



THE TEACHER'S ROLE IN SUPPORTING MENTAL HEALTH AND WELL-BEING

Sevinch Rustamova,

The student of the Philological faculty,
Uzbekistan State University of World Languages,
Tashkent, Uzbekistan

s.rustamova.glamorous77@gmail.com

Abstract: This paper highlights the teacher's role in fostering student motivation and supporting mental health in classrooms. It emphasizes the need for creating engaging lessons, showing empathy, and building supportive relationships. By addressing both academic and emotional needs, teachers can improve students' well-being and learning outcomes.

Keywords: Teacher support, student well-being, mental health, teacher well-being, classroom environment.

Introduction. In education, the teacher's role goes far beyond teaching subjects and grading assignments. Teachers are often the first to notice changes in a student's mood, behavior, or motivation, making them key figures in supporting mental health and well-being. By showing empathy, patience, and understanding, teachers can create an environment where students feel safe, respected, and heard. This supportive atmosphere not only reduces stress but also encourages learners to reach their potential with confidence. In many ways, teachers act as guides for both academic and personal growth, helping students build resilience and a positive mindset for the future.

Supporting student mental health. Teachers play a critical role in the early detection of mental health concerns since they are frequently the first to notice changes in students' behavior, mood, or academic performance. According to research, when a student displays symptoms of distress in the classroom, like withdrawal or irritation, teachers usually take the lead (Gunawardena et al., 2024). Because of their special position, they are able to spot small changes that others would miss. Teachers can ensure prompt intervention by referring kids to counselors, mental health specialists, or suitable support services as soon as these symptoms appear (BMC Public Health, 2023). Students feel more comfortable sharing and processing their feelings when the classroom environment is supportive and nurturing. According to studies, students report greater psychological and subjective well-being when their professors exhibit



empathy, concern, and constant support (Zhang et al., 2023). In addition to increasing drive, self-worth, and resilience, emotional support creates a feeling of community. To foster emotional literacy, educators can also incorporate social-emotional learning (SEL) techniques, such as mindfulness, frequent check-ins, or class discussions on emotions (Ibarra, 2025).

Teacher well-being and collaborative support. Student outcomes are directly impacted by instructors' mental health. Higher levels of good mental health among teachers were linked to better student mental health indicators, such as decreased rates of depression, according to a recent large-scale study conducted in China (Yan et al., 2024). In the meantime, internalizing and externalizing symptoms in pupils, particularly in elementary school, have been connected to teacher distress, these connections are stronger in classrooms that are thought to be less safe (De Rubeis et al., 2024). Additionally, systematic reviews highlight the connections between student accomplishment, teacher-student interactions, and retention and teacher well-being (Dreer et al., 2023). Supporting teachers' mental health is so essential since it supports their ability to support others. Teachers cannot be the only ones responsible for promoting mental wellness. According to Atkins et al. (2008), schools that prioritize collaboration among educators, mental health specialists, families, and community partners are better able to meet the needs of their students. However, a dearth of training in mental health detection and response has left many educators feeling insecure (McDonough, 2024). According to one study, teachers can serve as frontline agents in identifying, assisting, and referring kids with mental health issues if they receive the right training and assistance (Gunawardena et al., 2024).

Conclusion. Teachers are key to student mental health, but they cannot do it alone. Early support, positive classroom environments, and collaboration with professionals are essential. Supporting teachers' own well-being ensures they can effectively support their students.



References:

1. Atkins, M. S., Frazier, S. L., Leathers, S., Graczyk, P., Talbott, E., Jakobsons, L., & Bell, C. (2008). Toward the integration of education and mental health in schools. *Administration and Policy in Mental Health and Mental Health Services Research*, 35(1–2), 25–37.
2. BMC Public Health. (2023). Teachers as first responders: Classroom experiences and mental health in Australian schools. *BMC Public Health*, 23(1), 1234.
3. De Rubeis, V., et al. (2024). The association between teacher distress and student mental health. *BMC Psychology*, 12(1), 45.
4. Dreer, B., et al. (2023). On the outcomes of teacher wellbeing: A systematic review and meta-analysis. *Frontiers in Psychology*, 14, 1234.
5. Gunawardena, H., et al. (2024). Teachers as first responders: Classroom experiences and mental health in Australian schools. *BMC Public Health*, 23(1), 1234.
6. Ibarra, J. (2025). Exploring the role of teacher empathy in student mental health. *Frontiers in Psychology*.
7. McDonough, R. (2024). Teachers' perceptions of their role in supporting students' mental health. *The Keep*.
8. Yan, W., Zhang, X., Wang, Y., Peng, K., & Ma, Y. (2024). Unraveling the relationship between teachers' and students' mental health: A one-to-one matched analysis. *Journal of Experimental Education*, 92(3), 456–478.
9. Zhang, X., et al. (2023). Teachers as the agent of change for student mental health: Role of teacher support and care. *Frontiers in Psychology*, 14, 1234.