

## PROFESSIONAL DEFORMATIONS OF TEACHERS IN THE DIGITAL ENVIRONMENT

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### ABSTRACT:

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*This article explores the causes and forms of professional deformations among teachers in the context of education digitalization. Special attention is given to the impact of digital technologies on emotional burnout, decreased empathy, and changes in professional identity. The article analyzes the results of a teacher survey, presents a classification of types of deformations, and provides recommendations for overcoming them. The analysis is based on the works of Sanko A.M. and current research in digital pedagogy. Measures are proposed for prevention and correction, including psychological support and digital hygiene.*

**INTRODUCTION.** The digital transformation of education offers new opportunities for teachers, but also poses significant challenges. Against the backdrop of widespread implementation of distance learning technologies, LMS platforms, and AI tools, workload increases, and the focus of professional activities shifts, potentially leading to professional deformation of teachers' personalities.

According to Sanko A.M. [1], digital learning tools restructure the pedagogical process, but without adequate training and support, this leads to negative psychological effects. The relevance of this topic is underscored by the growing number of teachers reporting stress, anxiety, and loss of motivation.

#### Materials and methods

The following methods were used in the study:

- Survey of 120 teachers (schools, universities, vocational institutions);
- Literature review;
- Comparative analysis and data visualization.

**Tools:** Google Forms, SPSS Statistics, Excel, NVivo (for qualitative analysis)

**Results**

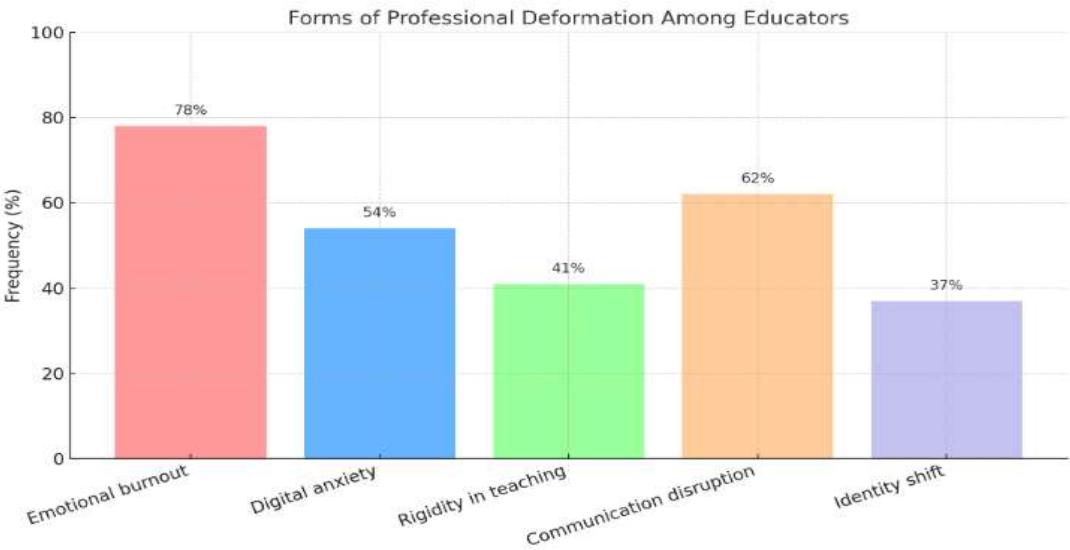
**Forms of professional deformation**

Based on the analysis, the following forms were identified:

Type of Deformation	Manifestations	Frequency (%)
Emotional Burnout	Chronic fatigue, apathy	78%
Digital Anxiety	Fear of using new technologies	54%
Rigidity in Teaching Methods	Resistance to innovation, conservatism	41%
Communication Breakdown	Reduced empathy, lack of live interaction	62%
Change in Self-Identification	Feeling of alienation from profession	37%

**Impact of the digital environment on professional condition**

The graph below presents data on changes in teachers’ psycho-emotional states depending on the level of digital workload:



**Key risk factors identified by experts:**

- Lack of digital pedagogical support;
  - Insufficient personal contact with students;
- Blurred boundaries of working hours

**Discussion****Causes of deformation formation**

According to Sanko A.M. [1], the integration of digital tools requires a rethinking of pedagogical roles. However, in practice, teachers face the need to adapt without proper training, which creates internal conflict between traditional teaching models and the new digital reality.

Furthermore, Voronina E.A. [2] states that the abundance of platforms and resources leads to "digital distraction," reducing concentration and productivity.

**Comparison with traditional environment**

Indicator	Traditional Environment	Digital Environment
Emotional Contact	High	Reduced
Flexibility in Lesson Planning	Moderate	High
Control over the Process	High	Often Limited
IT Infrastructure Support	Limited	Broad
Burnout Risk	Moderate	High

**Psychological and organizational consequences**

- Loss of a sense of professional mission, emergence of "professional fatigue."
- Decline in quality of feedback with students.
- Resistance to innovation and rejection of self-development.

**Conclusion**

Professional deformations in the digital environment are a complex phenomenon caused not only by changes in technical tools but also by a transformation in the teaching paradigm itself. Successful adaptation requires:

- Digital hygiene programs;
- Regular psychological support for teachers;
- Training in flexible methodologies;
- Development of a culture of digital interaction.

**Proposals and solutions**

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- Introduction of “digital meditation” – daily screen breaks;
- Mandatory mentoring programs in schools and universities;
- Development of a unified platform with psycho-pedagogical support.

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