THE IMPACT OF DIGITAL EDUCATIONAL PLATFORMS ON THE ACTIVITIES AND WELL-BEING OF SPECIAL EDUCATION TEACHERS

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Abstract Digital educational platforms have become an important component of modern education. In the field of special education, such platforms help teachers organize lessons, monitor student progress, communicate with parents, and adapt educational materials to the needs of students with disabilities. At the same time, the intensive use of digital platforms may increase teachers' workload, emotional stress, and professional responsibilities. This article examines the influence of digital educational platforms on the professional activities and well-being of special education teachers. The study highlights both the positive and negative effects of digitalization and emphasizes the importance of institutional support, digital competence, and balanced use of technology.

Keywords: digital educational platforms, special education, teacher well-being, inclusive education, digital competence, workload, educational technology.

Introduction The rapid development of information and communication technologies has significantly transformed the educational environment across the world. In recent years, educational institutions have increasingly integrated digital tools into teaching, learning, assessment, and communication processes. The use of digital technologies became especially widespread after the COVID-19 pandemic, when schools and universities were forced to organize distance learning and remote communication.

Digital educational platforms such as Google Classroom, Moodle, Zoom, Microsoft Teams, Kahoot, Padlet, and other online systems are now widely used in schools, colleges, and universities. These platforms provide teachers with opportunities to organize virtual lessons, distribute educational materials, communicate with students and parents, monitor attendance, assess student performance, and store educational data.

In the field of special education, digital educational platforms are particularly important because they support individualized and flexible teaching approaches. Special education teachers often work with students who have autism spectrum disorders, hearing impairments, speech

disorders, intellectual disabilities, visual impairments, attention deficit disorders, and learning difficulties. Such students may require adapted materials, visual aids, assistive technologies, repeated explanations, and personalized instruction.

Digital platforms can help teachers respond to these needs more effectively. For example, students with hearing impairments can use subtitles and visual materials, while students with visual impairments can benefit from screen readers, audio instructions, and enlarged text. Learners with autism spectrum disorders may feel more comfortable in predictable digital environments where they can access visual schedules and interactive tasks.

Furthermore, digital platforms provide opportunities for better collaboration between teachers, parents, psychologists, speech therapists, and other specialists. Through online systems, teachers can regularly share information about student progress, discuss learning difficulties, and coordinate support strategies.

Despite these advantages, the increasing use of digital platforms has also created new professional challenges for teachers. Special education teachers are often expected to prepare digital content, adapt online materials, monitor student participation, communicate with parents through online channels, and complete administrative tasks using digital systems. These responsibilities require additional time, technical knowledge, and emotional effort.

In many cases, teachers spend long hours preparing presentations, creating visual materials, recording videos, and solving technical problems. They may also experience stress because of unstable internet connections, lack of equipment, insufficient digital skills, or difficulties in engaging students online. Constant communication through digital devices may blur the boundaries between work and personal life, increasing emotional fatigue and professional burnout.

As a result, digital educational platforms can have both positive and negative effects on the activities and well-being of special education teachers. On the one hand, they improve access to educational resources, simplify communication, and support individualized teaching. On the other hand, they may increase workload, create stress, and affect teachers' emotional health.

The purpose of this article is to analyze the impact of digital educational platforms on the professional activities and well-being of special education teachers, as well as to identify the main advantages, challenges, and support mechanisms related to the use of digital technologies in inclusive education environments.

Methods

This article is based on a qualitative analysis of scientific literature related to educational technology, digital learning platforms, teacher well-being, and special education. The study reviewed research articles, policy documents, and reports published between 2019 and 2025.

The following methods were used:

1. Literature review;
2. Comparative analysis;
3. Synthesis of scientific findings;

4. Conceptual analysis.

Results

Positive Effects of Digital Educational Platforms

Digital educational platforms have created many opportunities for special education teachers and significantly improved the organization of inclusive learning. One of the main advantages is the simplification of lesson planning and educational management. Teachers can prepare lessons more quickly, store materials in digital formats, reuse previous content, and organize resources systematically.

Digital platforms also make communication with parents easier and more effective. Special education teachers often need regular contact with parents because students with special educational needs require continuous support both at school and at home. Through messaging applications, online platforms, and video calls, teachers can quickly inform parents about their child's progress, learning difficulties, homework, and behavioral changes.

Another important advantage is the ability to monitor student progress more effectively. Digital platforms allow teachers to track attendance, assignment completion, academic performance, and behavioral patterns. Teachers can store information in electronic formats and access it whenever necessary.

Special education teachers can also use a wide range of adapted learning materials. Digital platforms provide access to:

- Interactive exercises;
- Videos and animations;
- Speech therapy applications;
- Audio recordings;
- Visual aids;
- Online educational games;
- Digital textbooks;
- Screen readers and assistive technologies.

These resources can make learning more interesting and accessible for students with disabilities. For example, students with speech impairments may benefit from pronunciation applications, while students with autism spectrum disorders may prefer visual schedules and structured tasks.

Digital platforms also support online collaboration among teachers, psychologists, speech therapists, school administrators, and parents. Professionals can exchange information, discuss strategies, and work together to support students more effectively.

Finally, digital systems improve documentation and reporting processes. Teachers can prepare reports, store educational records, and organize student information more efficiently. This reduces paperwork and helps teachers manage their responsibilities more effectively.

Negative Effects on Teacher Well-Being

Despite these benefits, digital educational platforms may also have negative effects on the emotional and psychological well-being of teachers.

One of the main problems is increased screen time. Special education teachers may spend many hours in front of computers while preparing lessons, checking assignments, organizing online meetings, and completing reports. Long periods of screen exposure may cause eye strain, headaches, physical fatigue, and reduced concentration.

Another important issue is emotional fatigue. Teachers may feel emotionally exhausted because they are expected to respond to parents, administrators, and students at all times. Continuous online communication can create pressure and make teachers feel that they are always working.

Technical difficulties also contribute to stress. Poor internet connections, software problems, lack of digital devices, and insufficient technical skills may create frustration and reduce teachers' confidence.

Digital platforms can also create information overload. Teachers often receive a large number of emails, messages, notifications, and online tasks every day. Managing all of this information may become overwhelming.

Another challenge is the pressure to respond quickly to parents and school administrators. Teachers may receive messages late at night, during weekends, or outside official working hours. This creates blurred boundaries between work and personal life.

As a result, many teachers spend additional hours preparing online materials, adapting digital content, solving technical problems, and responding to communication requests. Over time, this may lead to professional burnout, emotional exhaustion, and lower job satisfaction.

Institutional Support as a Protective Factor

Institutional support is one of the most important protective factors for reducing stress and supporting teacher well-being.

Educational institutions can reduce stress by providing:

- Training programs;
- Technical support;
- Flexible schedules;
- Clear digital communication rules;
- Psychological support services;
- Access to digital equipment;
- Reduced administrative workload;
- Opportunities for peer collaboration.

Training programs can improve teachers' digital competence and help them feel more confident when using technology. Technical support teams can solve software and equipment problems quickly, reducing frustration.

Flexible schedules are also important because they allow teachers to organize their work more effectively and maintain a healthy work-life balance. Schools should create clear rules regarding when teachers are expected to answer messages and how online communication should be organized.

Psychological support services such as counseling, stress management workshops, and peer support groups can help teachers cope with emotional challenges.

Educational institutions should also create positive professional environments where teachers feel respected, supported, and appreciated. Such support can significantly improve teachers' emotional well-being and help them adapt successfully to digital transformation.

Discussion

Digital educational platforms are useful tools for improving the quality of inclusive education. They provide teachers with opportunities to organize learning more effectively, adapt materials to individual student needs, improve communication, and monitor educational progress. For students with special educational needs, these platforms may increase accessibility, motivation, and participation in the learning process.

However, the effectiveness of digital educational platforms depends largely on teachers' digital competence and the level of institutional support provided by schools and educational organizations. Teachers who have strong digital skills are more likely to use online tools confidently, solve technical problems independently, and adapt digital materials to students' needs. In contrast, teachers with limited digital competence may experience stress, frustration, and insecurity when working with educational technologies.

Educational institutions therefore play an important role in supporting teachers during the process of digital transformation. Schools should provide professional training programs, technical support, access to modern devices, and opportunities for collaboration among teachers. Without such support, digital technologies may become an additional burden rather than a useful educational resource.

Schools should not overload teachers with unnecessary digital tasks such as excessive reporting, continuous online communication, or the requirement to use multiple platforms at the same time. Instead, they should create supportive environments where digital tools simplify work rather than create additional pressure.

For example, schools can introduce clear rules about communication outside working hours, reduce administrative paperwork through automated systems, and provide flexible schedules for teachers. Educational leaders should also pay attention to teachers' emotional well-being and recognize that constant exposure to digital technologies may contribute to fatigue and burnout.

A balanced and supportive approach to digitalization is essential. When teachers receive adequate support, training, and emotional assistance, digital educational platforms can improve both the quality of inclusive education and the professional well-being of special education teachers.

Conclusion

Digital educational platforms have both positive and negative effects on the professional activities and well-being of special education teachers. Proper use of these platforms can improve educational quality, reduce administrative workload, and increase communication opportunities. However, without support and balance, digitalization may contribute to teacher stress and burnout.

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