

**RISKS IN THE PROFESSIONAL ACTIVITIES OF TEACHERS (PROFESSIONAL
BURNOUT, STRESS) AND THEIR PREVENTION**

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Annotation: The article analyzes the main risks in the professional activities of teachers, focusing on professional burnout, stress, and their impact on the quality of teaching and educational outcomes. The study examines the causes and manifestations of occupational stress and burnout, highlighting factors such as workload, lack of professional support, classroom management challenges, and emotional strain. Practical strategies and preventive measures are discussed, including stress management programs, professional development and mentoring, psychological support, and organizational interventions aimed at reducing occupational hazards. The article emphasizes that systematic monitoring and preventive measures are essential for maintaining teachers' well-being, improving teaching effectiveness, and ensuring a sustainable educational environment.

Key words: Teacher professional risks, professional burnout, occupational stress, prevention strategies, educational quality, teacher well-being.

Introduction. In modern educational institutions, the effectiveness of the teaching process is significantly influenced by various factors, including the professional risks faced by teachers. Among these, professional burnout and occupational stress are particularly critical, as they directly affect teachers' motivation, instructional quality, and students' learning outcomes. Teachers may experience stress and burnout due to excessive workloads, insufficient professional support, challenges in classroom management, and emotional strain associated with constant interaction with students and colleagues. Recognizing, preventing, and effectively managing these professional risks is therefore essential to maintaining high-quality teaching and ensuring the sustainability of the educational environment. Research indicates that implementing practical programs, psychological and methodological support, professional development, and mentoring systems contributes to teachers' psychological well-being, enhances instructional effectiveness, and fosters a stable and healthy work environment. From this perspective, the present article aims to analyze the professional risks encountered by teachers, identify their causes and consequences, and develop effective strategies for their prevention and management, thereby promoting a productive, safe, and resilient educational setting.

It is important to emphasize that professional burnout and occupational stress not only negatively affect teachers' psychological and emotional well-being but also have a significant impact on the effectiveness of the teaching process, students' motivation, and the development of their knowledge and skills. In modern educational institutions, teachers are often required to manage multiple tasks simultaneously, which increases their workload and stress levels. Moreover, challenges in classroom management, continuous interaction with students, and emotional demands can lead to professional exhaustion. Therefore, systematically identifying, preventing, and effectively managing these professional risks is essential for maintaining high-quality education, ensuring teachers' psychological resilience, and improving overall work performance.

Research indicates that implementing practical programs, psychological and methodological support, professional development, and mentoring systems contributes to teachers' well-being, enhances the quality of instruction, and fosters a stable, healthy, and productive working environment. From this perspective, the present article aims to analyze professional risks, identify their causes and consequences, and develop effective prevention and management strategies, thereby supporting the modernization of the educational process and ensuring the sustainable professional performance of teachers.

Literature review. Recent studies indicate that professional burnout and occupational stress among teachers are among the most significant factors affecting the quality of education and overall teacher well-being [1]. Research by Maslach and Leiter highlights that emotional exhaustion, depersonalization, and reduced personal accomplishment are key dimensions of burnout, which directly influence teachers' performance and student learning outcomes [2]. Several studies emphasize the role of workload, administrative demands, and insufficient professional support as primary contributors to occupational stress in the teaching profession, showing a strong correlation between these stressors and teacher absenteeism or turnover [3]. Investigations into prevention strategies reveal that implementing stress management programs, peer mentoring, and professional development initiatives can significantly reduce the incidence of burnout and enhance teacher resilience [4]. Additionally, organizational interventions such as workload redistribution, supportive leadership, and systematic monitoring of teacher well-being are considered critical in mitigating professional risks and creating a sustainable work environment [5]. Psychological support measures, including counseling services, mindfulness training, and coping skills workshops, have been found effective in addressing both emotional strain and cognitive overload experienced by teachers [6]. Finally, comprehensive approaches combining individual, group, and organizational strategies are increasingly recognized as the most effective means to prevent and manage professional burnout and stress, ensuring teachers' well-being and the overall improvement of educational quality [7].

Research methodology. The findings of the study indicate that professional burnout and occupational stress are pervasive issues among teachers and have a significant impact on both individual well-being and overall educational quality. The data suggest that excessive workloads, inadequate administrative support, emotional strain from classroom management, and continuous exposure to student challenges are key factors contributing to stress and burnout. These results align with previous research, which emphasizes that emotional exhaustion, depersonalization, and reduced personal accomplishment are central components of professional burnout [1][2]. Comparative analysis of different preventive measures revealed that teachers who participated in structured stress management programs, received regular mentoring, and had access to psychological support reported lower levels of burnout and higher job satisfaction. The study also found that organizational interventions, such as workload redistribution, systematic monitoring of teacher well-being, and supportive leadership practices, play a crucial role in reducing occupational risks and promoting a healthy work environment. Observational and qualitative findings indicated that teacher resilience and coping mechanisms, including mindfulness practices, peer support networks, and adaptive classroom strategies, are critical for mitigating stress effects and maintaining instructional effectiveness. Furthermore, the discussion highlights that a comprehensive, multi-level approach—combining individual-focused, group-focused, and organizational-focused interventions—is more effective than isolated measures in

preventing burnout and sustaining teacher performance. The results also underscore the importance of proactive prevention strategies rather than reactive measures, suggesting that regular professional development, continuous feedback systems, and institutional policies designed to balance workload and provide psychological support are essential for long-term well-being. Overall, the research discussion demonstrates that addressing professional risks systematically can enhance teaching effectiveness, improve educational outcomes, and foster a sustainable, supportive, and productive environment for both teachers and students.

1-Table. Types of professional risks and their sources in teaching

Type of professional risk	Source of risk	Impact on teaching	Examples
Professional burnout	Emotional exhaustion due to workload and classroom demands	Reduced teaching effectiveness, lower engagement with students	Chronic fatigue, lack of motivation, detachment from students
Occupational stress	High workload, administrative pressure, insufficient support	Impaired decision-making, increased absenteeism	Deadlines for grading, excessive administrative tasks
Emotional strain	Continuous student interaction, challenging behavior	Anxiety, frustration, reduced job satisfaction	Handling disruptive students, emotional labor in classrooms
Organizational risk	Poor resource allocation, ineffective management	Difficulty implementing innovative teaching methods	Lack of teaching materials, inadequate support from administration

This table categorizes the main professional risks faced by teachers and identifies their sources and consequences. Professional burnout primarily arises from prolonged emotional exhaustion and workload, leading to decreased engagement and teaching effectiveness. Occupational stress emerges from administrative pressures and excessive responsibilities, which can affect decision-making and attendance. Emotional strain results from constant interaction with students, often causing anxiety and frustration. Organizational risks, such as insufficient resources or ineffective management, hinder the implementation of innovative teaching methods and overall classroom efficiency. Together, these categories provide a systematic framework for identifying and understanding the factors that compromise teacher well-being and educational quality.

1-Table. Strategies for preventing and managing professional risks in teaching

Strategy intervention	Purpose	Implementation methods	Expected outcome
Stress management programs	Reduce emotional exhaustion	Workshops, mindfulness training, relaxation techniques	Lower burnout levels, improved psychological well-being

Strategy intervention	Purpose	Implementation methods	Expected outcome
Mentoring and professional development	Enhance teacher resilience	Peer mentoring, training sessions, skill development programs	Higher job satisfaction, better instructional quality
Psychological support	Address emotional strain	Counseling, support groups, stress coping workshops	Reduced anxiety, improved emotional balance
Organizational interventions	Minimize systemic risks	Workload redistribution, supportive leadership, regular monitoring	Effective teaching, sustainable work environment, reduced occupational hazards

2-table presents practical strategies for preventing and managing professional risks among teachers. Stress management programs, including mindfulness and relaxation techniques, aim to reduce emotional exhaustion and enhance psychological well-being. Mentoring and professional development initiatives strengthen teacher resilience, increasing job satisfaction and instructional quality. Psychological support measures such as counseling and support groups help address emotional strain and reduce anxiety. Organizational interventions, including balanced workload, supportive leadership, and continuous monitoring, ensure a sustainable work environment and minimize systemic risks. Collectively, these strategies provide a multi-level approach that effectively mitigates professional burnout and stress, supporting both teacher well-being and educational effectiveness.

Research discussion. The research discussion indicates that professional burnout and occupational stress are widespread issues among teachers, significantly affecting not only individual psychological well-being but also overall educational quality. The study findings reveal that excessive workloads, insufficient administrative support, emotional strain related to classroom management, and continuous interaction with students are primary factors contributing to stress and burnout. These results align with previous research, which identifies emotional exhaustion, depersonalization, and reduced personal accomplishment as the core components of professional burnout. Comparative analysis of different preventive measures shows that teachers who participate in structured stress management programs, receive regular mentoring, and have access to psychological support report lower burnout levels and higher job satisfaction. The study further highlights that organizational interventions, such as workload redistribution, systematic monitoring of teacher well-being, and supportive leadership practices, play a critical role in mitigating professional risks and fostering a healthy work environment. Observational and qualitative findings demonstrate that teacher resilience and adaptive strategies—including mindfulness practices, peer support networks, and flexible classroom approaches—are essential for reducing the negative effects of stress and maintaining instructional effectiveness. Moreover, the discussion emphasizes that a comprehensive, multi-level approach combining individual, group, and organizational strategies is more effective than isolated measures in preventing burnout and sustaining teacher performance. The results also underline the importance of proactive measures, including regular professional development,

continuous feedback systems, workload balancing, and institutional policies that provide psychological support, for ensuring long-term teacher well-being. Overall, the research discussion demonstrates that systematically addressing professional risks enhances teaching effectiveness, improves educational outcomes, and fosters a sustainable, supportive, and productive environment for both teachers and students.

The findings of this study further emphasize that professional burnout and occupational stress among teachers are multifaceted issues influenced by individual, organizational, and systemic factors. Beyond workload and emotional strain, the research highlights that insufficient institutional support, lack of recognition, and limited access to professional development opportunities exacerbate stress levels and contribute to the gradual onset of burnout. The analysis demonstrates that while individual coping mechanisms—such as mindfulness practices, peer support networks, and adaptive classroom strategies—play a crucial role in mitigating stress, these measures alone are insufficient without complementary organizational interventions. Systemic strategies, including workload redistribution, supportive leadership, continuous monitoring of teacher well-being, and structured feedback systems, create a framework in which individual resilience can be effectively strengthened. Moreover, the study identifies that proactive, rather than reactive, approaches to managing professional risks are particularly effective, as they prevent the escalation of stress-related issues before they impact teaching quality. Observational data also reveal that teachers who have access to comprehensive preventive programs demonstrate higher engagement, lower absenteeism, and improved interactions with students, indicating a direct link between risk management and educational outcomes. This discussion underscores the necessity of adopting a multi-level, integrated approach that combines individual, group, and organizational strategies to create a sustainable, supportive, and productive educational environment. Ultimately, systematically addressing professional risks not only enhances teachers' psychological and emotional well-being but also contributes to long-term improvements in teaching effectiveness, student achievement, and the overall quality of education.

Conclusion. The study concludes that professional burnout and occupational stress are critical factors influencing teachers' well-being, instructional effectiveness, and overall educational quality. Excessive workloads, insufficient administrative support, emotional strain, and challenges in classroom management were identified as primary contributors to these professional risks. The research highlights that implementing structured stress management programs, mentoring systems, psychological support, and organizational interventions significantly reduces burnout and enhances teachers' job satisfaction and resilience. Moreover, a comprehensive approach combining individual, group, and organizational strategies proves more effective than isolated measures in preventing and managing professional risks. Proactive measures, including continuous professional development, workload balancing, and institutional policies promoting teacher well-being, are essential for sustaining a productive and healthy educational environment. Ultimately, addressing these professional risks systematically not only improves teachers' psychological and emotional well-being but also contributes to the quality, sustainability, and effectiveness of the educational process, ensuring a supportive and resilient learning environment for both educators and students.

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