

psychological safety environment, its significance in education is clarified; the current status of educational institutions is comprehensively analyzed, and the existing problems and challenges are revealed; drawing on relevant research and practical experience at home and abroad, a series of targeted and operational construction strategies are proposed. The study shows that building a good psychological safety environment plays an irreplaceable and important role in promoting the all-round development of students, improving the teaching quality of teachers, and promoting the sustainable development of educational institutions.

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SWOT ANALYSIS ON PREVENTING TEACHERS' EMOTIONAL BURNOUT IN MODERN EDUCATIONAL ORGANIZATIONS

Abstract: This paper employs the SWOT analysis method to provide a comprehensive examination of the internal strengths and weaknesses, external opportunities and threats of modern educational organisations in the prevention of teacher burnout. In light of the aforementioned findings, a series of strategic recommendations are put forth with the aim of providing a theoretical foundation and practical guidance for educational organisations seeking to effectively prevent teacher burnout and enhance the quality of education.

Keyword: Modern education, Organization, Teacher emotion, Emotional burnout, SWOT analysis.

In the contemporary era of accelerated modern educational development, teachers are confronted with intricate working environments and considerable pressures. The convergence of factors, including educational reform, substantial teaching loads, the diversity of student populations, and elevated societal expectations, has resulted in the emergence of the issue of

teacher burnout. This has a detrimental impact on teachers' physical and mental health, as well as on the quality of education and teaching. In this regard, modern educational organisations can employ a SWOT analysis to identify the advantages, disadvantages, opportunities and threats of preventing teacher burnout, thus providing a comprehensive perspective for formulating strategies. In practice, it can assist organisations in reducing teachers' stress, preventing burnout and improving job satisfaction and teaching quality. In theory, it can enhance the research content related to education management and establish a foundation for further research.

The phenomenon of teachers' emotional burnout is a complex psychological phenomenon, which manifests itself in three distinct forms: emotional exhaustion, depersonalization, and a reduced personal sense of accomplishment. Emotional exhaustion is a consequence of prolonged exposure to high - pressure work environments, which results in the excessive depletion of emotional resources and a lack of enthusiasm and motivation. Depersonalization is manifested in a detached and negative attitude towards students, accompanied by a reduction in emotional investment and attention. A reduced sense of personal accomplishment is characterized by doubt about the value of one's work and a loss of satisfaction and pride. The effects of emotional burnout are numerous and deleterious. Teachers are susceptible to physical fatigue and insomnia, and may experience anxiety and depression, which have a detrimental impact on their overall well - being, professional satisfaction, career advancement, teaching quality, and teacher - student relationships. This can impede efforts to enhance students' academic performance and overall quality of education, and can also have a destructive effect on the educational atmosphere. SWOT analysis of preventing teachers' emotional burnout in modern educational organizations

Strengths: Firstly, the institution benefits from a favourable resource base, comprising a conducive office environment and teaching facilities, as well as a dedicated teaching staff and management team capable of allocating personnel to facilitate exchanges and collaboration. Secondly, the educational concepts espoused by the institution are aligned with contemporary standards, upholding a teacher - centred approach, respecting the opinions of educators, and promoting. The provision of training opportunities and resources with high - quality, personalised educational concepts is designed to meet teachers' needs for self - realisation. Thirdly, the school's positive impact on organisational culture is evident in its focus on team culture building to enhance cohesion, as well as its clear educational values that enable teachers to identify with the school and increase their motivation to work.

Weaknesses: Firstly, the level of work pressure and workload is considerable. The introduction of the new curriculum has resulted in an increase in the volume of teaching tasks, coupled with a concomitant rise in the number of non - teaching duties that must be performed. This has led to a dispersion of energy and an intensification of pressure. Secondly, the evaluation and incentive mechanism is imperfect. The single evaluation standard based on students' performance is not objective, and the incentive measures are unable to meet the diversified needs, which negatively affects teachers' enthusiasm. Thirdly, the psychological support system for teachers is inadequate. There is a dearth of professional psychological counsellors, and teachers are reluctant to seek assistance for psychological issues. Furthermore, there is a lack of attention paid to psychological training, which has resulted in a deficiency in the ability to cope with stress.

Opportunities: Firstly, there is a supportive stance from the policy - makers in the field of education. A plethora of policies have been introduced at the state and local government levels with the objective of enhancing remuneration, conditions, training, and other aspects of the teaching

profession. These policies are aligned with the tenets of educational reform and are designed to mitigate the stressors that teachers face and enhance their sense of job satisfaction. Secondly, there is greater social attention and support. There has been a notable increase in societal understanding and respect for the teaching profession, which has contributed to a positive atmosphere. Furthermore, the experience of other industries can be leveraged to enhance the psychological support system for teachers. Thirdly, there is a drive towards technological advancement. The application of information technology can facilitate the reduction of the burden of teaching and assist in the comprehension of the needs of teachers. Modern psychological technology can facilitate the prompt identification and intervention in teachers' psychological issues.

Threats: First, external environmental pressures. Although society's understanding of the teaching profession has improved, the expectation of educational quality is high, and parents and all walks of life pay attention to students' performance and quality development, which puts teachers under great pressure and easily weakens the effect of organising preventive measures. In addition, competition in the education market is fierce, and schools increase teachers' workload and evaluation index to compete for advantages, which increases the possibility of emotional burnout. Second, the traditional concept of servitude. Traditional concepts of educational management, such as authority management and emphasis on evaluation of results, still exist, which conflict with modern concepts and teachers' psychological needs, and hinder the implementation of preventive measures. At the same time, social stereotypes of teachers make it difficult for teachers to express their feelings and receive understanding and support, which increases the level of burnout.

Strategic recommendations based on SWOT analysis: Strategies for exploiting advantages: Firstly, we will optimise the distribution of resources, allocate material resources in a logical manner and create an office environment that is conducive to productivity. We will also utilise the full potential of human resources in order to strengthen our team - building initiatives. Secondly, the practice of educational concepts will be deepened, with the integration of the teacher - oriented concept into management. The mechanism for teachers to participate in decision - making will be improved, as will the provision of professional development opportunities. The concept of quality and personalised education will be practised. Thirdly, the construction of organisational culture will be reinforced, with the form and content of team activities being diversified. The emotional exchanges among teachers will be enhanced, while the recognition of cultural values will be reinforced. This will facilitate the integration of personal and organisational values, stimulate work enthusiasm and a sense of mission among teachers.

Strategies for overcoming disadvantages: Firstly, it is essential to reduce work pressure, rationally allocate teaching tasks, scientifically arrange teaching time and content according to the level of difficulty of the course, the number of students, and other relevant factors, and to reduce non - teaching tasks. Furthermore, it is necessary to optimise the management of administrative affairs and to reduce any potential interference. Secondly, the evaluation incentive mechanism should be improved, a diversified evaluation system should be constructed, multiple dimensions should be taken into account when formulating reasonable indicator weights, the process should be fair, just and open, and incentive measures should be enriched to cover both material and spiritual aspects in order to meet diverse needs. Thirdly, it is imperative to reinforce the establishment of a robust psychological support system. This entails the introduction and training of qualified professionals, the establishment of a dedicated psychological consultation room, the provision of relevant services and the formulation of individual intervention plans. Furthermore, it is essential to

conduct comprehensive psychological training and enhance teachers' psychological resilience and coping mechanisms.

Strategies to seize opportunities: The initial step is to utilise policy resources, conduct a comprehensive analysis of educational policies, garner support and input, devise teacher development plans aligned with policies and transform them into action plans, and enhance the quality of teachers. The second objective is to integrate social resources, reinforce collaboration with a diverse range of stakeholders, advocate for teachers' mental wellbeing, and draw insights from other sectors to develop a tailored psychological support framework for educators. This could entail the adaptation of the enterprise EAP model. The third approach is to leverage new technological tools to alleviate the teaching burden through the use of information technology, big data analytics, modern psychological techniques, enhanced psychological support systems, and comprehensive assessment and intervention strategies.

Strategies for dealing with threats: The initial objective is to alleviate external pressure, enhance communication with parents and society, disseminate an accurate understanding of the concept of educational quality, and facilitate comprehension of the fact that education is a prolonged and comprehensive process. Furthermore, it is essential to recognise that quality should not be evaluated based on immediate outcomes, and to adopt a rational approach to competition, establish realistic goals, reduce the burden on teachers, and foster a conducive learning environment. The second objective is to challenge the limitations of traditional concepts and update the concepts of education management to align with modern realities. This entails establishing a new conceptual framework that respects the pivotal role of teachers in society and challenges the pervasive stereotypes that undermine their professional status. It also necessitates creating a supportive social environment that encourages teachers to express their feelings and experiences.

Conclusion. It is a complex and systematic project for modern educational organisations to prevent teachers from emotional burnout. Through SWOT analysis, we can clearly see the strengths, weaknesses, opportunities and threats of educational organisations in this regard. Educational organizations should make full use of their own advantages, overcome weaknesses, seize opportunities, respond to threats, adopt scientific and reasonable strategies, establish a sound prevention mechanism, effectively relieve teachers' stress, prevent emotional burnout, thereby improving teachers' job satisfaction and teaching quality, and promoting the healthy development of education. In future research and practice, we need to pay more attention to changes in the educational environment and continuously improve prevention strategies to better meet the psychological needs of teachers and the needs of the development of education.

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ОСОБЫЕ ОБРАЗОВАТЕЛЬНЫЕ ПОТРЕБНОСТИ ДЕТЕЙ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

Аннотация

В статье говорится о детях с ограниченными возможностями здоровья и их особых образовательных потребностях.

Ключевые слова

Дети с ОВЗ, организация обучения, индивидуальные потребности.

Дети с ограниченными возможностями здоровья (ОВЗ) представляют собой группу учащихся, которые имеют особые потребности в образовании и требуют индивидуального подхода в учебном процессе. Эти дети могут иметь различные виды инвалидности, аутизм, задержку в развитии или другие психофизические особенности.

В образовательном учреждении дети с ОВЗ нуждаются в специальной педагогической поддержке, адаптированных учебных материалах, доступе к ресурсам поддержки (логопедам, психологам, специалистам по инклюзивному образованию) и индивидуальной программе обучения. Важно учитывать их специфические потребности, способности и темп обучения, чтобы обеспечить им полноценное участие в учебном процессе и развитие их потенциала.

Для успешной интеграции детей с ОВЗ в образовательное учреждение необходимо создание условий для комфортного обучения и социализации, а также поддержка со стороны педагогов, родителей и других специалистов. Это поможет детям с ОВЗ раскрыть свои способности и достичь успеха в образовании и жизни. Для эффективной организации обучения детей с ограниченными возможностями здоровья (ОВЗ) важно создать индивидуальную образовательную программу, которая будет учитывать специфические потребности каждого ребенка.

Важно проводить анализ проблем и потребностей каждого ребенка с ОВЗ, чтобы определить его уровень функционирования и специфические требования к обучению. На основе этого анализа стоит разработать индивидуальный план обучения, который будет включать в себя цели, задачи, методы и средства обучения.