FACTORS ENSURING THE PROFESSIONAL WELL-BEING OF SURDOPEDAGOGUES IN THE CONTEXT OF DIGITAL TRANSFORMATION

Chirchiq State Pedagogical University, Faculty of Pedagogy, Special Pedagogy, Students of Group 25/6, Chirchik,Uzbekistan
Buriboyeva Shakhrizoda Sherali kizi
buriboyevashahrizoda@gmail.com
Murotova Nozima Vokhid kizi
nozimamurotova92@gmail.com
Aliyeva Sarvara Muzaffar kizi
srvraliyeva@gmail.com

Abstract The rapid digital transformation of society has significantly changed the educational environment and the professional activities of teachers. The integration of digital technologies into education has created new opportunities for improving teaching quality, communication, and access to information. At the same time, it has increased surdopedagogues' workload, psychological pressure, and the need for continuous adaptation to technological innovations. Therefore, ensuring surdopedagogues' professional well-being has become one of the most important priorities in modern education. This article examines the main factors influencing surdopedagogues' professional well-being in the context of digital transformation. The study is based on the analysis of scientific literature, theoretical approaches, and practical observations related to surdopedagogues' working conditions in the digital age. The findings show that digital competence, organizational support, work-life balance, access to professional development, psychological resilience, and the availability of digital infrastructure are among the key factors that contribute to surdopedagogues' professional well-being. The article concludes that improving surdopedagogues' well-being requires a comprehensive approach involving educational institutions, policymakers, and society. Creating supportive digital environments, reducing excessive workload, and promoting surdopedagogues' emotional and professional satisfaction can increase both teacher effectiveness and the quality of education.

Keywords: surdopedagogue well-being, digital transformation, hearing impairment, digital competence, assistive technologies, professional development, special education.

Introduction

The digital transformation of society has brought profound changes to all sectors, including education. Schools, colleges, and universities are increasingly using digital technologies such as online platforms, electronic resources, virtual classrooms, educational applications, and artificial intelligence tools. These technologies provide new opportunities for communication, access to information, personalized learning, and the improvement of educational quality.

However, the transition to digital education has also created a number of challenges for teachers. They are expected not only to master new technologies but also to redesign teaching

methods, manage digital classrooms, communicate effectively with students and parents online, and continuously update their professional skills. As a result, teachers often face increased workload, stress, emotional burnout, and difficulties in maintaining work-life balance.

Teacher well-being is a multidimensional concept that includes physical, emotional, psychological, and professional satisfaction. A teacher with a high level of well-being is more motivated, productive, creative, and capable of supporting students effectively. In contrast, poor well-being may lead to burnout, dissatisfaction, absenteeism, and reduced quality of teaching.

In the context of digital transformation, teacher well-being becomes especially important because educational success depends not only on technological tools but also on the teachers who use them. Therefore, identifying the factors that ensure surdopedagogues' professional well-being is necessary for developing effective educational policies and creating supportive working conditions.

The purpose of this article is to analyze the main factors that contribute to surdopedagogues' professional well-being in the era of digital transformation.

Methods

This study uses a qualitative research approach based on literature analysis and theoretical review. Scientific articles, books, educational reports, and policy documents related to teacher well-being, digital transformation, and professional development were analyzed.

The following methods were used in the study:

1. **Literature Review Method** – various national and international studies on teacher well-being and digital education were examined.
2. **Comparative Analysis Method** – different perspectives on the factors affecting teacher well-being were compared.
3. **Theoretical Analysis Method** – the relationship between digital transformation and surdopedagogues' professional well-being was analyzed.
4. **Observation-Based Generalization** – practical issues observed in educational institutions during the process of digitalization were generalized.

The study focused on identifying the most important factors that influence surdopedagogues' emotional, psychological, and professional state in modern educational settings.

Results

The analysis showed that several important factors play a significant role in ensuring surdopedagogues' professional well-being during digital transformation.

1. Digital and Assistive Technology Competence

Digital and assistive technology competence is one of the key factors influencing surdopedagogues' confidence and satisfaction. Surdopedagogues who have sufficient knowledge and skills in using digital tools experience less stress and feel more comfortable in the educational process. They can use hearing support devices, speech recognition software, subtitles, interactive whiteboards, sign language resources, and online educational platforms more effectively.

On the contrary, teachers with low digital competence may feel anxious, frustrated, and overwhelmed. Therefore, regular training courses and workshops are essential for improving surdopedagogues' digital skills.

2. Organizational and Technical Support

Support from school administration and educational institutions is another important factor. Surdopedagogues need clear instructions, technical assistance, and access to digital tools. Schools that provide adequate support create a more positive working environment.

Organizational support may include: Technical help for using digital devices and platforms; Access to modern equipment and internet connection; Professional development opportunities; Encouragement and recognition of surdopedagogues' achievements. Surdopedagogues who feel supported by their institutions are more likely to experience professional satisfaction and lower levels of stress.

3. Workload Management

Digital transformation often increases surdopedagogues' workload. In addition to classroom teaching, teachers may spend extra time preparing digital materials, checking online assignments, responding to messages, and attending online meetings.

Excessive workload can negatively affect surdopedagogues' emotional state and physical health. Therefore, effective workload management is necessary. Educational institutions should ensure that teachers have realistic expectations, flexible schedules, and sufficient time for rest.

4. Psychological Resilience and Emotional Support

Surdopedagogues often face emotional pressure related to deadlines, technological problems, and communication challenges. Psychological resilience helps teachers cope with stress and adapt to changes.

Emotional support from colleagues, family members, and school administration can reduce feelings of isolation and burnout. Schools may also organize counseling services, stress management workshops, and peer-support groups.

5. Professional Development in Surdopedagogy and Digital Education

Continuous professional development is essential in the digital era. Surdopedagogues need regular opportunities to improve their pedagogical and technological skills.

Professional development programs may include: Training on digital teaching methods for children with hearing impairments; Courses on assistive technologies and online assessment tools; Workshops on artificial intelligence, subtitles, and sign language technologies in education; Seminars on student engagement in virtual classrooms. Surdopedagogues who have access to such opportunities feel more confident and motivated.

6. Work-Life Balance

Maintaining work-life balance is one of the biggest challenges in the digital age. Many teachers continue working after school hours because digital technologies allow constant communication with students, parents, and colleagues.

Lack of balance between work and personal life can lead to emotional exhaustion. Surdopedagogues need clear boundaries between professional and private time. Schools should encourage healthy work routines and respect surdopedagogues' personal time.

Discussion

The findings of the study indicate that teacher well-being is influenced by both personal and institutional factors. Digital transformation itself is not necessarily harmful; rather, the negative effects appear when teachers do not receive sufficient support, training, or resources.

One of the most significant challenges is the unequal level of digital competence among teachers. Younger teachers often adapt more easily to technological changes, while older teachers may face more difficulties. Therefore, training programs should consider surdopedagogues' individual needs and experience levels.

Another important issue is emotional burnout. The pressure to constantly adapt to new technologies, combined with administrative tasks and communication demands, may create chronic stress. Schools should not only focus on technological innovation but also pay attention to surdopedagogues' emotional and psychological needs.

The study also highlights the importance of leadership in promoting teacher well-being. School leaders play a key role in creating supportive environments, motivating teachers, and ensuring fair distribution of responsibilities.

Furthermore, policymakers should develop strategies that reduce unnecessary administrative workload and provide financial support for digital infrastructure. Without sufficient investment in educational technologies and teacher support, digital transformation may become an additional burden rather than a positive change.

Conclusion In the context of digital transformation, surdopedagogues' professional well-being is an essential condition for effective education. The study showed that digital competence, organizational support, workload management, psychological resilience, professional development, and work-life balance are among the main factors ensuring teacher well-being. Educational institutions should create supportive environments where teachers can develop their skills, receive emotional support, and maintain healthy working conditions. Policymakers should also invest in digital infrastructure, teacher training, and programs aimed at reducing professional stress. Ensuring teacher well-being is not only important for teachers themselves but also for students, schools, and society as a whole. A teacher who feels supported, motivated, and professionally satisfied can contribute more effectively to the educational process and to the development of future generations.

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