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## **PSYCHOLOGICAL FEATURES OF EMOTIONAL BURNOUT IN TEACHERS OF HIGHER EDUCATIONAL INSTITUTIONS**

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The syndrome of professional burnout or mental burnout has been studied since the 60-70s of the twentieth century and is currently one of the most popular areas of research (V.V. Boyko, Ch. Maslach, V.B. Orel, H. Freudenberger, etc.). The concepts of mental burnout have gone through a number of stages: from psychiatric or clinical (A. Bandura, H. Freudenberger, etc.) to socio-psychological, which included all socionomic professions in the risk group of mental burnout (Ch. Maslach, R. Schweibe, etc.) [1]. The need to study the problem of professional burnout is associated with the negative consequences of the syndrome in teachers, including depersonalization, emotional exhaustion, and reduction in professional achievements. The teaching profession is deservedly considered one of the most stressful and complex, saturated with a number of stress-inducing adverse factors. The longer the teacher's work experience, the higher the risk of professional burnout [2]. The teaching profession is one of the professions at risk for developing burnout syndrome.

A combination of external (organizational, family, etc.) and internal (individual-personal) factors lead to the emergence of professional burnout in teachers [6]. Organizational factors include: high teacher workload during the week, overtime, low wages, job dissatisfaction, an unfavorable atmosphere in the professional team, lack of support from the administration, frequent inspections, certifications, lack of recognition of merits, etc. A difficult family situation can become an additional risk factor for the development of professional burnout. Role overload of female teachers does not allow them to recover from high workloads. The need to fulfill both family and professional responsibilities does not allow them to switch to activities, hobbies that help relieve the effects of professional stress. Thus, the role factor (including role conflict and role uncertainty) becomes additional in the process of professional burnout.



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The dynamics of burnout development is a purely individual process, but as N.E. Vodopyanova notes, burnout is contagious, it is like an infectious disease. Teachers susceptible to this process can quickly turn a whole group into a gathering of "burned out". Let's highlight the main stages of professional burnout syndrome in teachers (according to K. Maslach): - at the first initial stage, teachers experience individual failures at the level of performing functions, voluntary behavior: forgetting some moments (for example, whether the necessary entry was made in the documentation, whether the student was asked the planned question, what the student answered the question, failures in performing any motor actions, etc.). Due to the fear of making a mistake, this is accompanied by increased control and multiple checks of the performance of work actions against the background of a feeling of nervous and mental tension; - at the second stage, there is a decrease in interest in work, the need for communication (including at home, with friends): "I don't want to see anyone", "on Thursday it feels like it's already Friday", "the week goes on forever", an increase in apathy by the end of the week, the appearance of persistent somatic symptoms (no strength, energy, especially by the end of the week; headaches in the evenings; "dead sleep without dreams", an increase in the number of colds); increased irritability (any little thing begins to irritate); misunderstandings with colleagues arise, in his circle he begins to speak disdainfully about some of them; hostility begins to gradually manifest itself in their presence - at first it is a barely restrained antipathy, and then outbursts of irritation; - the third stage is actually personal burnout. Characterized by a complete loss of interest in work and life in general, emotional indifference, dullness, unwillingness to see people and communicate with them, a feeling of a constant lack of strength. a person, out of habit, may still maintain external respectability, but his eyes lose the sparkle of interest in anything.

Individual and personal psychological characteristics of a teacher can become barriers to the occurrence of professional burnout. Such characteristics include: psychological stability, self-regulation, positive self-attitude, readiness for self-knowledge, self-understanding, high level of reflection, meaningfulness of life, communicative competence, or become the basis for the development of a syndrome (aggression, conflict, introversion and workaholism, etc.). The need for long-term



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contacts with the administration, colleagues, parents, students causes "saturation" of communication in teachers. Regardless of gender and age, teachers with high adaptive potential, good self-regulation and neuropsychic stability, not prone to avoidance strategies, aggressive behavior and ready to seek social support in difficult situations are less susceptible to emotional burnout. Manipulative actions and aggressive behavior patterns of teachers do not contribute to solving problems at school, while assertive (confident) behavior of teachers positively correlates with their neuropsychic stability and, accordingly, prevents the occurrence of professional burnout. An emotionally burned-out teacher is characterized by a formal attitude to their duties, an indifferent or negative attitude towards their students, and a lack of empathy and compassion. The communication process between the teacher and students is disrupted. The teacher is inclined to an authoritarian teaching style, distancing himself from students. Suspiciousness, conservatism, passivity, emotional instability, isolation, fatigue, isolation and indecisiveness - become some of the main psychological symptoms of emotional burnout of teachers and at the same time their stable personal characteristics [7].

To prevent the occurrence of professional burnout of teachers, it is necessary to pay attention to the features of their unconstructive behavior and, after identifying these negative aspects, move on to the formation of constructive coping strategies that allow coping with professional stress. Teaching teachers communication skills and emotional self-regulation skills at trainings and seminars will reduce the risks of mental burnout in professional activities. The identified psychological features of the occurrence of mental burnout syndrome will form the basis for developing programs for the prevention of this phenomenon in the professional environment and will allow for the implementation of psychocorrective measures that take into account the specific impact of negative professional factors on the personality of the teacher. The need to involve the administration of educational institutions in measures aimed at preserving the mental health of teachers is obvious and requires additional research on our part.



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