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PROFESSIONAL BURNOUT OF TEACHERS AS PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM IN MODERN CONDITIONS

Annotation. The article examines the concept of "professional burnout" as a psychological and pedagogical problem. The concept of manifestation of the phenomenon of "professional burnout", its components and levels of development are considered here. The relationship between the emotional state and the process of professional burnout is shown. The article examines various methods of manifestation and development of professional burnout; it has been proven that the presence of emotional exhaustion leads to overwork and, as a result, to professional burnout. The article considers the relevance of professional burnout, characterizes the signs, levels and stages of the manifestation and development of this phenomenon. The authors

analyzed: the latest scientific research in the field of professional burnout and its impact on the success of professional activities; analysis of the latest studies that prove that the level of professional burnout directly affects the productivity of the work process, helps to better understand other people, and effectively perform professional duties. The article examines the levels and stages of the development of professional burnout in the system of professional competencies, such as managing one's own emotions, empathy, social competence, and others. Various methods, trainings and courses are also offered to correct the process of professional burnout of teaching staff. In general, the article provides an interesting insight into the importance of taking into account the levels of professional burnout for the successful performance of all types of work tasks and success in professional activities. The problem lies in the fact that currently such a syndrome as "emotional burnout" is already becoming a well-known phenomenon from a practical point of view. Constant fatigue, desolation, a feeling of lack of social support, constant reproaches – are dissatisfaction with the profession. Communication with teachers shows that many teachers have all the manifestations of this phenomenon. Not only communication with teachers, but also surveys, testing and monitoring of the situation clearly shows that many of the teachers have all the manifestations of the studied phenomenon.

Key words: professional burnout; emotional burning; psychological atmosphere; burnout syndrome; levels; stages and components of burnout.

INTRODUCTION / ВСТУП

The author and founder of this phenomenon (burnout) is an American psychologist of German origin, H. Freudenberger. Back in the 1970 s, the scientist invented manifestations, symptoms, signs, factors, theoretically substantiated the levels, characterized the stages and components of the development of such a psychological and pedagogical phenomenon as "emotional burnout". H. Freudenberger considered the phenomenon of "emotional burnout" not only from a pedagogical and psychological point of view, but also from a medical point of view as well. But in our country, this term has been widely used and studied since 2018 after the announcement of the Covid-19 pandemic [9].

The analysis of scientific-pedagogical and theoretical-practical sources makes it possible to state that today burnout syndrome is considered as a long-term stress reaction that occurs as a result of the effect on a person of chronic professional stresses of medium intensity. In this regard, we consider the

burnout syndrome as "professional burnout", which potentiates the deformation of the professional's personality. Professional burnout syndrome is the most dangerous disease of those who work with people: teachers, social workers, psychologists, managers, managers, doctors, nurses, journalists, politicians, firefighters, rescuers, and so on – all those whose activities are impossible without communication. It is no coincidence that Christina Maslach, the researcher of this phenomenon, called her book "Emotional burning – the price of sympathy" [5], [6].

Formulation of the problem. The phenomenon of "professional burnout" of teachers overcoming violations of professional development is accompanied by mental tension, psychological discomfort, and crisis phenomena. One of the manifestations of professional dysontogenesis of the personality is "distorted professional development" in the form of emotional burnout. There are several historical stages in the investigated phenomenon of "professional burnout". The term "burnout" was introduced by the American psychiatrist H. Freudenberg in 1974 just to describe the psychological state of healthy people who are in intensive and close communication with clients in an emotionally charged atmosphere. Emotional burnout of a professional as a result of stress at work has its methodological origins in stress itself. Researchers distinguish three main stages (phases) of the development of a stressful state in a person: an increase in tension, actual stress, and a decrease in internal tension. Psychological (emotional or second-signal) stress is a type of stress that scientists consider in the realm of emotions and feelings. This type of stress, unlike the physiological one, is caused by threat factors and obstacles in activities associated with powerful cognitive, emotional and communicative (interpersonal) overloads, the need to make urgent decisions, increased responsibility for work results, etc.

Analysis of recent research and publications. It is believed that burnout in the workplace is a separate aspect of stress, due to the fact that it is defined and studied as a certain reaction in response to chronic work stress, while focusing on the sphere of interpersonal relations of the specialist. In this case, the components of professional burnout – emotional exhaustion, depersonalization, and reduction of personal achievements – are the result of various work stressors that exceed a person's adaptive capacity to overcome stress. Professional burnout is defined as the result of the process of adaptation to work stress, and is a sign of unsatisfactory adaptation of the employee in stressful working conditions. Therefore, the phenomenon of professional burnout acquires a reactive-adaptive psychological meaning with a

corresponding definition of its place in the system of psychological concepts of stress theory. Some authors define emotional burnout as a psychogenic disorder associated with professional maladjustment, and especially with the teacher's style of behavior in the educational environment. Ukrainian scientist N. Bulatevych defines burnout as a state of physical, emotional, and mental exhaustion that manifests itself in professions in the social sphere. The author, summarizing the review of many classifications, emphasizes individual and organizational factors of the occurrence of emotional burnout. Professional burnout syndrome, is "...professional destruction of the personality, which manifests itself in the form of persistent mental experiences, as well as changes in the quality, structure and content of professional activity...". The researcher stated, that "consequently, this construct formed the basis for studying the burnout among working teachers. The work of a school teacher in Ukraine is characterized by high emotional stress, responsibility for life and health of pupils, combined with low payment for this work. During the working day, the teacher is constantly in the close contact with a large number of people: students, colleagues, and school administration. It should be noted that the study of burnout in this professional group was and remains relevant in different countries of the world, as teachers, along with medical staff and professionals who are engaged in occupations such as "human service careers", are among those who are at risk to "burn out". The analysis of studies on the issue of teachers' burnout allows us to state the ambiguity of the results of phenomenology and the specifics of the influence of a factor, depending on certain organizational working conditions (for example, whether a teacher works with children who have development disorders, or children whose development is within the age limits, etc.)" [8, p. 63]

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

Such understanding of the relevance of this work allowed to formulate the *purpose* of this study:

- to analyze the current state of scientific research on the manifestation and development of the concept of "professional burnout";
- to consider the stages and levels of burnout as such;
- to carry out not just an analysis of literary sources on the research problem, but also to provide practical advice on the prevention and correction of levels of professional burnout among pedagogical workers in modern conditions – in the extremely difficult situation in which our country found itself.

In this regard, the **main objectives** of the study are as follows:

- to find out the origin and main approaches to defining the concept of "professional burnout" of employees in general;
- to carry out an analysis of the latest scientific sources regarding approaches to the interpretation of the concept of "professional burnout" of pedagogical workers in modern conditions in our country;
- determine the stages and levels of professional burnout of teachers;
- and provide practical advice on how to act at almost every level and stage of manifestation of this concept among education workers.

Professional burnout is one of the new protection mechanisms discussed in the psychological and pedagogical literature, so its definition is somewhat blurred. It should be noted that "burnout" is always considered and interpreted only from the negative side. And, of course, there are specific reasons for this, because when a person is in such a state, it affects his performance of his activities, relations with partners, clients and close people, as it leads to emotional and personal detachment, dissatisfaction with himself, and so on there is anxiety, depression and inadequate emotional response to ordinary life situations.

That is why the authors of the article consider the problem of "burnout" as a psychological and pedagogical one and provide real advice on the correction and prevention of this syndrome for teachers.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

Professional burnout is a syndrome of physical and emotional exhaustion, which indicates the professional's loss of positive feelings, which includes the development of negative self-esteem, a negative attitude to work. It should be noted that professional burnout very often develops in those whom we call "workaholics". Overtime work at home and on weekends, urgent calls are all signals of a real threat of burnout.

Among the external risk factors of emotional exhaustion and a decrease in professional activity, the most significant are:

1. Chronically intense psycho-emotional activity associated with intensive communication, more precisely, with purposeful perception of partners and action on them. The teacher has to constantly reinforce various aspects of communication with emotions: actively pose and solve problems, carefully perceive, intensively memorize and quickly interpret (analyze) visual, sound and written information, quickly weigh alternatives and make decisions.

2. Destabilizing organization of activities: unclear organization and

planning of work, lack of equipment, poorly structured and vague information, the presence of "bureaucratic noise" in it – small details, contradictions, inflated norms of the contingent with which professional activity is connected.

3. Increased responsibility for the functions performed by the teacher. Teachers constantly have to take on the energy discharges of partners. All those who work with people and treat their duties honestly bear ethical and legal responsibility for the well-being of business partners entrusted to them – students, parents, colleagues. The price for this is high – nervous overstrain. For example, a college teacher's dedication and self-control during the day of classes are so significant that mental resources are practically not restored by the next working day.

4. Unfavorable psychological atmosphere of professional activity is determined by two main circumstances – conflict vertically, in the "supervisor-subordinate" system, and horizontally, in the "colleague-colleague" system. Sooner or later, a prudent person with strong nerves will lean towards the tactics of emotional burnout: stay away from everything and everyone, do not take everything to heart, protect your nerves.

5. Psychologically difficult contingent that a teacher deals with in the field of communication: among teachers and educators, these are teenagers with anomalies of character, nervous system or with delays in mental development [2].

Burnout syndrome includes three main components:

- emotional exhaustion;
- depersonalization (cynicism);
- reduction of professional achievements [4].

Emotional exhaustion is a feeling of emptiness and fatigue caused by one's own work.

Depersonalization implies a cynical, indifferent, inhumane attitude towards people with whom one works. Contacts with colleagues become formal, impersonal; negative instructions that arise may initially have a hidden character and manifest themselves in internally restrained irritation, which eventually breaks out and leads to conflicts.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following methods were used to achieve the research goal:

- analysis of scientific and pedagogical literature on the emergence of the concept of "professional burnout";
- diagnosis of the manifestation of the levels of the studied phenomenon in pedagogical workers;

- description of methods for correction and prevention of professional burnout among teachers of Ukraine.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Professional burnout is a feeling of discomfort among employees in their professional sphere.

The syndrome of "emotional burnout" is a well-known phenomenon in colleges, schools and higher educational establishments all over the world and in Ukraine in particular especially nowadays. Constant fatigue, emotional devastation, a feeling of lack of social support, constant reproaches to students and their parents, dissatisfaction with the profession are its manifestations.

The common reasons for the development of SPB include:

- intensive communication with different people, in particular negative people;
- rapidly changing working conditions, encountering unforeseen circumstances;
- peculiarities of life in megacities, in conditions of imposed communication and interaction with a large number of strangers in public places;
- lack of time, opportunities, even desire for special actions to improve one's health.

Specific reasons include:

- problems of a professional nature (race for career growth) and working conditions (insufficient salary level, workplace condition, lack of necessary equipment or drugs for high-quality and successful performance of one's work);
- inability to provide assistance to the patient in some cases;
- higher mortality than in most other departments;
- the influence of patients and their relatives who try to solve their psychological problems through communication with the doctor, using the doctor as a free psychotherapeutic resource for solving personal conflict situations;
- a recent trend is the threat of appeals from relatives of patients in the event of a fatal outcome with legal claims and complaints.

Symptomatology, according to Ch. Maslach, includes three blocks of symptoms:

1. Physical: fatigue, a feeling of exhaustion, sensitivity to changes in the external environment, asthenia, frequent headaches, disorders of the gastrointestinal tract, excess or insufficient body weight, insomnia.

2. Behavioral:

- work becomes increasingly difficult, and the ability to perform it weakens;
- the worker comes to work early and stays for a long time;
- a sense of omnipotence (power over the fate of the client, patient);
- inability to make decisions, distancing from clients, patients and the desire to distance from colleagues;
- exaggerated sense of responsibility for patients;
- a general negative attitude towards life prospects;
- alcohol and/or drug abuse.

3. Psychological: frustration, helplessness, hopelessness, anxiety, resentment, disappointment, insecurity, guilt, unpopularity, boredom, decreased level of enthusiasm, anger, irritability, suspicion, rigidity, general negative attitude towards life prospects.

Interweaving in various combinations, these symptoms form a rather polymorphic, but rather specific picture.

Gerald Greenberg suggests considering emotional burnout as a 5-stage progressive process:

1. "Honeymoon". The employee is usually satisfied with his work and tasks, he treats them with enthusiasm. However, as work stress continues, professional activity begins to bring less and less satisfaction, the employee becomes less energetic.

2. "Lack of fuel". Fatigue, apathy appear, sleep problems may occur. In the absence of additional motivation and stimulation, the worker loses interest in his work or the attractiveness of working in this organization and the productivity of his activity disappear. Violations of labor discipline and detachment (distancing) from professional duties are possible. In the case of high motivation, the employee can continue to "burn", fueled by internal resources, but to the detriment of his health.

3. Chronic symptoms. excessive work without rest, especially for workaholics, leads to such physical phenomena as fatigue and susceptibility to diseases, as well as to psychological experiences (chronic irritability, aggravated malice or feelings of depression, cornered). Constantly experiencing a lack of time (manager's syndrome).

4. Crisis. Chronic diseases usually develop, as a result of which a person partially or completely loses working capacity. Feelings of dissatisfaction with one's own efficiency and quality of life increase.

5. "Breaking through the wall". Physical and psychological problems become acute and can provoke the development of dangerous diseases that threaten a person's life. The employee has so many problems that his career is in jeopardy.

Without timely compensation, this process progresses steadily and, in the most suboptimal scenario, passes through all five stages [7].

There are certain methods of harmonizing the psychophysical state.

A person is a complete bio-energy-informational system, therefore the impact on any of these components affects the others. Conventionally, all methods of harmonizing the psychophysical state of a person can be combined into 3 groups:

1. Physiological level of regulation of the psychophysical state (impact on the physical body).

2. Emotional-volitional regulation of the psychophysical state (influence on the emotional state).

3. Value-semantic level of regulation of the psychophysical state (influence on thoughts, change of worldview) [3].

Let's consider all these methods in more details.

Physiological level of psychophysical state regulation (effect on the physical body):

- sufficiently long and high-quality sleep (it is important to ventilate the room before going to sleep, follow the sleep schedule: fall asleep and wake up at the same time);

- a balanced diet rich in vitamins and minerals (the mineral magnesium and vitamin E, which are found in corn, carrots, blackberries, nuts, sunflower seeds, soy, are considered especially anti-stressful (by the way, a bar of dark chocolate will quickly improve your mood));

- sufficient physical activity, sports, morning gymnastics – dancing (dance movements to rhythmic music contribute to release from negative emotions, just like any housework)

- phytotherapy, homeopathy (mint tea, valerian root tincture promotes relaxation; eleutherococcus, ginseng, rhodiola rosea tincture increases vitality);

- massage (both classic massage and massage of biologically active points on a person's hands and feet will help; it is useful to simply walk barefoot on the ground or on pebbles poured into a box);

- color therapy (green and blue help to calm down, red and yellow give energy and cheerfulness);

- aromatherapy (smells of orange, bergamot act on the nervous system by stimulating, there is a feeling of a rush of strength; the scents of lavender, anise, sage have a calming effect, help relieve nervous tension);

- mineral therapy;

- breathing exercises (calming breathing with prolonged exhalation reduces excessive excitement and nervous tension; mobilizing breathing with increased inhalation helps to overcome lethargy, drowsiness);

- bath and water procedures (a contrast shower before going to bed will help relieve the fatigue of the day, and in the morning will add vigor; in general, water perfectly washes away any negativity).

Try to perform a deep mobilizing breathing exercise to reduce your tension, overcome fatigue, calm down and free yourself from negative emotions [3].

Emotional-volitional regulation of the psychophysical state (influence on the emotional state):

- humor (laughter has a positive effect on the immune system, activating blood T-lymphocytes; in response to your smile, the body will produce the desired hormones of joy; humor perfectly "recharges" negativity);

- music (the best way to harmonize the psycho-emotional state of listening to classical music, although in small doses rock is also useful, it helps to get rid of negative emotions);

- communication with family, friends;

- doing a favorite business, hobby (computer, books, movies, knitting, gardening, fishing, tourism, etc.);

- communication with nature (always gives a person a feeling of a rush of strength, restoration of energy);

- communication with animals;

- meditations, visualizations (there are purposeful visualizations set on a certain topic – imagine visiting a blooming garden, visiting your favorite corner of nature) [5].

The value-meaning level of regulation of the psychophysical state (influence on thoughts, change of worldview).

Resentment, anger, dissatisfaction, criticism of oneself and others are all the most harmful emotions for our body. Our brain releases stress hormones to any stimuli that threaten our peace. At the same time, he does not care if they are real or invented. Therefore, the body will react to an imaginary problem as if it were a real one. Therefore, it is important to learn to control your thoughts and emotions. The famous stress researcher H. Selye pointed out that what matters is not what happens to you, but how you perceive it.

Therefore, it is important to learn to pay attention to the positive moments of life and be able to be grateful for them. Negative question "For what?" it is desirable to turn it into a positive "What for?". Why did this or that unpleasant situation appear in my life? What conclusions should I draw from

it? What should I learn in this situation?

If we approach life situations from such positions, then they cease to be perceived as problems, and life begins to be perceived as a school, where events and situations are arranged in such a way that we can learn exactly what we need [4].

How to prevent the occurrence of emotional burnout syndrome?

One of the most effective ways to prevent professional burnout syndrome is self-regulation.

Self-regulation is the ability to manage one's psycho-emotional state, which is achieved through the influence of a person on himself with the help of words, images, control of breathing, bag tone, etc. As a result of self-regulation, three can be formed main effects: calming effect (relieving emotional tension) restoring effect (reducing fatigue) activating effect (increasing psychophysiological reactivity) Parable "Getting Out of Position" Problems that occur in our lives are situations that teach us and help us become stronger.

Some advices from D. Sarnoff "How to get rid of emotional tension":

- Whatever you do, don't do it relaxed.
- Keep yourself not tense, but energetic.
- Speak lively and inspired – this is the best cosmetic.
- A smile slightly lifts your cheeks and lights up your eyes.
- Try it – you will see.
- When you talk, try to look directly into the eyes. When the gaze moves from one eye of the interlocutor to the other, you see his soul.
- Do not fuss! Often we do not realize what we are doing, but our manners distract the attention of those who are listening to us.
- Don't hide behind your hair. People want to see your eyes.
- Actively listen and speak. The ability to listen makes you a good speaker in the eyes of others [3].

Recommendations for the prevention of emotional burnout:

- Define your main life goals and focus your efforts on achieving them. Think about something good, drive away bad thoughts.
- Positive thinking and optimism are the key to health and well-being. Every morning, getting out of bed, think about something good, smile, tell yourself that everything will be fine, and you are beautiful and happy, you have a great mood.
- Give a special place to rest and sleep. Sleep should be at least 7–8 hours.
- Use short breaks during the day, let yourself rest, relax.
- Do not thicken the paint.

- Do not neglect communication! Discuss your problems with people close to you.
- Relax with your family, close friends, colleagues.
- Find a place and time for humor and laughter in your life. When you are in a bad mood, watch a comedy film, read jokes, watch TV, (but not news) etc.
- Don't forget to praise yourself!
- Smile! After all, everyone knows that laughter prolongs our life!
- Find time for yourself: take a relaxing bath, read your favorite book, do beauty treatments, etc.
- Love yourself. Problems should not be experienced, they should be solved.
- The best way to relieve nervous tension is physical activity: do sports, go to the gym, go for morning runs, go to the swimming pool or sauna etc.
- Music is also psychotherapy.
- Take a rest in nature, because such a rest perfectly calms the nervous system and makes a person kinder.
- A change of activity will also help to relieve tension, do your favorite thing, your hobby, thus your positive emotions from your favorite activity will help you forget about sadness.
- Pay proper attention to your health and nutrition.
- Plan not only your working hours, but also your rest.
- Set priorities. An organized person does much more than one who acts chaotically and grabs several things at once.

Thus, in the article, the stages and levels of development of professional burnout among pedagogical workers were investigated, an analysis of scientific approaches to the research problem was carried out, and practical advice and recommendations were provided for the prevention and correction of professional burnout of teachers in appropriate conditions.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

So, the analysis of the scientific, pedagogical and psychological literature makes it possible to conclude that such a phenomenon as professional burnout is extremely important for paying attention to its signs not only in the context of successful self-realization, but also for the quality performance of professional activities as well. Taking into account the signs, manifestations, syndromes of the concept of "professional burnout" makes it possible to adjust

the level of manifestation and development of this phenomenon, as well as to use this material to prevent the occurrence and prevention of this phenomenon among pedagogical workers here in Ukraine.

Prospects for further research in this direction. Thus, the analysis of the scientific-pedagogical and psychological literature proved the relevance and importance of the problem of "professional burnout" of pedagogical workers of Ukraine in modern conditions, the determination of the levels and stages of the development of the studied phenomenon, the prevention and correction of teacher's burnout requires further scientific research in the psychological and pedagogical scientific literature which is a prospect for further research of this problem.

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ПРОФЕСІЙНЕ ВИГОРАННЯ ВЧИТЕЛІВ ЯК ПСИХОЛОГО-ПЕДАГОГІЧНА ПРОБЛЕМА В СУЧАСНИХ УМОВАХ

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Анотація. У статті детально розглянуто походження, корекцію та розвиток процесу вигорання вчителів та досліджено поняття «професійне вигорання» як психолого-педагогічну проблему. Розглянуто поняття прояву феномену «професійного вигорання», його складові та рівні розвитку. Показано взаємозв'язок між емоційним станом особистості і процесом професійного вигорання. У статті розглядаються різні способи прояву та розвитку

професійного вигорання; доведено, що наявність емоційного виснаження призводить до перевтоми і, як наслідок, до професійного вигорання. Розглянуто актуальність професійного вигорання в сучасних умовах, його корекцію на даному етапі, охарактеризовано ознаки, рівні та стадії прояву та розвитку цього явища. Автори проаналізували: новітні наукові дослідження у сфері професійного вигорання та його вплив на успішність професійної діяльності; аналіз останніх досліджень, які доводять, що рівень професійного вигорання безпосередньо впливає на продуктивність трудового процесу, допомагає краще розуміти інших людей, ефективно та продуктивно виконувати професійні обов'язки. Охарактеризовано рівні та етапи розвитку професійного вигорання в системі професійних компетенцій вчителя Нової української школи, таких як управління власними емоціями, емпатія, соціальна компетентність та ін. Також пропонуються різні методики, тренінги та курси для корекції процесу професійного вигорання педагогічних працівників. Загалом стаття дає цікаве розуміння важливості врахування рівнів професійного вигорання для успішного виконання всіх видів трудових завдань та успіху у професійній діяльності. Проблема полягає в тому, що на даний момент такий синдром, як «емоційне вигорання», з практичної точки зору стає вже загальновідомим явищем. Постійна втома, спустошеність, відчуття відсутності соціальної підтримки, постійні докори – це незадоволення професією та страх дивитися у завтрашній день. Спілкування та аналіз ситуації засвідчив, що у багатьох колег, хто працює у сфері освіти, є всі або більшість проявів цього явища. Не лише спілкування з викладачами, але й опитування, тестування та моніторинг ситуації чітко показує, що у багатьох працівників освіти є всі прояви досліджуваного явища. У статті пропонуються деякі поради та методи корекції професійного вигорання педагогічних працівників України в сучасних умовах.

Ключові слова: професійне вигорання; виснаження, перевтома, емоційне вигорання; психологічна атмосфера; синдром вигорання; рівні; стадії та компоненти вигорання.

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