

DIGITAL COMPETENCE OF TEACHERS AS A RESOURCE FOR RESILIENCE TO PROFESSIONAL STRESS

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Abstract: *This article examines the role of teachers' digital competence as a psychological resource that contributes to resilience to professional stress in the modern educational environment. The study analyzes scientific approaches to digital competence and technostress in teachers' professional activity. It is shown that a high level of digital competence helps teachers adapt to technological changes, reduce stress related to digital technologies, and improve professional effectiveness. The results indicate that digital competence can serve as an important personal and professional resource that supports teachers' psychological stability and professional well-being.*

Keywords: *digital competence, teachers, professional stress, technostress, psychological resources, resilience.*

INTRODUCTION

In modern education, teachers face numerous professional challenges, including increased workload, rapid technological changes, and high expectations from society. These factors often lead to professional stress, emotional exhaustion, and a decrease in work efficiency[1]. One of the most important tasks of modern educational psychology is to identify personal and professional resources that help teachers cope with stress and maintain psychological well-being. Professional stress among teachers has become a widespread phenomenon in the educational environment. Constant interaction with students, parents, and administration, as well as the need to adapt to new educational standards and technologies, increases psychological tension. If teachers do not possess sufficient internal and external resources, prolonged stress may lead to professional burnout and reduced job satisfaction[2].

In recent years, the rapid development of digital technologies has significantly transformed the educational process. Teachers are expected to actively use digital tools, online platforms, and electronic resources in their professional activities [3]. Therefore, digital competence has become an essential professional skill for modern educators. Digital competence includes the ability to effectively use information and communication technologies, search and process digital information, create digital educational content, and communicate through digital environments [4]. Digital competence can act not only as a professional skill but also as an important psychological resource. Teachers who

confidently use digital technologies are better able to organize their work, manage educational tasks, and reduce the level of professional stress associated with technological difficulties. In addition, digital competence helps teachers adapt more easily to changes in the educational environment and increases their sense of professional self-efficacy.

Thus, the development of teachers' digital competence can contribute to strengthening their psychological resilience and reducing the negative impact of professional stress. Studying the relationship between digital competence and teachers' stress resistance is an important direction in modern psychological and pedagogical research. The purpose of this study is to examine digital competence as a psychological resource that contributes to teachers' resilience to professional stress and supports their professional well-being.

Main part

1. The Concept of Digital Competence in Modern Education

In the context of the digital transformation of education, digital competence has become one of the key professional skills required for teachers. Digital competence refers to the ability of educators to effectively use digital technologies, information resources, and online communication tools in the teaching and learning process. According to research conducted by Javier Portillo and colleagues, digital competence includes several important components such as information management, communication through digital technologies, creation of digital educational resources, and the ability to ensure safe and ethical use of digital tools[5].

Modern educational systems increasingly rely on digital technologies to enhance learning outcomes and improve access to knowledge. As a result, teachers are required to integrate digital platforms, multimedia resources, and online learning environments into their professional practice [6]. Research shows that teachers with higher levels of digital competence are more confident in using technological tools and demonstrate higher levels of professional effectiveness. Furthermore, digital competence is not limited to technical skills. It also includes pedagogical and psychological aspects related to the effective use of technology in teaching. Teachers who possess well-developed digital competence are able to design innovative learning environments, support student engagement, and adapt to rapidly changing educational conditions [10].

2. Professional Stress and Technostress Among Teachers

Professional stress is one of the most common psychological problems faced by teachers. The teaching profession requires constant interaction with students, parents, and school administration, which often leads to emotional overload and psychological tension [7]. In the digital era, teachers also experience a specific form of stress known as technostress, which arises from the intensive use of information technologies. Recent research conducted by Zawar Hussain and colleagues indicates that technological demands, digital workload, and constant adaptation to new educational technologies significantly increase stress levels among teachers [9]. Technostress may manifest in several ways, including feelings of anxiety when using digital platforms, fear of making technological mistakes, and difficulties in managing digital information. Studies show that teachers who

lack sufficient digital skills often experience higher levels of emotional exhaustion and professional burnout [8].

Moreover, empirical research demonstrates that the rapid introduction of digital tools during the COVID-19 pandemic significantly increased teachers' stress levels due to the need to quickly adapt to online teaching formats. At the same time, educators who possessed higher levels of digital competence were better able to cope with these challenges and experienced lower levels of technological stress.

3. Digital Competence as a Psychological Resource

Modern psychological research increasingly considers digital competence as an important personal and professional resource that helps teachers cope with occupational stress. According to recent studies, digital competence functions as a protective factor that reduces the negative effects of technological demands in educational settings. For example, research has demonstrated that teachers with higher levels of digital literacy experience significantly lower levels of technostress and demonstrate greater professional self-efficacy [7].

Additionally, digital competence contributes to improving teachers' professional well-being. Scholars emphasize that educators who feel confident in using digital technologies are better able to manage their workload, organize teaching materials, and communicate effectively with students and colleagues in online environments. Another important aspect is that digital competence supports teachers' psychological resilience. Teachers who possess strong digital skills are more adaptable to changes in educational systems and are more capable of coping with unexpected challenges in the teaching process. Therefore, digital competence can be considered not only a professional skill but also a significant psychological resource that strengthens teachers' resilience to professional stress.

Recommendations

1. It is recommended to develop teachers' digital competence through continuous professional development programs and specialized training courses.
2. Educational institutions should provide methodological and technical support to help teachers effectively integrate digital technologies into the teaching process.
3. Psychological support programs should be implemented to help teachers manage professional stress related to the use of digital technologies.
4. Universities and teacher training institutions should include digital competence development in their curricula for future educators.
5. School administrations should create supportive working environments that encourage teachers to use digital tools confidently and effectively.

Conclusion

Digital Competence of Teachers as a Resource for Resilience to Professional Stress

The results of the theoretical analysis indicate that professional stress remains one of the most significant challenges in the teaching profession. The modern educational environment is characterized by rapid technological development, increasing workload, and high professional demands placed on teachers. These factors significantly increase the risk of psychological stress and professional burnout. The analysis of contemporary scientific

literature shows that digital competence plays an important role in the professional activity of teachers. It includes not only technical skills related to the use of digital technologies but also pedagogical and communicative abilities that allow educators to effectively integrate digital tools into the learning process.

Furthermore, digital competence can be considered an important psychological resource that contributes to teachers' resilience to professional stress. Teachers who possess well-developed digital skills are better able to organize their professional activities, manage educational tasks, and adapt to the rapid changes occurring in modern education. As a result, they experience lower levels of technological stress and emotional exhaustion. Thus, the development of digital competence among teachers contributes not only to improving the quality of the educational process but also to strengthening teachers' psychological stability and professional well-being. In this regard, the formation and development of digital competence should become an important direction in teacher training and professional development programs.

Therefore, digital competence can be viewed as an effective personal and professional resource that helps teachers cope with professional stress and maintain psychological resilience in the conditions of the modern digital educational environment.

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