomeningitis and other diseases of the central nervous system of unspecified etiology are diseases of the nervous system.

Age, seniority and gender are important factors in determining the level and nature of temporary disability. The highest incidence of morbidity with temporary disability in both cases and days of disability is in persons aged 30-39 and 40-49 years of both sexes. An analysis of morbidity by sex has shown that the incidence of morbidity among women is significantly higher than that of men in terms of disability and slightly higher than in terms of the number of days.

According to domestic and foreign authors, the problem of voice disorders among teachers has been gaining more and more social importance in recent years. Thus, there is an increase in the incidence of the voice apparatus among teachers from 30-40% in the 30-60s to 55-60% in the last decade. The main

causes of voice dysfunction in teachers are a large vocal load, inability to control their voice; psycho-emotional stress factors and frequent colds. In addition, Oral breathing during speech plays a role in the development of the pathology, when the protective mechanisms provided by the nasal mucosa are switched off.

Conclusion

The prevalence of diseases of the voice apparatus of teachers in various regions of the Republic of Uzbekistan, according to the data of visits to phoniatic rooms, is on average 65%. Every year, 2% of teachers are diagnosed with chronic laryngitis, 6% with prenodular condition, 11% with vocal cord nodules, 4.5% with polyps, and 18% with laryngeal paresis and paralysis. In 9.5% of teachers, no organic changes are detected during the examination, but hemorrhages are noted in the anamnesis, Removal of polyps or nodules. Teachers often demonstrate an inadequate attitude to their health: they do not engage in physical education, go to bed at different times, control blood pressure less than once a year, take medications without medical indications, and are not interested in health protection and promotion. They are less likely than members of other professions to seek medical care and at the same time are more likely to continue their professional activities in the event of illness or illness. However, among teachers, most people have a high self-esteem of health.

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