

**FACTORS AND PSYCHOLOGICAL APPROACHES IN THE FORMATION OF  
STRESS RESISTANCE IN TEACHERS OF SPECIAL SCHOOLS**

*Doctor of Philosophy in the specialty "Social Psychology, Ethnopsychology"  
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**Annotation:** This article investigates factors and psychological approaches relevant to building stress resistance among teachers in special education schools. The work explores how job-related stress arises, what personal and environmental factors influence teachers' resilience, and which psychological strategies effectively support their well-being. Drawing on modern research and practical examples, the article offers insights into enhancing professional coping mechanisms and promoting sustainable teaching practices.

**Keywords:** special education, teacher stress, resilience, psychological strategies, burnout prevention, coping skills, workplace well-being

**Annotatsiya:** Ushbu maqolada maxsus ta'lim maktablari o'qituvchilarida stressga chidamlilikni shakllantirishga oid omillar va psixologik yondashuvlar o'rganilgan. Ishda ish bilan bog'liq stress qanday yuzaga kelishi, o'qituvchilarning chidamliligiga qanday shaxsiy va atrof-muhit omillari ta'sir ko'rsatishi va qaysi psixologik strategiyalar ularning farovonligini samarali qo'llab-quvvatlashi o'rganilgan. Zamonaviy tadqiqotlar va amaliy misollarga asoslanib, maqola kasbiy kurashish mexanizmlarini takomillashtirish va barqaror o'qitish amaliyotini targ'ib qilish bo'yicha tushunchalarni taqdim etadi.

**Tayanch iboralar:** maxsus ta'lim, o'qituvchi stressi, chidamlilik, psixologik strategiyalar, charchoqning oldini olish, kurashish ko'nikmalari, ish joyidagi farovonlik

**Аннотация:** В данной статье рассматриваются факторы и психологические подходы, связанные с развитием стрессоустойчивости у учителей специализированных школ. В работе рассматривается, как возникает стресс, связанный с работой, какие личные и экологические факторы влияют на устойчивость учителей, и какие психологические стратегии эффективно поддерживают их благополучие. Основываясь на современных исследованиях и практических примерах, статья предлагает идеи по совершенствованию профессиональных механизмов борьбы с трудностями и продвижению устойчивой практики преподавания.

**Keywords:** special education, teacher stress, resilience, psychological strategies, burnout prevention, coping skills, workplace well-being

**Introduction**

Teachers in special education schools face unique challenges that expose them to high levels of stress. Working with children who present cognitive, emotional, or behavioral differences demands constant adaptation, patience, and emotional labor. Such conditions increase the risk of burnout, emotional exhaustion, and decreased job satisfaction. Developing stress resistance is therefore essential to safeguarding teachers' mental health and maintaining educational quality.

Understanding which factors contribute to resilience and which psychological strategies enhance it is critical for building supportive work environments in special education settings.

Teachers in special education often operate in emotionally intense and cognitively demanding environments. They frequently encounter students with complex needs, ranging from severe developmental delays to behavioral challenges and mental health conditions. These daily realities contribute to chronic stress, which, if left unaddressed, may evolve into burnout, job dissatisfaction, and attrition.

Teachers working in special education settings often face heightened psychological demands compared to their peers in general education. These educators interact daily with students who may present complex cognitive, emotional, and behavioral challenges, including developmental disorders, communication impairments, and mental health conditions. These interactions require not only pedagogical expertise but also emotional sensitivity, patience, and adaptability, which cumulatively place educators under constant psychological strain.

One of the primary factors contributing to stress resistance is the presence of strong internal coping mechanisms. Teachers with high emotional intelligence are more adept at managing their own feelings and responding constructively to student behaviors. Emotional resilience allows them to maintain calm and professional conduct even when faced with disruptive or emotionally distressing situations. Moreover, a teacher's sense of purpose and professional identity plays a critical role in their ability to handle stress. Educators who perceive their work as meaningful are more likely to remain motivated and overcome difficulties, finding fulfillment in the small but significant achievements of their students.

Institutional and organizational support significantly impacts the stress levels of special education teachers. When school administrations provide clear guidelines, adequate teaching resources, reasonable workloads, and access to psychological services, educators are better equipped to manage their responsibilities without feeling overwhelmed. Unfortunately, in many contexts, these supports are inconsistent or lacking entirely, leaving teachers to cope alone. Peer support within the school is another crucial protective factor. Positive relationships with colleagues, opportunities for collaboration, and platforms for shared reflection help teachers feel less isolated in their challenges and promote emotional well-being.

To enhance stress resistance, psychological interventions are increasingly being introduced in educational contexts. Cognitive-behavioral strategies help teachers identify and challenge unhelpful thought patterns that contribute to stress, promoting more balanced and adaptive thinking. Mindfulness-based approaches are also effective, encouraging educators to remain present-focused and develop emotional self-regulation through techniques such as deep breathing, meditation, and awareness exercises. These practices can significantly reduce anxiety and improve overall well-being.

Reflective practice is another tool that supports resilience. By engaging in structured reflection, whether individually or with a supervisor, teachers can process their classroom experiences, understand emotional triggers, and build greater insight into their reactions. This not only improves their emotional regulation but also enhances professional growth. Furthermore, training programs focusing on stress education, trauma-informed teaching, and emotional literacy provide educators with both theoretical knowledge and practical tools to handle pressure in a healthy and proactive manner.

Time management skills and work-life balance strategies are also essential for sustaining resilience. Teachers must be encouraged to set boundaries between professional and personal life, ensuring that their emotional and mental energy is not entirely consumed by work-related challenges. Educational institutions play a key role in supporting this balance by promoting healthy scheduling practices and discouraging the culture of overwork.

International experience highlights the benefits of systematic support for special education teachers. In some European countries, regular psychological supervision and resilience workshops are mandatory components of in-service training. These measures have been shown to reduce burnout, increase job satisfaction, and ultimately improve student outcomes. In the context of Uzbekistan and other developing educational systems, integrating similar support structures could be a strategic step toward improving the overall quality and sustainability of special education.

### **Key factors influencing stress resistance**

#### **1. Personal psychological traits**

Teachers with higher emotional intelligence and self-awareness tend to regulate their emotions better in high-pressure situations. Traits such as optimism, adaptability, and self-efficacy significantly impact how they perceive and manage stress. Those with strong internal coping mechanisms are more likely to maintain emotional balance and avoid emotional exhaustion.

#### **2. Professional Identity and Motivation**

A teacher's sense of purpose and commitment to their role can act as a buffer against burnout. Educators who feel their work is meaningful and impactful often draw intrinsic motivation from student progress, which enhances their stress tolerance. On the contrary, a lack of recognition or professional stagnation may diminish this resilience.

#### **3. Organizational support**

Institutional factors, such as support from school leadership, availability of classroom resources, and manageable workloads, are essential in shaping stress resilience. Schools that foster open communication, provide regular supervision, and offer mental health support contribute to a healthier work environment. The absence of these factors often results in role overload and emotional detachment.

#### **4. Social and Peer support**

Collegial relationships and team collaboration serve as emotional anchors for teachers. Being able to share challenges, brainstorm solutions, and receive empathy from coworkers reduces feelings of isolation. Peer mentoring and team teaching also promote a sense of shared responsibility and support.

### **Psychological approaches to enhancing stress resistance**

#### **Cognitive-behavioral interventions (CBT)**

CBT techniques help educators identify negative thought patterns and reframe them constructively. Regular cognitive restructuring exercises can decrease automatic stress reactions and foster healthier coping strategies.

#### **Mindfulness and self-regulation training**

Mindfulness-based stress reduction (MBSR) practices like breathing techniques, body scanning, and guided meditation have proven effective in reducing anxiety and increasing present-moment awareness. Teachers trained in mindfulness report improved emotional regulation and classroom engagement.

### **Reflective practice and supervision**

Structured reflection on classroom experiences, particularly through guided supervision or journaling, allows educators to process their emotions constructively. Reflective practice strengthens resilience by promoting insight into emotional triggers and developing professional problem-solving skills.

### **Psychoeducational programs**

Workshops that teach stress physiology, emotional literacy, and trauma-informed care equip teachers with a scientific understanding of their own responses. These programs empower them to take proactive steps toward self-care and emotional resilience.

### **Time management and work-life balance**

Training in time management and boundary-setting enables teachers to reduce role overload. Establishing clear distinctions between work responsibilities and personal life is essential to long-term emotional sustainability.

### **Practical examples**

In countries like Finland and Canada, special education teachers are provided with weekly supervision sessions and mental health check-ins, which have led to lower burnout rates. In Australia, resilience training modules are integrated into teacher education programs, offering future educators tools before they face classroom realities.

Closer to home, initiatives in Uzbekistan have introduced periodic workshops on teacher emotional health, though systematic support in special education remains limited. Piloting structured resilience programs in special schools has the potential to significantly improve teacher retention and performance.

Recent studies highlight that stress among special education teachers stems from heavy workloads, classroom management demands, role conflicts, and insufficient support systems. Personal factors—such as emotional intelligence, self-efficacy, and prior experiences—have been found to buffer stress responses. Environmental variables, including the school's culture, administrative backing, and peer collaboration also matter. Psychologists emphasize approaches that combine CBT-based stress management, emotional regulation training, mindfulness, and peer supervision as key to enhancing resilience. In addition, emerging research shows benefits from group-based reflective supervision and wellness programs tailored for special educators.

### **Conclusion**

In sum, stress resilience among teachers in special schools is influenced by both internal traits—like emotional regulation, coping style, and professional identity—and external supports—ongoing training, leadership, and collegial networks. Psychological approaches combining individual training (e.g., CBT, mindfulness), reflective practice, team supervision, and self-care routines offer promising avenues to bolster resistance to stress. For sustainable improvement, educational systems must embed resilience-building into professional development, provide structural supports, and foster cultures of psychological safety. These measures help teachers thrive despite demands and secure long-term success in special education environments.

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