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Technology for teachers to overcome occupational burnout syndrome

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Abstract

Relevance. The activity of teachers is saturated with stressful factors, and therefore it requires from them strong resources of self-control and self-recovery. The destructive consequence of long-term stress overload is the syndrome of occupational burnout, which has a negative impact on the psycho-emotional state of both the teacher and other participants of the educational process.

Purpose. The purpose of this study was to analyse the concept and manifestation of occupational burnout in secondary education teachers, to expand knowledge on counteracting it.

Methodology. The study employed the methods of analysis and synthesis, systematisation, generalisation, comparison, modelling, and questionnaire survey.

Results. The scientific study analysed the key definitions: occupational burnout syndrome, professional health, and its features. It was determined the structural components of professional health and factors influencing its state, leading to the development of occupational burnout syndrome. The study found an insufficient number of developed methods of educational institutions to prevent manifestations of occupational burnout syndrome. Based on the results of the survey, the level of burnout among teachers was revealed. Proceeding from this, a range of preventive techniques was recommended, including communication to analyse teachers' feelings and provide social support, conducting "time-outs", forming the key role of friends in the team, analysing the results of pedagogical activity and achievements, etc.

Conclusions. The study considered the specific features of psychological counteraction to occupational burnout of teachers, analysed the causes of pedagogical burnout, identified the key means of preventive assistance, and determined

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common effective technologies for overcoming professional stress states and emotional disorders. The practical significance of this study lies in the development of recommendations to counteract the development of occupational burnout syndrome in teachers and the possibility of their use in the preparation of educational plans for professional and psychological training of teaching staff.

Keywords: exhaustion; stressfulness; emotional disorders; external factors; internal factors; psychological health.

Introduction

The modern education system requires teachers to adapt quickly to extraordinary daily problems, to act accurately in solving them, and to have the appropriate emotional resilience. Teachers as representatives of those specialisations that need regular communication with people, as a result of excessive emotional pressure, unconventionality of occupational issues, and other difficulties are prone to manifestations of occupational burnout syndrome. Following the teachers, children learn to express their own states and feelings, fight shyness and closedness. However, unhealthy attitudes and negative reactions of the teacher provoked by occupational burnout syndrome can lead to the development of deformations in the child's forms of communication. Ignoring the needs of students will contribute to the development of inadequate self-image, failure to achieve results. As a result of these negative experiences, the student develops negative attitudes in the environment and incorrect stereotypical behaviours.

S.M. Puzikova et al. [1] investigated the factors leading to the development of occupational burnout syndrome of teachers and the conditions of its prevention in the context of modern management conditions. As a result, they concluded that professional deformation of a teacher hinders not only the quality organisation of the educational process, but also the general provision of psychological support to its participants and the professional growth of the teaching staff. Practice shows that in modern conditions there is a significant share of lowering the teacher's interest in the pupil as a separate personality, rejection of them, introduction of a simplified form of the emotional component of communication. Furthermore, the authors' research findings confirm that educators are aware of their mental disorders that deform quality pedagogical activities.

G.K. Tleuzhanova and A.A. Palina [2], who investigated the problem of development of occupational burnout syndrome at the stage of development of professional identity of a future foreign language teacher, concluded that the presence of signs of occupational burnout can be an obstacle at the stage of development of a future teacher, destroying their integrity, mental health, causing such problems as anxiety, emotional disorders, avoidance of communication, and frustration in work. In such conditions, the teacher cannot work effectively, which also includes inspiring students with the desire to learn, motivating them to cognitive activity, developing them in various areas, organising a friendly team.

N.M. Stukalenko and N.M. Pazylova [3], who studied the concepts of occupational pedagogical burnout and their specific features, concluded that in the context of preventive measures of occupational burnout of teachers it is advisable to apply not psychological help or correction, but to introduce the means of self-correction and self-help. In the conditions of the resource approach, considered by specialists, the qualitative method of counteracting teacher

burnout is the means and techniques that develop the so-called self-restoration, the tendency to self-regulation and the ability of self-support.

A.R. Rymkhanova [4], who covered the contribution of the Department of Special and Inclusive Education in the staffing of organisations of the educational system of central Kazakhstan, considered the problem of occupational burnout syndrome of teachers and concluded that teachers should be stress-resistant, flexible, tolerant, empathic, innovative, since they work daily with children who have different developmental characteristics, certain disorders, requiring the search for effective means and technologies of teaching, education, correction. This type of profession forms a tendency to the occurrence of occupational burnout syndrome precisely because of the presence of a complex student population.

T.V. Vanziedler [5], who studied the prevention of teachers' occupational burnout syndrome, states that at the stage of counteracting pedagogical burnout it is important to introduce therapeutic techniques in training forms that help to relieve stress and reduce anxiety. Not every teacher can identify psychological disorders, causes of anxiety and tension. Psychological trainings will contribute to the fact that the teacher will be able to tap into internal resources, the stressful situation will be in external expression, which will influence the resetting and relief of the mental state of the teacher.

Among the problems that have not been solved in the cited studies, the issue of the possibility of introducing therapeutic measures to counteract the occupational burnout syndrome in different types of educational institutions can be singled out. Therefore, the purpose of this study was to analyse the factors of increasing professional exhaustion of teachers and actions aimed at their prevention.

Materials and Methods

The materials of the study included the Order of the Acting Minister of Education of the Republic of Kazakhstan No. 500 "On Approval of the Professional Standard 'Pedagogue'" [6], Order of the Acting Minister of Education of the Republic of Kazakhstan No. 377 "On Approval of the Rules for the Activities of the Psychological Service in Organisations of Secondary Education" [7], Law of the Republic of Kazakhstan No. 293-VI "On the Status of the Educator" [8], which were used to analyse the educational process, knowledge of psychology required from teachers, crisis states, the basics of psychological counselling, psychological and pedagogical support in organisations of secondary education.

The study employed methods of theoretical research, including analysis and synthesis, the method of systematisation, generalisation, comparison and modelling. Using the method of analysis, the educational programmes and plans of psychological and pedagogical support for secondary education teachers were

investigated, and the necessity of their application in the teaching team was substantiated. As a result of using the synthesis method, the role of educational institutions' management in organising psychological work with teachers to identify anxiety states and overcome stressors was investigated.

Using the method of systematisation, the key tasks and functions of the educational system of providing psychological support for teaching staff, regular monitoring of their states and identification of deformations were identified; recommendations on improving the psycho-emotional status of teachers were combined into a single complex.

The method of generalisation helped to determine the methodological and theoretical framework of a set of measures to counteract psychological deformations in teachers in modern complex conditions. The method of comparison helped to identify the differences and specific features of occupational burnout syndrome in relation to other psychoemotional disorders in the activity of a teacher.

As a method of empirical research a questionnaire survey was conducted, in which 38 teachers of general education schools No. 81 and No. 15 in Karaganda took part. The questionnaire was administered online using the Google Forms platform. The study sample consisted of 15 males and 23 females whose age ranged from 31 to 52 years. Work experience – from 4 to 20 years. As a basis for the questions in the questionnaire, K. Maslach's MBI questionnaire was used to diagnose the degree of emotional burnout of a teacher. The questionnaire has 3 scales: "emotional exhaustion" (9 statements; maximum sum of scores is 54), "depersonalisation" (5 statements; maximum sum of scores is 30), "reduction of personal achievements" (8 statements; maximum sum of scores is 48). The questionnaire included the following statements: I feel emotionally destroyed; after work I feel like a "squeezed lemon"; in the morning I feel tired and unwilling to work; I understand well what my colleagues and subordinates feel, so I try to consider it in the interests of the business; I feel that I communicate with my subordinates and colleagues as with objects (without sympathy for them); after work I want to get away from everything and everyone; I know how to find the right solution in conflict situations that arise in a conversation with friends; I feel apathetic and depressed; I am sure that my work is necessary for people; lately I have become callous to my colleagues; I feel that my work irritates me; I have a lot of plans and believe in implementing them; my work is increasingly disappointing me; I feel that I work too much; I do not care what happens to my friends and subordinates; I want to have some privacy and relaxation; I can easily create an atmosphere of cooperation and goodwill in the team; I enjoy my work; I have already accomplished many valuable things in my life thanks to my work; I feel a loss of curiosity about everything that would satisfy me in my work; I deal with emotional problems calmly at work; I notice that colleagues and subordinates shift the burden of their responsibilities to me more often.

Answer options were as follows: never (0 points), very rarely (1 point), sometimes (3 points), often (4 points), very often (5 points), every day (6 points). The greater the sum of scores on each listed scale, the higher the expression of occupational burnout according to the sum of scores.

Results

Professional teaching activity is one of the most stressful in the context of psycho-emotional states. The reasons for this are many sudden uncontrollable and unpredictable situations, communication problems, uncoordinated mode of work and recycling, excessive personal responsibility of the teacher, impossibility of regular confirmation of the quality and efficiency of the work done. Emotional stress and occupational burnout syndrome of teachers have become common problems in modern educational institutions. The teaching staff of general education schools often includes employees with more than 10-15 years of experience, who constitute a risk group of tendency to occupational burnout. The majority of teachers who at a certain period of their activity begin to experience not only fatigue, but also other symptoms of occupational burnout, do not realise what exactly is happening to their psycho-emotional state and have no means to counteract the syndrome or avoid its consequences. However, there are teachers who can counteract stressors, take care of both physical and psychological health, and fulfil occupational tasks qualitatively. Thus, counteracting the negative effects of anxiety and stress is possible even if a teacher works in a psychologically exhausting environment [9].

To understand the importance of classifying successful means of counteracting occupational burnout syndrome, it is advisable to analyse some definitions, which include "emotional burnout", "occupational burnout", "occupational burnout syndrome", "burnout in teachers" and identify the factors contributing to the development of occupational burnout in teachers.

Emotional burnout is the result of the phenomenon of adaptation to working conditions and accumulated stress factors, is expressed in manifestations of unsatisfactory adaptation of the employee in a stressful environment. The phenomenon of emotional burnout has acquired an adaptive-reactive psychological nature with its separate place in the complex of definitions of stress theory in psychology [10]. Considering the concept of occupational burnout, it is understood as a state of emotional, physical, and mental exhaustion, is an excellent type of professional maladaptation, which leads to a deterioration in the quality of the work performed, a decrease in interest in its implementation and change of occupation [11]. Studying the essence of occupational burnout syndrome and its connection with professional stress condition, it should be noted that in the general form of definitions can be characterised as an emotional reaction expressed as a result of prolonged stressful conditions of varying intensity. The development of occupational burnout syndrome occurs during the period of excessive activity, when the employee is fully immersed in professional activity and does not consider personal desires and needs [12]. In such conditions, emotional exhaustion occurs, which is, in fact, the initial sign of the syndrome under study. The phenomenon of occupational burnout of representatives of the pedagogical branch is the result of the growth of stressogenic and heterogeneous factors and their consequences, professional deformation [13].

From a psychiatric perspective, occupational burnout and stress can manifest through adaptive disorders. From the standpoint of medicine, occupational burnout is a boundary condition with a special complex of pathological signs, having a separate dynamic, onset, and result in

clinical form [14]. The consequences of stressful conditions in psychiatry are extensive and manifest themselves in psychoemotional and social stress, post-traumatic syndromes, psychogenic maladaptation. The diversity of psychiatric perspectives on occupational burnout is illustrated by the fact that clinical signs are reflected in such forms as problems with overcoming life difficulties, post-traumatic emotional disorders that acquire neurotic nature. The general concept of burnout syndrome can be interpreted as an emotional, motivational, physical definition, manifested in reduced work productivity, constant fatigue, insomnia, frequent manifestations of somatic diseases, tendency to excessive use of alcohol and various psychoactive substances to feel relief, resulting in the development of addiction or even suicidal thoughts [15].

The main objective of the empirical study, the implementation of which will contribute to the expansion of understanding of the specific features of burnout syndrome manifestations in representatives of different professional areas, was aimed at testing the assumption about the key psychoemotional factors of emotional burnout development in teachers. Therewith, it is admitted that the level of occupational burnout syndrome may be higher in those teachers who have underdeveloped organisational and communicative skills, are prone to anxiety and worries, frustration, indifference to work. It is expected that proper development of organisational and communicative skills, stress resistance, emotional stability, satisfaction from professional activity are the key components of prevention of burnout syndrome in participants of pedagogical activity.

First of all, it is likely that a teacher who is prone to and shows signs of occupational burnout syndrome often expresses such symptoms as reduction of own achievements and emotional exhaustion, which are a consequence of the specifics of work [16]. It is reliable that predominant features in persons with low and high degree of expression of occupational burnout syndrome can be manifested with such mental indicators as frustration, anxiety, work interest, communication, satisfaction with obtained achievements, healthy relationships with management, colleagues. The above statements are built based on the specific features of the structure of pedagogical activity and professional conditions of psychological traits and skills.

The K. Maslach questionnaire is a test diagnostic technique for identifying the degree of occupational

burnout, developed in 1986. Using the mentioned questionnaire, it is possible to reveal the level of expression and distribution of symptoms of occupational burnout among representatives of different professional areas. The methodology can be applied in the practice of healthcare system, education, management, and business for preventive and comprehensive detection of burnout syndrome with subsequent establishment of the necessary degree of preventive intervention both in the field of optimisation of the therapeutic space and in prevention of accumulated emotional disorders. The results can be recommended in the training of pedagogical, managerial, and other personnel with training activities on the development and implementation of a complex of preventive sanitation of the psycho-emotional situation of a person in the team. K. Maslach's methodology is often applied at the stages of professional selection of a specialist.

The structure of K. Maslach's methodology has 22 statements, according to which the value of such scales as "emotional exhaustion", "depersonalisation", "reduction of professional achievements" are determined. Signs of emotional exhaustion are manifested in conditions of worry and decreased emotional tone, increased fatigue and psychological exhaustion, loss of interest in communication with others, negative oversaturation in activities, dissatisfaction with achievements and life in general. The phenomenon of depersonalisation manifests itself in indifference and psycho-emotional detachment, formal implementation of tasks with a lack of interest and empathy, and in some situations manifests itself in a cynical and negative perception of everything. Tendency to manifest on a behavioural level in arrogance, use of humour and professional slang, creating labels. In terms of occupational burnout, depersonalisation involves the development of destructive personal relationships with society and the team. The reduction of professional achievements is expressed by the level of satisfaction of a person with themselves as a specialist, i.e., a professional in the pedagogical field. Low evaluation of this value demonstrates a tendency to underestimate one's own performance and competence, which as a result reduces motivation to activity, increases negativism towards professional tasks, irresponsibility, tends to avoid the surrounding society, alienation, isolation from work both physically and psychologically (Table 1).

Table 1. Average characteristics of expression of teachers' occupational burnout traits

No.	Scale	Group of teachers (age 31-40)	Experience (4-9 years)	Group of teachers (age 41-52)	Experience (10-20 years)	Average value of participants (score)
		Average score		Average score		
1	Emotional exhaustion	24		42		33
2	Depersonalisation	11		17		14
3	Reduction of personal achievements	23		35		29
4	Cumulative indicator of occupational burnout	58		94		76

The results of calculation of average indicators of occupational burnout symptomatology of 38 teachers of secondary schools No. 81 and No. 15 in Karaganda, presented in the table (Table 1), show that the average score on the scale of emotional exhaustion and reduction of personal achievements significantly prevails in the groups of subjects. However, both groups of subjects did not show a peak on the depersonalisation scale. This indicates that the specific features of experiencing the syndrome of occupational burnout among teachers is expressed in such symptoms as fatigue, emotional disorders, anxiety, devaluation of themselves and their achievements in professional activities. As for the negative attribute of depersonalisation, often expressed in a cynical attitude towards colleagues and subordinates, the indicator is within the norm. This is because psycho-emotional distress in this professional field is more about having a variety of duties that must be performed qualitatively in short periods of time and in the absence of saturated excessive communication with people. Positive for the obtained indicators of emotional exhaustion and personal achievement reduction is that the increase does not reach a critical limit.

Attention should be paid to the personal achievement reduction scale, as the mean value indicates an increase in the devaluation of pedagogical achievements and experience. This may be the result of both objective and subjective factors. Objective factors include the undervalued importance of the teaching profession in society, devaluation of its duties to the public, the perception of the teaching profession as unworthy of prestige, and insufficient material support for teachers. Subjective factors include the devaluation of teachers' performance by colleagues and supervisors. As a result, there is a rather complex interaction between objective and subjective factors. The analysis of the obtained data of the conducted questionnaire using the method of K. Maslach suggests that the experimental hypothesis regarding the prevalence of symptoms of emotional exhaustion and reduction of personal achievements is correct.

Analysing the obtained results of questionnaires concerning the level of burnout severity of teachers of different age category and length of service it was found that older teachers have the highest average degree of occupational burnout. Younger teachers with less seniority found the degree of burnout to be below average. The reasons for excessive burnout of long-service teachers include loss of meaning of the profession as a result of long work, fatigue, routine daily duties, devaluation of senior teachers by students, management. Teachers with less years of experience are less likely to show signs of job fatigue, find it easier to communicate with children, which helps to organise a good atmosphere in the classroom, select and use innovations, and therefore they can spark interest in both students and the management of educational institutions.

According to the obtained results of the study of the expression of occupational burnout of teachers, it is possible to identify a range of recommended practical measures to counteract and prevent the development of occupational burnout syndrome: to regularly analyse the results of their own activities, achievements and other shifts in the professional field; to give a proper assessment

of the significance of pedagogical work for society and consider the noble mission of a teacher; to be flexible in relation to stressful conditions and situations, to show tolerance to others; in the conditions of communication not to devalue the work and efforts of students, as it contributes to the development of reduction of own achievements; to be aware of the duration of intellectual, professional, and personal growth, which denies quick results; create a favourable atmosphere in the team and groups of students; adequately evaluate one's own advantages and disadvantages, opportunities, and limitations; not to be overloaded with professional tasks; apply time management techniques to distribute personal and work process; professional sphere should not cover the whole personal space; to conduct psychological counselling to prevent the occurrence of psychological deformations.

According to the professional standard "Pedagogue" [6], a teacher should have knowledge of modern approaches not only of pedagogy, but also of age and general psychology, to maintain a healthy learning environment and emotional-psychological climate. According to the Rules for the Activities of the Psychological Service in Organisations of Secondary Education, the procedure for the activities of the psychological service in organisations of secondary education is defined following Article 5 of the Order of the Acting Minister of Education of the Republic of Kazakhstan No. 377 "On Approval of the Rules for the Activities of the Psychological Service in Organisations of Secondary Education" [7]. The Law of the Republic of Kazakhstan No. 293-VI "On the Status of the Educator" [8] focuses on the social support of the teacher, which contributes to their professional motivation. Thus, the psychological service is a collegial body of the organisation of secondary education on development of educational motivation, success, stabilisation of psychological state, profile self-determination, and other favourable conditions of educational activity of students and pupils. The activity of the psychological service is aimed at providing psychological and pedagogical support in the educational environment, presupposes preservation and strengthening of psychological well-being of students, teachers, parents, and other participants of the educational process.

In the conditions of an educational institution, it is important to apply timely measures to prevent occupational burnout, an example of which is the organisation of trainings in the pedagogical team. Recommended techniques for overcoming burnout can be identified as follows:

1. Distribution of short- and long-term goals for educators.
2. Communication to explore teachers' feelings, provision of social support.
3. Conducting regular so-called "time-outs" involving psycho-emotional and physical reload. Examples of time-outs include mastering meditation, relaxation.
4. Improvement of the psychological climate in the team: ensuring comfort in the pedagogical group, creating a united team through equality in the issues of material and social support.
5. Development of individual characteristics of a teacher: development of a set of meanings and values,

motivational system, application of self-concept. Work with conflict resolution skills, formation of constructive solutions, development of goal achievement skills, identification of factors diminishing professional growth.

6. Organisation of pedagogical activity: provision of opportunities for professional growth, distribution of responsibilities, improvement of relationships of the subordinates, provision of favourable conditions, appropriate equipment, materials, sanitary and hygienic requirements (lighting, temperature), introduction of technical breaks for recuperation.

7. Conducting psychological trainings, counselling, tests to identify mental deformations.

8. Organisation of pedagogical corporations to foster a favourable atmosphere.

Thus, the analysis of factors of occupational burnout syndrome development in teachers, determination of countermeasures, organisation of preventive trainings will help to reduce the degree of occupational burnout and prevent its development in the future, which is important in the implementation of the concept of secondary education.

Discussion

The problem of preventing occupational burnout syndrome is still relevant, as there is a lack of differentiated approach to identifying the causes of burnout not only in teachers, but also in representatives of other professions. The impression is formed that scientific research does not produce quality results for practical psychology. Even a brief analysis of a considerable number of studies on occupational burnout determines an obvious inconsistency of the data obtained in the course of research related to the factors of development of occupational burnout of different specialists. The first manifestations of occupational burnout imply the presence of appropriate signs of anxiety, long-term stress, psychological strain, which can be the cause of complete disorientation of various spheres of the psyche, including emotional. The development of occupational burnout has a staged form, first manifested through energy expenditure, high motivation to carry out activities. The next stage is the feeling of fatigue, there is frustration, loss of interest in labour. The genesis of occupational burnout syndrome has an individual image, conditioned by components of motivational and emotional areas, personal traits of a person and conditions where professional activity is fulfilled.

B.M. Ribeiro et al. [17], whose study focused on the burnout syndrome in primary and secondary school teachers in southern Brazil, found a strong relationship between burnout syndrome and several pedagogical occupational factors, including time in the institution, teacher length of service, type of employment contract, number of hours worked, and simultaneous activity in both institutions under study. The difference was the burnout rate of educators with different lengths of service in their current institutions. There was a difference between the signs of burnout syndrome in teachers with different weekly workloads, but the researchers found no relationship between burnout symptoms and shift conditions, recognition in the team and teaching quality. The results obtained by the researchers confirmed the importance of implementing initiatives to counteract

occupational burnout with a focus on psycho-emotional states. The cited findings somewhat differ from the results obtained in the present study, as it found that the development of occupational burnout syndrome is significantly influenced by objective factors concerning the recognition of the teacher in the team and society in the context of the prestige of their profession and devaluation of their activity.

P. Usán Supervía and C. Salavera Bordás [18], who investigated occupational burnout syndrome, purposefulness, and degree of involvement of teachers at different levels of education, identified deterioration of relations with colleagues, lack of motivation to work, i.e., labour motivation, and collective conflict as socio-psychological factors of influence on the development of burnout in teachers. Researchers found that the lower these indicators, the higher the degree of such component of burnout syndrome as reduction of personal achievements becomes. The higher the propensity for confrontation with colleagues, the faster the rate of emotional exhaustion rises. However, the higher the motivation to perform work activities, the higher the expression of the components of emotional exhaustion and depersonalisation. It is necessary to agree with the above statements of the authors, as the data obtained by them confirm the results of the conducted questionnaire survey of teachers according to the method of K. Maslach.

C. Radka [19], who studied the relationship between occupational burnout syndrome and exhaustion syndrome in secondary school teachers in pandemic conditions, considered the term “burnout” as a multicomponent complex process formed as a result of long-term negative mental effects, experiences, exhaustion under the influence of stress, and tension in representatives of those occupations that require regular communication. Furthermore, the researcher defines the concept of burnout in terms of emotional exhaustion, which is developed in representatives of various professional branches. The cited findings fully coincide with the data obtained in the empirical part, as the outlined negative factors are the primary conditions for the development of the first stage of emotional exhaustion, which in the future develops the syndrome of occupational burnout.

In the study analysing the level of job satisfaction, self-efficacy, and symptoms of occupational burnout of primary and secondary school teachers in Poland under quarantine conditions, A. Bartosiewicz et al. [20] concluded that the burnout syndrome is a severe psychophysiological phenomenon that manifests itself in the form of mental, emotional, and physical disorders that occur under conditions of long-term emotional overstrain. The cited findings coincide with the burnout terms analysed in the present study. However, the difference is that according to the empirical data, apart from the emotional aspect, the role of denial of personal achievements is accentuated, which in pedagogical activity is of primary importance.

M.C. Floricica et al. [21], who investigated the impact of burnout syndrome on the professional activities of teachers, cite the statement according to which the syndrome of occupational burnout is also a depletion of emotional, physical, and mental nature, which is manifested in representatives of social sphere professions. Such a specialist realises that burnout is a phenomenon of

professional crisis related to professional social activity and not only to interpersonal communication. The researchers also concluded that burnout is an uncommon complex of psychological disorders that are developed under the influence of emotional stress when providing psychological support. The above statements of scientists are somewhat different from the obtained data, because in the context of the causes of burnout syndrome development in teachers the key role is not only the role of interpersonal communication, but also a person's awareness of their own value, opportunities, self-fulfilment.

In the study of factors related to burnout syndrome in primary and secondary school teachers, N. Marić et al. [22] conclude that in the development of occupational burnout syndrome a disorder of professional rather than personal nature is formed, which is an individual reaction of a person to a problem when they do not have appropriate resources, cognitive and behavioural strategies to prevent the effect of stressors. Furthermore, the researchers interpret occupational burnout as a tried-and-tested technique of psychological counteraction, which is manifested by signs of complete or partial emotional closure as a result of psychological traumas and negative influences. The cited findings diverge from the data presented in the current study in the context of a person's personal state, which, according to empirical data, suffers under the influence of the symptomatology of occupational burnout syndrome. Psychological deformations first of all acquire a personal nature, their consequences affect the effectiveness of the teacher's work. Notable differences between the results of the Brazilian researchers' study and the data obtained in the present study lie in the specifics of teaching in these regions, teaching tools and methods, mentality.

Thus, the probability of development of occupational burnout syndrome is lower in those teachers who do not isolate themselves from work, show sufficiently high self-efficacy and positively adjust to interaction with the management, colleagues, subordinates, and other participants of the educational process. Conditions of burnout syndrome development are rigid requirements to workers, unfavourable conditions of professional activity, insufficient material support, tense communication between team members, other personal psychological traits of a person. In the environment of negative factors, the subject of the educational process undergoes changes of individual nature, exacting a maladaptation impact. The teacher's activity is expressed by a range of special requirements, the main of which is interpersonal communication with students, volitional stimulus, contributing to the fulfilment of pedagogical duties. Learning activity does not fix the volume and does not define criteria for evaluating the results, but it requires creativity, activation of consciousness functions, regular self-improvement, expansion of skills and knowledge, and therefore leads to certain emotional and psychological deformations.

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Conclusions

The problem of occupational burnout was theoretically and conceptually covered, its essence and specific features were found, which contributed to the development of effective recommendations for defining parameters and identifying early symptoms of the syndrome. Occupational burnout is a multicomponent complex phenomenon, which is developed as a result of negative mental disorders, tense anxiety states at the stage of interpersonal communication with colleagues and subordinates and manifests itself in emotional complexity.

To analyse the statements put forward, a scientific survey based on K. Maslach's questionnaire was developed and conducted to identify the level of occupational burnout in a sample of 38 teachers. The study found that emotional exhaustion and personal accomplishment reduction scores increased in the study participants under occupational conditions. The depersonalisation scale is in the normal range, indicating aspects of overwork, emotional distress, and devaluation of one's own achievements, which are prevalent in the development of burnout syndrome. Psycho-emotional overload in this profession is interrelated with the variety of tasks assigned, which it is important to perform effectively in brief periods of time.

Recommended measures to counteract occupational burnout in the study are defined as follows: distribution of duration of goals for teachers; communication with the purpose of mutual support; application of techniques of "time-out", i.e., relaxation, meditation; improvement of psychological climate in the team; development of individual characteristics of a teacher; organisation of pedagogical activity by providing opportunities for professional growth, distribution of responsibilities, improvement of relationships of mentees, provision of favourable conditions, equipment, materials, sanitary and hygienic requirements, introduction of technical breaks for recuperation; organisation of psychological trainings and consultations to identify burnout, pedagogical corporate meetings to strengthen a favourable atmosphere.

Thus, the prospect of future research lies in the possibility of using the developed recommendation technologies for the prevention of burnout or other psychological deformations in teachers to create educational programmes. In addition, practical and theoretical recommendations can be applied by scientific specialists as a subject of future experimental research in pedagogy and psychology.

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Conflict of Interest

None.

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Технологія подолання педагогами синдрому професійного вигорання

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Анотація

Актуальність. Діяльність педагогів насичена стресовими факторами, а тому вимагає від них потужних ресурсів самоконтролю та самовідновлення. Деструктивним наслідком тривалого стресового перевантаження є синдром професійного вигорання, який негативно позначається на психоемоційному стані як педагога, так і інших учасників навчально-виховного процесу.

Мета. Метою даного дослідження було проаналізувати поняття та прояви професійного вигорання у вчителів середньої освіти, а також розширити знання щодо протидії цьому явищу.

Методологія. У дослідженні використовувалися методи аналізу та синтезу, систематизації, узагальнення, порівняння, моделювання, анкетування.

Результати. У науковому дослідженні проаналізовано ключові дефініції: синдром професійного вигорання, професійне здоров'я та його особливості. Визначено структурні компоненти професійного здоров'я та фактори, що впливають на його стан і призводять до розвитку синдрому професійного вигорання. Дослідження виявило недостатню кількість розроблених методик в освітніх закладах щодо запобігання проявам синдрому професійного вигорання. За результатами опитування виявлено рівень професійного вигорання вчителів. Виходячи з цього, було рекомендовано комплекс профілактичних прийомів, серед яких спілкування з педагогами з метою аналізу їх почуттів, надання соціальної підтримки, проведення "тайм-аутів", формування ключової ролі друзів у колективі, аналіз результатів педагогічної діяльності та досягнень тощо.

Висновки. У дослідженні розглянуто особливості психологічної протидії професійному вигоранню педагогів, проаналізовано причини педагогічного вигорання, визначено основні засоби профілактичної допомоги, а також визначено загальні ефективні технології подолання професійних стресових станів та емоційних розладів. Практичне значення даного дослідження полягає в розробці рекомендацій щодо протидії розвитку синдрому професійного вигорання у педагогів та можливості їх використання при складанні навчальних планів психологічної підготовки педагогічних працівників.

Ключові слова: виснаження; стресовість; емоційні розлади; зовнішні фактори; внутрішні фактори; психологічне здоров'я.