

**INCLUSIVE EDUCATION AS A RISK FACTOR FOR TEACHER BURNOUT**

A. Saipov<sup>1,\*</sup> , E. Akhmetova<sup>2</sup> , Zh. Kuvatova<sup>2</sup> 

<sup>1</sup>South Kazakhstan University named after M. Auezov, Republic of Kazakhstan, Shymkent

<sup>2</sup>South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov,  
Republic of Kazakhstan, Shymkent

\*e-mail: [7281190@mail.ru](mailto:7281190@mail.ru), [elmira\\_k\\_akhmetova@mail.ru](mailto:elmira_k_akhmetova@mail.ru), [kuatova\\_70@mail.ru](mailto:kuatova_70@mail.ru)

*Abstract.* This article examines inclusive education as a risk factor for teacher burnout and presents research on its prevention. The modern practitioner-teacher faces a lot of problems in the real implementation of inclusive education tasks, which leads to professional burnout. On the basis of the analysis of foreign scientific works the essence, meaning and pedagogical and psychological features of prevention of professional burnout of teachers in the conditions of inclusive education are defined. Stages of professional burnout according to K. Maslach's methodology are identified. Personal qualities of a teacher are considered as conditions for successful implementation of inclusive education. They can contribute to successful work and prevent professional burnout, and on the contrary, aggravate it. Developing these qualities, the teacher creates conditions for the full development of each child, regardless of his/her peculiarities. The techniques reducing and increasing emotional tension for prevention of unfavourable emotional states are recommended. The causes of professional burnout of teachers in inclusive education and negative personal qualities that can contribute to burnout are identified. Also, the model of prevention of professional burnout of teachers in the conditions of inclusive education, aimed at creating favourable conditions in the pedagogical process, increasing the psychological stability of teachers and improving the quality of education for all children is proposed. As a result of the study additional recommendations for the prevention of professional burnout of teachers were identified: development of emotional intelligence; positive thinking techniques; time management; finding a balance between work and personal life.

**Keywords:** inclusive education, inclusion, teacher burnout, stress, professional burnout, emotional burnout, personal qualities of a teacher.

**Introduction**

Current global trends in education development are focused on ensuring accessibility and equal opportunities for all learners, regardless of their individual characteristics. In this context, inclusive education is becoming an integral part of the educational policy of many countries and is seen as a tool for social integration, humanisation of the teaching process and implementation of the principles of justice. At the same time, the expansion of inclusive practices creates new challenges for teachers, as it requires a significant increase in professional flexibility, emotional stability, and readiness to work with heterogeneous groups of students.

One of the most serious consequences of these changes is increased emotional stress and, as a result, professional burnout among teachers. Working with children with special educational needs requires additional communication, organisational and psychological efforts on the part of the teacher. A lack of methodological training, insufficient resources and a lack of systematic support increase stress levels, which increases the likelihood of emotional exhaustion, reduced professional achievement and depersonalisation in relation to students.

The relevance of studying professional burnout in the context of inclusive education is due to both the increase in the number of schools implementing inclusive programmes and the need to maintain the psychological well-being of teachers, which is a key factor in the quality of the educational process. Analysing the risks of professional burnout associated with an inclusive environment allows for a deeper understanding of the specific difficulties faced by teachers, as well as the development of support and prevention measures aimed at creating favourable working conditions and improving the effectiveness of teaching activities.

Thus, research into the problem of teacher burnout in inclusive education is of scientific and practical interest, as it contributes to the development of approaches to optimising the educational environment, improving the quality of teaching and maintaining the professional health of teachers.

Inclusive education (inclusion, inclusive education, co-education) is a form of education in which everyone, regardless of their physical, intellectual, social, emotional, linguistic and other characteristics, is allowed to study in general education institutions. Every year the number of children with disabilities and special needs is increasing worldwide [1].

Inclusive education is the recognition of the value of all children's differences and their ability to learn in the most appropriate way for that child. It is a flexible system that takes into account the needs of all children, not only those with developmental problems, but also different ethnic groups, gender, age and belonging to a particular social group. Problems and perspectives related to inclusive education are actively discussed by both psychologists and educators [2].

Friedman, I.A. asserts that the modern educational system strives to build an inclusive society, in which each student is provided with different opportunities to receive quality education. There is no doubt that an inclusive educational environment is formed by a teacher, and not just a teacher, but a whole pedagogical team [3]. However, the implementation of inclusion principles imposes a significant burden on teachers, which makes the topic of professional burnout one of the key problems of modern pedagogy.

According to K.C. Herman, burnout is defined as 'a psychological syndrome resulting from a long-term reaction to chronic interpersonal stressors at work'. Burnout develops gradually when work becomes unpleasant, unsatisfying and ungrateful. This concept is usually divided into three aspects: fatigue, lack of achievement, and feelings of cynicism towards and detachment from work. Of these three aspects, emotional exhaustion, or feeling emotionally drained and worn out, is identified as central to the whole construct [4].

Professional burnout syndrome is the most dangerous professional disease of those who work with people: teachers, social workers, doctors, journalists etc. Professional burnout occurs as a result of internal accumulation of negative emotions without corresponding 'discharge' or 'release' from them. The resolution of this problem today directly affects the health of the actively working category of people. Teaching has been recognised as one of the most stressful professions in various cultural and educational contexts. Understanding emotional burnout among teachers, as well as the factors associated with it, has attracted considerable attention [5]. It has been shown that teachers' emotional burnout negatively affects their self-rated health, mental health [6], job satisfaction [7], as well as student achievement and adjustment [8].

*Purpose of the study:* A better understanding of factors related to teacher stress and burnout in inclusive education settings helps to create an environment that promotes teacher commitment to their work, prevents teachers from leaving the profession and improves the quality of education. While many aspects of teacher burnout have been researched, others deserve further investigation and some of these have been selected for this study.

O. Huk and M.D. Terjesen confirmed in their research that professional burnout refers to a decrease in labour productivity as a result of emotional and physical fatigue or exhaustion. In addition to decreased performance, it can also lead to a reduction in the number of educators, and staff shortages further strain the education system and the teachers who remain in it [4]. Educators report feelings of incompetence and powerlessness in dealing with inclusive education as sources of emotional burnout. Additional efforts are needed to develop pre-service teacher training.

#### *Stages of professional burnout*

The stages of professional burnout develop gradually. There are three stages - three flights of stairs to the depths of professional unfitness [9] (Table 1).

Table 1 – Stages of professional burnout. Three flights of stairs to the depths of professional unsuitability (K. Maslach)

<b>Three stages of professional burnout</b>			
<b>Stages</b>	<b>I</b>	<b>II</b>	<b>III</b>
<b>Main characteristics</b>	Muffled emotions, boredom, detachment	Decreased interest in work, communication problems	Emotional desolation, indifference
<b>Emotional and psychological signs</b>	Loss of interest, emotional emptiness, forgetfulness.	Irritability, apathy, discontent	Depression, cognitive impairment, insomnia
<b>Physical signs</b>	Positive emotions disappear	Tiredness, headaches, frequent colds	Chronic tiredness, physical ailments
<b>Behavioural signs</b>	Avoidance of social contacts	Reduced operational efficiency	Solitude, social isolation

One of the important aspects in which the problem of professional burnout of teachers should be considered is inclusive education. In this model, students of all abilities learn together and are given opportunities to participate fully. Burnout is likely to affect a teacher's motivation and commitment to fulfil their educational mission and undermine their commitment to helping students with disabilities succeed [10].

Teachers are recognised as key actors in inclusive education. Thus, many of the factors influencing the successful implementation of inclusion policies are related to educators' abilities to work in inclusive settings and their subjective perceptions of those settings. Despite the benefits of inclusion policies, educators report encountering difficulties that prevent them from fully utilising these policies. Kyriacou C. has affirmed that known barriers to inclusion include negative perceptions of professional and personal achievement, self-efficacy, and negative attitudes. Educators clearly need support [11], lack of training is cited as a major barrier to inclusive education.

C. Maslach and M.P. Leiter suggest that teachers' relationships with students are also important for their own well-being. Relationships with students can be an important source of positive energy, enjoyment and reward, and can also influence daily emotions and cognitive abilities [12]. Positive teacher-student relationships are generally characterised by closeness, respect, warmth, support, trust and low levels of interpersonal conflict.

Since professional burnout of educators has negative consequences at the level of individual educators, students, organisations and society as a whole, factors related to burnout require more attention. Given the serious consequences of professional burnout for both educators and students, it is crucial to pinpoint the psychological factors that can lead to effective prevention.

Several theories have been put forward about the nature of emotional burnout. In one of Friedman's early works it was suggested that the main cause of burnout is unrealistic expectations of work results. When a person does not fulfil their expectations, it can affect their self-identity and lead to professional burnout. Maslach et al [9] suggested that emotional burnout includes three components: emotional exhaustion, depersonalisation and a decrease in personal achievement. The decrease in personal achievement is consistent with Friedman's opinion that emotional burnout occurs because educators feel that they do not reach their full professional potential because their expectations are not met [13].

#### **Materials and methods**

In accordance with the purpose of the study, the methods of theoretical analysis of philosophical, pedagogical, psychological, scientific and methodological literature, generalisation of pedagogical experience, observation, systematic and comparative analysis were used in the work.

The level of professional burnout of teachers varies, the problem of burnout is not only related to the presence of inclusive groups. It is also worth thinking about how teachers' characteristics and personality traits are related to professional burnout.

Inclusive education is a complex and responsible task that requires not only professional knowledge, but also certain personal qualities.

Personal qualities of a teacher play a key role in the successful implementation of inclusive education. They help to create an atmosphere of acceptance, respect and co-operation where every child feels valued and important. They also enable the teacher to work effectively with a diverse group of learners, including children with special educational needs (Table 2).

Table 2 – Personal qualities of a teacher in inclusive education

<b>Personal qualities of a teacher in inclusive education</b>		
<b>Quality</b>	<b>Description</b>	<b>Importance in inclusive education</b>
<b>Empathy</b>	Ability to understand the feelings and experiences of others.	Allows for building trusting relationships with children with special needs.
<b>Patience</b>	The ability to remain calm in difficult situations.	It is necessary to work with children who have different developmental rates.
<b>Flexibility</b>	Willingness to adapt their working methods to the individual needs of each student.	Allows to create individual educational trajectories.
<b>Creativity</b>	Ability to find non-standard solutions and develop individual educational programmes.	Helps to make learning interesting and effective for all children.
<b>Openness to new knowledge</b>	Willingness to learn new methods and approaches to teaching children with special needs.	Provides ongoing professional development.
<b>Tolerance</b>	Respect for differences, acceptance of each child as he/she is.	Creates an atmosphere of acceptance and safety.
<b>Optimism</b>	Belief in the potential of each child.	Motivates students to achieve success.
<b>Responsibility</b>	A sense of responsibility for each child	Ensures a safe and comfortable learning environment.

The following methods can be used to prevent unfavourable emotional states (Table 3)

Table 3 – Techniques to reduce and increase emotional tension

<b>Stress-reducing techniques</b>	<b>Stress-boosting techniques</b>
Giving the partner an opportunity to speak out	Interrupting your partner
Verbalisation of emotional state (own, partner's)	Ignoring the emotional state (your own, your partner's)
Emphasising commonality with the partner (similarity of interests, opinions, etc.)	Emphasising the differences between yourself and your partner
Showing interest in the partner's problems	Demonstrating disinterest in the partner's problem
Emphasising the importance of your partner and his/her opinion in your eyes.	Belittling the partner, negative evaluation of the partner's personality
Suggesting a concrete way out of the situation	Finding someone to blame and blaming the partner
Appealing to facts	Personalisation
Calm, confident pace of speech	Sudden acceleration of the pace of speech

Professional burnout of teachers, especially those working in an inclusive environment, is a serious problem that requires a comprehensive approach. The proposed prevention model combines diagnostic-analytical, organisational-pedagogical, psychological-social, educational-qualification and cultural-value components (Figure 1).

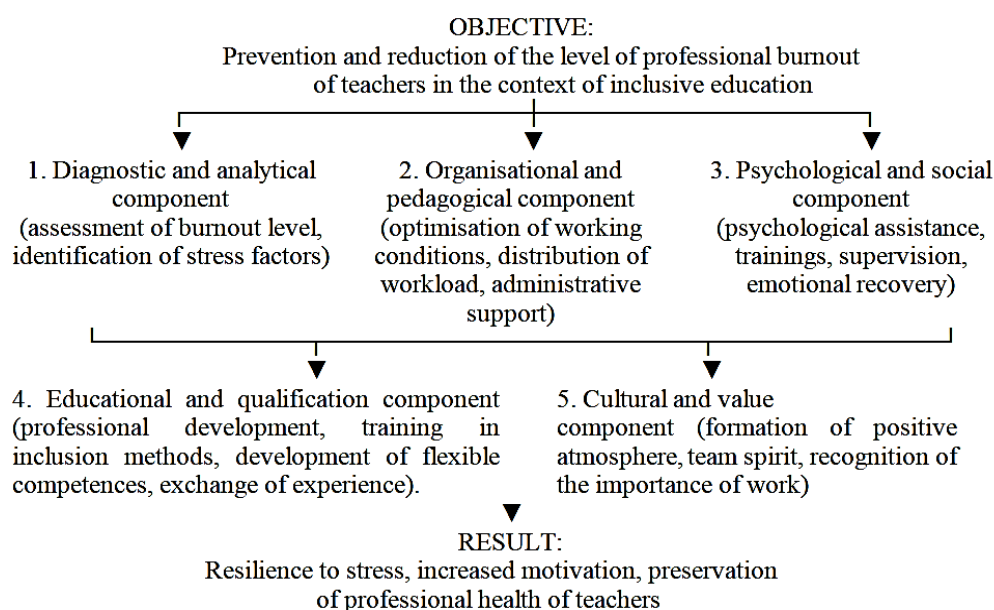


Figure 1 – Model of prevention of professional burnout of teachers in the conditions of inclusive education

The main goal of the model is to prevent and reduce teacher burnout. In the context of inclusion, this is particularly important, as working with children with special educational needs (SEN) is a proven risk factor for increased emotional exhaustion.

The model aims for long-term, sustainable results:

- *Resilience to stress*: Teachers acquire the skills and resources to effectively cope with work-related stress.
- *Increased motivation*: Renewed interest in work and a sense of the importance of one's activities.
- *Preservation of professional health of teachers*: Maintenance of physical and psychological well-being.

The model consists of five interrelated components that address the problem from different angles:

### **1. Diagnostic and analytical component**

This is a fundamental stage. Preventive measures cannot be effective without a clear understanding of the scale and causes of the problem.

- *Burnout assessment*: Regular testing of teachers to determine the stage of burnout (stress, resistance, exhaustion) and identify risk groups.
- *Identification of stress factors*: Identification of specific causes affecting the team (e.g., overload, lack of tutors, conflicts with parents). The data obtained is the starting point for planning activities for all other components.

### **2. Organisational and pedagogical component**

This component focuses on external, systemic factors that fall within the responsibility of the educational organisation's administration.

- *Optimisation of working conditions and workload distribution*: Reduction of administrative workload, standardisation of working hours and adequate distribution of students with SEN across classes (e.g. no more than the permissible number in one class).

– *Administrative support*: Creating clear regulations, providing resource support (availability of necessary equipment) and protecting the interests of teachers in controversial situations (e.g., when interacting with ‘difficult’ parents).

### **3. Psychological and social component**

This component focuses on the emotional and mental well-being of teachers.

– *Psychological support*: Individual consultations aimed at working through personal reactions to stress and conflict situations.

– *Training*: Development of emotional self-regulation skills, assertiveness (the ability to say no), conflict management and emotional intelligence.

– *Supervision*: Regular professional meetings where teachers can discuss difficult cases (especially interactions with children with SEN) in a safe environment under the guidance of a specialist, which helps to reduce feelings of guilt and emotional isolation.

– *Emotional recovery*: Creating conditions for stress relief (e.g., psychological relief rooms, organisation of corporate leisure activities).

### **4. Educational and qualification component**

This component combats burnout caused by feelings of professional incompetence (when a teacher does not know how to work with a child with special needs).

– *Professional development and training in inclusion methods*: Systematic training in special educational technologies and methods for working with specific types of SEN.

– *Development of flexible competencies*: Training in adaptability, creativity, and the ability to quickly change the educational programme.

– *Exchange of experience*: Organisation of professional communities, mentoring, and master classes where experienced teachers share successful practices.

### **5. Cultural and value component**

This component aims to create a favourable social environment and support professional identity.

– *Creating a positive atmosphere and team spirit*: Working on horizontal relationships, reducing conflict within the team.

– *Recognition of the importance of work*: An effective system of moral and material incentives, public recognition of teachers' achievements, which raises their status and reduces feelings of devaluation of their work.

The key feature of this model is its systematic approach. It recognises that teacher burnout is not only a personal problem (addressed by component 3), but also a systemic problem (addressed by components 2, 4 and 5).

Applying all five components simultaneously allows for a synergistic effect. For example, it is impossible to effectively improve qualifications (4) if teachers are overworked and do not have support from the administration (2).

Thus, the model provides prevention at three levels:

1. *Institutional (Administrative)*: Improving working conditions (2) and corporate culture (5).

2. *Professional*: Improving competence (4).

3. *Personal*: Strengthening psychological health (3).

This structure ensures that prevention work is ongoing, starting with analysis (1) and aimed at creating a sustainable, healthy and motivated teaching staff.

### **Results and discussion**

In the course of the study we have identified a number of tasks that can be solved in the prevention of professional burnout of teachers in the conditions of inclusive education.

*The causes of professional burnout of teachers in inclusive education have been identified:*

- *High emotional load*. Work with children with special educational needs requires constant emotional involvement;

- *Lack of resources*. Lack of necessary materials, equipment and teaching aids;

- *High demands*. High expectations from teachers, need for continuous professional development;

- *Lack of support*. Insufficient support from administration, colleagues and parents.

A. Milatz believes that professional burnout refers to a decrease in work performance as a result of emotional or physical fatigue or exhaustion [14]. Teachers experience a decreased ability to teach effectively, which can negatively affect the performance of their students.

I.S. Schonfeld and R. Bianchi noted that inclusive teaching methods are most often used by teachers whose beliefs align with this model and who also firmly believe in the effectiveness of inclusive methods [15].

Effective prevention of professional burnout allows you to:

- *Improve the quality of education;*
- *Preserve the health of teachers;*
- *Increase job satisfaction;*
- *Create a favourable atmosphere in the educational institution.*

Negative personality traits that can contribute to burnout:

- *Perfectionism.* Striving for the perfect result can lead to a constant feeling of dissatisfaction and overload;
- *Low self-esteem.* Doubts about one's strengths and abilities can reduce motivation and increase the risk of burnout;
- *Impatience.* An inability to wait for results and accept slow progress can cause irritation and frustration;
- *Excessive emotional involvement.* Excessive attachment to students can lead to emotional exhaustion.

Academic institutions and universities that educate future educators should incorporate talent management strategies and teacher personalities into teacher education modules so that teachers are prepared to fulfil all their assigned responsibilities professionally.

To create opportunities for access to educational institutions, institutional challenges need to be identified and demonstrated in guidelines for promoting inclusive education.

As a result of the research additional recommendations for prevention of professional burnout of teachers were identified:

- *Development of emotional intelligence.* Understanding one's own emotions and emotions of other people helps to build more effective interpersonal relationships.
- *Positive thinking techniques.* Focusing on positive aspects of work, searching for resources and opportunities.
- *Time Management.* Planning tasks, prioritising, delegating.
- *Finding a work-life balance.* Relaxation, socialising with loved ones, hobbies help to restore energy.

The results of a study conducted among 142 teachers working with students with disabilities in regular (inclusive) classrooms showed that teacher burnout and the need for instructional adaptations are significantly related to teachers' psychological well-being. Even when teachers try to adapt their teaching to the needs of children, if there is no support, resources, or stable conditions, burnout increases [16].

A strong positive inclusive climate is associated with lower burnout and higher self-efficacy among teachers.

Self-efficacy (primarily confidence in one's abilities) helps teachers cope more easily with the demands of inclusion and reduces stress.

A supportive environment (school, colleagues, resources) + teacher confidence are critical conditions for inclusive education not to “eat away” at teachers psychologically.

The results obtained are consistent with the conclusions of domestic and foreign studies, which emphasise that an inclusive educational environment requires teachers to be highly emotionally involved, stress-resistant and professionally flexible. In the absence of personnel, psychological and organisational support, the workload becomes a destructive factor, provoking the development of professional burnout.

Thus, it can be argued that inclusive education is a significant risk factor for teacher burnout, with the severity of the syndrome depending on the availability of resources and the existence of a

support system for teachers. Discussion of the results leads to the conclusion that for the effective implementation of inclusion, comprehensive preventive measures must be introduced: the creation of multidisciplinary teams, the development of adapted educational programmes, regular professional development for teachers and the provision of psychological support.

### **Conclusion**

Prevention of professional burnout of teachers is a complex task that requires joint efforts of all participants of the educational process. Implementation of the proposed measures will allow to create more favourable conditions for teachers' work and improve the quality of education. Regular evaluation of the effectiveness of preventive measures will allow to make timely adjustments and improve their efficiency.

The study showed that an inclusive educational environment is a significant risk factor in the development of professional burnout among teachers. Teachers working in inclusive environments show higher levels of emotional exhaustion, depersonalisation and reduced subjective satisfaction with their professional activities.

Emotional exhaustion is the most pronounced component of burnout among teachers in inclusive classrooms, which is associated with the high intensity of interaction, the need for constant monitoring, the adaptation of teaching materials, and increased responsibility for the learning outcomes of children with SEN.

It has been established that a lack of methodological, psychological and tutoring support, as well as a lack of time for lesson preparation and adaptation, increase professional stress and reduce teachers' resilience to stressful situations. Correlation analysis confirmed the link between a lack of resources and an increase in the professional burnout index.

Despite the difficulties identified, inclusive practice has high developmental potential, but its effectiveness is closely dependent on the conditions in which teachers work and the availability of systemic support from educational organisations and specialists.

A teacher is not just a profession, it is a vocation. It is a person who shapes knowledge, skills and values in the younger generation. The modern world makes new demands on teachers. They must be ready for constant changes, be able to adapt to new working conditions. For successful pedagogical activity it is necessary to possess a complex of personal qualities and professional qualities, to constantly develop and improve.

To prevent and overcome professional burnout of teachers it is necessary to combine psychological support, organisational measures, professional development and self-help. It is important to remember that each teacher is unique, so the choice of methods should be individual.

#### *Recommendations:*

##### *For educational organisations:*

- develop a multi-level support system for teachers, including the work of psychologists, speech therapists, and tutors.
- optimise teachers' workloads by ensuring a rational distribution of teaching and extracurricular responsibilities.
- introduce professional development programmes aimed at developing competencies in the field of inclusive education.
- provide access to teaching materials, adapted curricula, and digital resources for working with children with SEN.

##### *For teachers:*

- develop stress resistance and self-regulation skills (relaxation techniques, keeping an emotion diary, mindfulness practices);
- apply individual strategies for preventing emotional exhaustion: energy distribution, alternating activities, conscious recovery;
- actively use opportunities for professional interaction — exchange of methodological developments, participation in support teams, collaboration with colleagues;

– undergo regular psychoeducational training and supervision to increase confidence in their own competence.

*For the education system as a whole:*

– expand training for specialists in inclusive activities at the level of universities and advanced training courses;

– develop state programmes to support teachers working in inclusive environments;

– introduce monitoring of teachers' emotional state and develop mechanisms for early burnout prevention.

#### REFERENCES:

1 Bianchi R., Boffy C., Hingray C., Truchot D., Laurent E. (2013). Comparative symptomatology of burnout and depression. *Journal of Health Psychology*, vol. 18, no. 6, pp. 782–787.

2 Elmira A., Negmatzhan A. (2022). The role of school and family cooperation in inclusive education. *World Journal on Educational Technology*, vol. 14, no. 2, pp. 1–12. DOI: <https://doi.org/10.18844/wjet.v14i2.6976>

3 Friedman I.A. (2003). Self-efficacy and burnout in teaching: The importance of interpersonal-relations efficacy. *Social Psychology of Education*, vol. 6, pp. 191–215.

4 Herman K.C., Hickmon-Rosa, J., & Reinke, W. M. (2018). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, vol. 20, pp. 90–100.

5 Huk O., Terjesen M.D., Cherkasova L. (2019). Predicting teacher burnout as a function of school characteristics and irrational beliefs. *Psychology in the Schools*, vol. 56, no. 5, pp. 792–808.

6 Jordan A., Schwartz E., McGhie-Richmond D. (2009). Preparing teachers for inclusive classrooms. *Teaching and Teacher Education*, vol. 25, no. 4, pp. 535–542.

7 Khitryuk V., Shotybayeva L. (2025). Analysis of current assessment practices for children with special educational needs in the Republic of Kazakhstan. *Pedagogy and Psychology*, no. 1(62), pp. 30–41. DOI: <https://doi.org/10.51889/2960-1649.2025.62.1.004>

8 Klassen R.M., Usher, E.L., Bong M. (2010). Teachers' collective efficacy, job satisfaction, and job stress in cross-cultural context. *The Journal of Experimental Education*, vol. 78, pp. 464–486.

9 Koh A.S., Abdul Razak A.Z. (2024). Teachers' talent management and personal quality ensure a better tomorrow in education. *International Journal of Educational Management*, vol. 38, no. 5, pp. 1540–1557.

10 Koskela T., Pihlainen K., Piispa-Hakala S., Vornanen R., Hämäläinen J. (2020). Parents' views on family resiliency in sustainable remote schooling during the COVID-19 outbreak in Finland. *Sustainability*, vol. 12, no. 21, pp. 8844. Available at: <https://www.mdpi.com/868614>

11 Kyriacou C. (2001). Teacher stress: Directions for future research. *Educational Review*, vol. 53, pp. 27–35.

12 Maslach C., Leiter M.P. (2017). New insights into burnout and health care: Strategies for improving civility and alleviating burnout. *Medical Teacher*, vol. 39, pp. 160–163.

13 Maslach C., Schaufeli W.B., Leiter, M.P. (2001). Job burnout. *Annual Review of Psychology*, vol. 52, no. 1, pp. 397–422.

14 Milatz A., Lüftenegger M., Schober B. (2015). Teachers' relationship closeness with students as a resource for teacher wellbeing: A response surface analytical approach. *Frontiers in Psychology*, vol. 6, pp. 1949.

15 Schonfeld I.S., Bianchi R. (2016). Burnout and depression: Two entities or one? *Journal of Clinical Psychology*, vol. 72, pp. 22–37.

16 April J.L.C., Almanzor J.M., Ricaforte R.M. (2025). The influence of teacher burnout and instructional adaptations on the psychological well-being of general education teachers handling learners with disabilities in inclusive classrooms. *Asian Journal of Education and Social Studies*, vol. 51, no. 7, pp. 72–80. DOI: <https://doi.org/10.9734/ajess/2025/v51i72102>

## ИНКЛЮЗИВТІ БІЛІМ БЕРУ МҰҒАЛІМНІҢ КӘСІБИ КҮЙЗЕЛІС ҚАУПІНІҢ ФАКТОРЫ РЕТІНДЕ

А. Саипов<sup>1,\*</sup>, Э.К. Ахметова<sup>2</sup>, Ж.Ж. Куатова<sup>2</sup>

<sup>1</sup>М. Әуезов атындағы Оңтүстік Қазақстан зерттеу университеті,  
Қазақстан Республикасы, Шымкент қ.

<sup>2</sup>Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті,  
Қазақстан Республикасы, Шымкент қ.

\*e-mail: 7281190@mail.ru, elmira\_k\_akhmetova@mail.ru, kuationova\_70@mail.ru

*Аңдатпа.* Бұл мақалада инклюзивті білім беру мұғалімнің кәсіби күйзеліс факторы ретінде қарастырылып, оны алдын алу бойынша зерттеулер келтірілген. Қазіргі заманғы педагог инклюзивті білім беру міндеттерін нақты жүзеге асыруда көптеген қиындықтарға тап болады, бұл кәсіби қажуға әкеледі. Шетелдік ғылыми еңбектерді талдау негізінде инклюзивті білім беру жағдайында педагогтардың кәсіби қажуының алдын алуының мәні, маңызы және педагогикалық-психологиялық ерекшеліктері анықталды. К. Маслач әдістемесі бойынша кәсіби қажу кезеңдері анықталды. Педагогтың жеке қасиеттері инклюзивті білім беруді сәтті жүзеге асырудың шарттары ретінде қарастырылады. Қолайсыз эмоционалды жағдайлардың алдын алу үшін эмоционалды стрессті төмендететін және арттыратын әдістер ұсынылды. Инклюзивті білім берудегі педагогтардың кәсіби қажуының себептері және қажуға ықпал ететін жағымсыз жеке қасиеттер анықталды. Сондай-ақ, педагогикалық үдерісте қолайлы жағдайлар жасауға, педагогтардың психологиялық тұрақтылығын арттыруға және барлық балалар үшін білім беру сапасын арттыруға бағытталған инклюзивті білім беру жағдайында педагогтардың кәсіби қажуының алдын алу моделі ұсынылды. Зерттеу нәтижесінде педагогтардың кәсіби қажуының алдын алу үшін ұсыныстар берілді: эмоционалды интеллектті дамыту; позитивті ойлау әдістері; уақытты басқару; жұмыс пен өмірдің тепе-теңдігін табу.

**Кілт сөздер:** инклюзивті білім беру, инклюзия, педагог қажуы, күйзеліс, кәсіби қажу, эмоционалды күйіну, мұғалімнің жеке қасиеттері.

## ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ КАК ФАКТОР РИСКА ПРОФЕССИОНАЛЬНОГО ВЫГОРАНИЯ УЧИТЕЛЯ

Саипов А.<sup>1,\*</sup>, Ахметова Э.К.<sup>2</sup>, Куатова Ж.Ж.<sup>2</sup>

<sup>1</sup>Южно-Казахстанский исследовательский университет имени М. Ауэзова,  
Республика Казахстан, г. Шымкент

<sup>2</sup>Южно-Казахстанский педагогический университет имени О. Жанибекова,  
Республика Казахстан, г. Шымкент

\*e-mail: 7281190@mail.ru, elmira\_k\_akhmetova@mail.ru, kuationova\_70@mail.ru

*Аннотация.* В данной статье инклюзивное образование рассматривается как фактор риска профессионального выгорания учителя, а также приводятся исследования по его профилактике. Современный педагог-практик сталкивается с множеством проблем в реальной реализации задач инклюзивного образования, что приводит к профессиональному выгоранию. На основе анализа зарубежных научных работ определены сущность, значение и педагогико-психологические особенности профилактики профессионального выгорания педагогов в условиях инклюзивного образования. Выделены стадии профессионального выгорания по методике К. Маслач. Личностные качества педагога рассматриваются как условия успешной реализации инклюзивного образования. Они могут способствовать успешной работе и предотвращать профессиональное выгорание, а также, наоборот, усугублять его. Развивая эти качества, педагог создает условия для полноценного развития каждого ребенка, независимо от его особенностей. Рекомендуются приемы, снижающие и повышающие эмоциональное напряжение, для профилактики неблагоприятных эмоциональных состояний. Определены причины профессионального выгорания педагогов в инклюзивном образовании и негативные личностные качества, которые могут способствовать выгоранию. Также предложена модель профилактики профессионального выгорания педагогов в условиях инклюзивного образования, направленная на создание благоприятных условий в педагогическом процессе, повышение психологической устойчивости педагогов и улучшение качества образования для всех детей. В результате исследования были определены дополнительные рекомендации по профилактике профессионального выгорания педагогов: развитие эмоционального интеллекта; техники позитивного мышления; тайм-менеджмент; нахождение баланса между работой и личной жизнью.

**Ключевые слова:** инклюзивное образование, инклюзия, выгорания педагогов, стресс, профессиональное выгорание, эмоциональное выгорание, личностные качества педагога.

**Information about authors:**

Saipov Amangeldi\* – Doctor of Pedagogical Sciences, Associate Professor, South Kazakhstan Research University named after M. Auezova (Kazakhstan, Shymkent, e-mail: 7281190@mail.ru, ORCID: 0000-0002-4305-8419).

Akhmetova Elmira – PhD, South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov (Kazakhstan, Shymkent, e-mail: elmira\_k\_akhmetova@mail.ru, ORCID: 0000-0003-2194-4396).

Kuatova Zhuzira – Candidate of Pedagogical Sciences, Associate Professor, South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov (Kazakhstan, Shymkent, e-mail: kuatova\_70@mail.ru, ORCID: 0000-0001-6377-8491).

**Авторлар туралы мәліметтер:**

Саипов Амангелді\* – педагогика ғылымдарының докторы, доцент, М. Әуезов атындағы Оңтүстік Қазақстан зерттеу университеті (Қазақстан, Шымкент қ., e-mail: 7281190@mail.ru, ORCID: 0000-0002-4305-8419).

Ахметова Эльмира Калдыбековна – PhD, Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті (Қазақстан, Шымкент қ., e-mail: elmira\_k\_akhmetova@mail.ru, ORCID: 0000-0003-2194-4396).

Қуатова Жузира Жолдасовна – педагогика ғылымдарының кандидаты, доцент, Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті (Қазақстан, Шымкент қ., e-mail: kuatova\_70@mail.ru, ORCID: 0000-0001-6377-8491).

**Сведения об авторах:**

Саипов Амангелди\* – доктор педагогических наук, доцент, Южно-Казахстанский исследовательский университет имени М. Ауэзова (Казахстан, г. Шымкент, e-mail: 7281190@mail.ru, ORCID: 0000-0002-4305-8419).

Ахметова Эльмира Калдыбековна – PhD, Южно-Казахстанский педагогический университет имени Узбекали Жанибекова (Казахстан, г. Шымкент, e-mail: elmira\_k\_akhmetova@mail.ru, ORCID: 0000-0003-2194-4396).

Қуатова Жузира Жолдасовна – кандидат педагогических наук, доцент, Южно-Казахстанский педагогический университет имени Узбекали Жанибекова (Казахстан, г. Шымкент, e-mail: kuatova\_70@mail.ru, ORCID: 0000-0001-6377-8491).