

Social and Professional Portrait of University Teachers

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Relevance. The strategy for the development of science and technology of the Republic of Uzbekistan for the period until 2021 provides for a special program for the development of medical science, one of the objectives of which is “the development of technology for assessing the processes of adaptation and the formation of pathological disorders under acute and chronic influence of physical, chemical, biological factors of the production environment and labor process, as well as disease prevention, taking into account individual sensitivity (depending on the typological characteristics of the central nervous system, genetic and other indicators).” This task involves conducting a wide range of studies relating to various aspects of the health of the widest possible range of populations, taking into account the specific conditions of its life and changing living conditions.

The Republic has a large contingent of students, reaching 256,000 people, with the number of teachers up to 22,000 people. The health of a teacher (as well as that of students) largely depends on the conditions in which he works and lives. Meanwhile, the issue of the health status of university teachers has previously rarely become the subject of research both in the CIS and in non-CIS countries.

In the context of the transition to an information technology society, a change in the requirements for higher professional education and, accordingly, for increasing the effectiveness of university teachers as leading subjects of higher education is inevitable. This determines the increase in the level of information culture, the activation of innovation, the desire for self-development and the acquisition of new competencies by university teachers. From these positions, many researchers [3, 4, 10, 12, 18-22] propose the development and implementation of programs for the development of scientific and pedagogical personnel, which should include such issues as improving remuneration, increasing the prestige of the profession, improving the assessment of teacher work, modernizing the system of advanced training, stimulating research activities, etc. But in the proposed by these The authors of the value system completely lack questions characterizing the health of the teacher and the factors determining this health. However, in increasing the social efficiency of a teacher’s work, his state of health plays an important role.

The work of university teaching staff, which is a synthesis of highly qualified forms of mental activity, the specifics of the organization of this work and the conditions for its implementation, has been little studied, the conditions of this work are poorly regulated, and the health status of the teaching staff is practically not taken into account in the documents regulating the work of teachers.

Since the 90th, research on this problem, classified as one of the urgent medical and social problems, has begun in almost the entire post-Soviet space [2, 5, 7, 8, 14, 15, 17].

All of the above allows us to say that maintaining the health of the teaching staff of universities is a task of great social significance, determining both the quality of life of this large group of the

population and economic losses, and most importantly, the effectiveness of their work in training future specialists necessary for the further development of our republic .

Despite the fact that significant changes in higher education are taking place in the Republic of Uzbekistan, the problem of maintaining and improving the health of university teachers in our republic still remains aside from other social problems. In this regard, we can consider that the conducted research is socially significant not only from the standpoint of preserving the health of this population, but also from the standpoint of ensuring high efficiency of the educational process in a modern university.

The purpose of the study was to characterize the features of the social portrait of a modern university teacher in the Republic of Uzbekistan. Tashkent Medical Academy (TMA), National University of Uzbekistan (NUUz) and Tashkent State Technological University (TSTU).

The research method is social and hygienic - a survey of 429 teachers of the universities studied. The estimated sample population of the studied teachers was 18.3% of the total number of teaching staff (teaching staff) of the universities studied.

Results and discussions. The largest part of the respondents were teachers of TMA, since the teachers of this university mainly have higher medical education, therefore this contingent answered questions related to the factors determining the health of teaching staff more consciously. This allowed us to evaluate the responses of teachers from the other two universities, mainly regarding TMA.

We conducted a study of the social structure of the teaching staff on the basis of a survey using a questionnaire compiled taking into account the experience of similar studies. The results of the study showed that the social structure of teaching staff in different universities has some differences, however, in the social “portrait” of a modern university teacher in the republic, some common characteristics can be identified: women predominate in the teaching staff of universities (with the exception of technical universities); the average age of teachers is 44 ± 2.4 years; From 36 to 53% of teaching staff have an academic title in universities, and from 37 to 57% of teachers do not have an academic degree; Most of the teaching staff of universities have more than 5 years of teaching experience, but most of them are teachers with a total teaching experience of 10-20 years; in a particular position, persons with up to 5 years of work experience predominate, this indicates that in recent years there has been an intensive “rejuvenation” of the teaching staff of universities through the promotion of young teachers to higher positions; the vast majority of teachers are family people with 2-3 or more children; For 70-73% of respondents, work at a university is the main source of family income, but more than 30% have additional sources of income.

Not all teachers have their own comfortable housing, which is important not only for health, but also for the psychological climate of the family, its material well-being and is an incentive to do additional work and create a feeling of social insecurity: more than half of those surveyed do not feel financially themselves socially protected.

More than half of the surveyed teachers rightly consider their nutrition to be irrational, which is confirmed by the presence of eating disorders, abuse of fatty, spicy, salty foods, and the lack of conditions for nutrition for teaching staff at work.

It should be noted that the described characteristics apparently take place in the lives of the majority of university teachers in the post-Soviet space, since other researchers give very similar figures [1, 5, 13].

The intense preoccupation with the main functional responsibilities of teaching staff does not allow for sufficient physical activity, and for a significant part of teachers, even adequate sleep. Summer vacation for teaching staff is mostly unorganized and most often consists of staying at home or at the dacha, and for some teachers, staying at work.

In non-medical universities, a rather acute problem is the presence of bad habits (smoking, alcohol abuse) among a third of the teaching staff.

We also found that almost all of the teachers surveyed, understanding the important role of a healthy lifestyle, nevertheless have little adherence to such an attitude towards their health. The same passive-positive level of teachers' attitude towards a healthy lifestyle is noted by other researchers [9, 15].

Indicators of self-assessment of the health of teaching staff in the universities studied are somewhat different, however, a number of indicators can be identified that are characteristic of all universities, namely:

No more than 32% of teachers are absolutely healthy, although 48-68% of respondents subjectively consider themselves healthy;

From 9 to 11% of teaching staff are registered at the dispensary, although the need for such registration is objectively higher;

from 78 to 87% of university teachers do not take sick leave in case of acute illness, preferring to go to work and self-medicate;

Preventive medical examinations of teaching staff in universities are most often not carried out, therefore there is practically no objective data on the general health of teachers in universities, and accordingly, no health work is carried out in relation to teaching staff.

When subjectively assessing the conditions and satisfaction of university teaching staff with their work, two general patterns can be identified: for the majority of teachers surveyed, working at a university brings them satisfaction, but in all universities there are factors that reduce this feeling and require appropriate correction.

The results of a survey of the teaching staff of the universities under study allowed us to identify some negative factors that may be important for the health of teachers. According to the majority of respondents, the state of their health assessed the low level of attention of teachers to their health and low motivation to maintain it. This assessment by teachers of the most significant factors for health coincides with the assessment of working conditions by teachers of other universities [11, 18].

Conclusion. The study of the social characteristics and lifestyle of the teaching staff of the universities under study allowed us to identify some factors:

- women predominate in the teaching staff of universities (with the exception of technical universities);
- average age of teachers – 44 ± 2.4 years;
- from 37 to 57% of teaching staff do not have an academic degree, and from 36 to 53% of teachers have an academic title in universities;
- most of the teaching staff of universities have more than 5 years of teaching experience, but most of them are teachers with a total teaching experience of 10-20 years;
- the revealed prevalence of up to 5 years of work experience in this position in all universities indicates that in recent years there has been an intensive “rejuvenation” of the teaching staff of universities
- the vast majority of teachers are family people with 2-3 or more children; For 70-73% of respondents, work at a university is the main source of family income, but more than 30% have additional sources of income, and more than half of those surveyed do not feel socially protected from a financial point of view.

The social portrait reflects the continuity of ideas about the profession of a university teacher; The humanistic traditions of the profession leave a certain imprint on the manifestation of employees' attitude towards work and profession.

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