ORGANIZATIONAL SUPPORT AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR SURDOPEDAGOGUES IN DIGITALLY TRANSFORMED EDUCATION

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Abstract Organizational support and professional development are among the most important factors influencing the effectiveness and well-being of surdopedagogues in digitally transformed education. Teachers working with children with hearing impairments are expected to use assistive technologies, digital educational resources, communication platforms, visual teaching tools, and online assessment systems. To meet these demands successfully, they need not only personal motivation but also strong institutional support. In the context of digital transformation, educational institutions must provide surdopedagogues with technical assistance, reliable infrastructure, access to modern devices, opportunities for continuing education, and supportive professional leadership. Without such conditions, teachers may feel overwhelmed, professionally insecure, and emotionally exhausted. This article analyzes how organizational support and professional development opportunities influence the work of surdopedagogues. It also explores the forms of support that are most beneficial in digitally transformed educational settings, including school leadership, peer collaboration, access to resources, and specialized training programs.

The findings show that teachers who receive systematic support from their institutions are more likely to adapt successfully to digital changes, maintain confidence in their work, and achieve higher levels of professional satisfaction. Professional development, in particular, plays a key role in strengthening teachers' digital competence and improving the quality of education for students with hearing impairments.

Keywords: organizational support, professional development, surdopedagogy, digital education, teacher training.

Introduction

Digital transformation has changed the structure of modern education by introducing new technologies, communication channels, digital resources, and forms of assessment. Teachers are no longer expected only to deliver subject knowledge; they must also know how to use online

platforms, manage digital classrooms, prepare multimedia content, and support students through different technological tools.

For surdopedagogues, these expectations are even more complex. They work with children who have hearing impairments and therefore need specialized communication approaches, visual materials, assistive technologies, and individualized educational planning. Digital transformation can improve learning opportunities for such students, but only when teachers receive adequate support from their institutions.

Organizational support includes all forms of institutional assistance that help teachers work effectively. This may involve access to digital tools, technical maintenance, clear instructions, supportive leadership, workload coordination, and recognition of teachers' efforts. Professional development refers to the structured opportunities teachers receive to improve their knowledge, skills, and competencies throughout their careers.

When organizational support is strong, teachers feel more secure, motivated, and professionally valued. When it is weak, teachers may experience frustration, stress, and reduced confidence. Similarly, professional development helps surdopedagogues respond to technological change, improve teaching strategies, and maintain professional growth.

This article examines the role of organizational support and professional development in helping surdopedagogues adapt to digitally transformed education. The study emphasizes that successful digitalization depends not only on technologies themselves but also on the institutional conditions in which teachers work.

Methods

This study was based on qualitative research methods and theoretical analysis. The purpose of the research was to examine how organizational support and professional development opportunities affect the work of surdopedagogues in digitally transformed education.

The following methods were used:

1. Literature review – books, scientific articles, educational reports, and international policy documents related to teacher support, professional development, special education, and digital transformation were analyzed.
2. Comparative analysis – different models of organizational support and teacher training were compared.
3. Theoretical analysis – the relationship between institutional support, digital competence, teacher confidence, and professional well-being was examined.
4. Observation-based generalization – common practical needs of surdopedagogues in digital settings were summarized.

The study focused on identifying which forms of support are most important for teachers working with children with hearing impairments and how training opportunities contribute to their adaptation and professional growth.

Results

The study found that effective organizational support includes several interconnected elements that directly influence the work of surdopedagogues.

First, technical assistance was identified as a basic necessity. Teachers need help with setting up devices, solving software issues, using assistive tools, and maintaining digital learning systems. Without technical assistance, even motivated teachers may struggle to use digital resources effectively.

Second, reliable infrastructure is essential. This includes stable internet access, functioning digital devices, multimedia equipment, hearing-support technologies, and accessible learning platforms. A weak infrastructure creates interruptions and increases teacher stress.

Third, school leadership plays a crucial role. Teachers feel more motivated when school administrators provide clear guidance, respect professional needs, recognize achievements, and create a collaborative atmosphere. Positive leadership also helps reduce fear of innovation and encourages teachers to experiment with new approaches.

Fourth, professional training opportunities are a central factor in successful adaptation to digital transformation. Surdopedagogues need regular training not only in general digital literacy but also in specialized areas such as assistive technologies, sign language resources, online communication with hearing-impaired students, digital assessment, and multimedia lesson design.

Fifth, opportunities for career development and peer collaboration were found to increase teachers' confidence and commitment. Teachers benefit when they can share experiences, observe good practice, and participate in professional communities.

Overall, the study showed that teachers who receive strong organizational support and continuous professional development are more likely to feel competent, confident, and professionally satisfied.

Discussion

The findings of the study show that organizational support and professional development are not secondary issues in digital transformation; they are central conditions for its success. Even the most advanced technologies will not improve education if teachers do not have the institutional support needed to use them effectively.

For surdopedagogues, the importance of support is particularly high because they work in a specialized educational field that requires both pedagogical and communicative adaptation. They must respond to students' hearing needs, use visual and assistive resources, and ensure accessibility in different learning environments. These tasks require ongoing learning and institutional understanding.

The study also demonstrates that professional development should be continuous rather than occasional. One-time workshops are not enough in rapidly changing digital environments. Teachers need systematic, practical, and needs-based training that addresses real classroom challenges.

Another important issue highlighted by the research is leadership culture. School leaders influence whether teachers feel respected, supported, and safe to grow professionally. Institutions that encourage collaboration and recognize effort create a more positive working climate.

Therefore, organizational support and professional development should be viewed as long-term investments in teacher quality, student outcomes, and educational sustainability.

Conclusion

Educational institutions should invest consistently in teacher training, digital tools, technical assistance, and supportive leadership in order to improve surdopedagogues' professional effectiveness and well-being. The study showed that organizational support influences teachers' confidence, reduces stress, and helps them adapt to digital transformation more successfully.

Professional development opportunities are equally important. Surdopedagogues need regular and specialized training that helps them master assistive technologies, online teaching strategies, digital communication methods, and accessible educational resources.

When teachers feel supported by their institutions, they are more likely to remain motivated, open to innovation, and professionally satisfied. Therefore, digitally transformed education must be accompanied by strong institutional policies that place teacher support at the center of educational change.

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