



FEATURES OF THE "EMOTIONAL BURNOUT" SYNDROME IN TEACHERS

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ABSTRACT

The article deals with the problem of the formation of the syndrome of emotional burn-out of teachers. The process of gradual loss of energy (emotional, physical, cognitive) manifests itself in symptoms of emotional exhaustion, physical fatigue, personal detachment of teachers, and a decrease in job satisfaction. The study of the syndrome of emotional burnout of teachers will make it possible to determine guidelines in the development of preventive and corrective measures for this condition.

KEY WORDS : *burn-out syndrome, emotional exhaustion, stress, teachers.*

Today, along with professional competence, which includes the personal and professional development of teachers, their professional level, there is also a need for active creativity, constant study of the experience of colleagues, its implementation in teaching practice, without losing their own level of creativity, we need pedagogues-innovators who are ready to to innovative activity. The studies of N. V. Kuzmina, A. K. Markova, Yu. V. Vardanyan , A. A. Vorotnikova, E. V. Grigoryeva, G.S. Smirnova, Z. A. Yagudina , T. V. Zamorskaya, N. A. Zimina and others [1].

All the new requirements for teachers require constant work on oneself, professional self-improvement, advanced training, and full mobilization of internal resources. The intensity of professional activity is manifested in a decrease in the stability of psychophysical functions, a state of emotional instability, tension, despite the fact that pedagogical work has always been highly saturated with stressful situations.

Decreased working capacity, emotional exhaustion, deterioration in performance, the appearance of uncharacteristic errors, decreased memory, attention, loss of self-control and self-control are the result of prolonged exposure to stressful factors of pedagogical work, leading to conflicts in relationships with students, parents, colleagues, contributing to the emergence and consolidation of personal negative traits that destroy mental health. As a result, teachers

develop persistent dissatisfaction with their own work, emotional and physical exhaustion. All this characterizes the syndrome of emotional burnout. Despite the development of this problem in the psychological and pedagogical literature (M. V. Agapova, V. V. Boiko, M. V. Borisova, N. E. Vodopyanova, M. A. Vorobieva, K. A. Dubinitskaya, V. E. Orel, T. V. Formanyuk et al . [2].), the issue of prevention and correction of this condition remains relevant.

Emotional burnout syndrome, according to M.A. Vorobieva, occurs in situations of intensity of professional communication, represents a symptom complex of characteristics of the teacher's psyche, reflecting interaction with the external environment under the influence of objective and subjective factors [3].

"Emotional burnout" is considered as a long-term stress reaction or syndrome that occurs as a result of long-term occupational stress of medium intensity. In this regard, the syndrome of "mental burnout" is designated by researchers as the concept of "professional burnout", which allows us to consider this phenomenon in the aspect of personal deformation of a professional under the influence of a long professional work experience in the same specialty. For example, D.G. Saibulaeva [4] gives in her works the dynamics of the positive and negative qualities of teachers depending on the length of service (in percent) (Table 1)

Table 1

Qualities	1st year	3-5 year	6-10 year
Sociability	53	thirty	28
Tact	53	39	25
empathy	64	36	22
Emotional stability	18	7	10
benevolence	56	thirty	26
Self-mastery	27	39	68
Desire to help the student	44	34	38
Feeling worthless	13	28	25
Anxiety	15	37	35



Irritability	eleven	18	38
Decreased interest in work	8	13	36
Feeling emotionally exhausted	35	37	67
Authoritarianism	9	2	thirty

Emotional burnout can be expressed in callousness to people, cruelty, unwillingness to take on someone else's pain, lack of mercy and humanity, low communication skills, rudeness, anger in relationships with people; in work, this can manifest itself in the appearance of a sense of the futility of the activities performed, in the feeling of a lack of prospects for further professional growth, apathy, unwillingness to achieve better results. This negatively affects the performance of professional activities and in relations with employees and students. Therefore, the "emotional burnout" of the teacher is considered as a form of professional deformation of the personality. Like any deformation, the "emotional burnout" of a teacher leads to negative consequences, so it is always necessary to look for effective ways to prevent and overcome it.

The relevance of the problem of the psychological health of teachers is obvious, since they experience enormous emotional, intellectual, physical stress and, in addition, are forced to work at a computer for a long time, which leads to overwork, sleep disturbances and the activity of the cardiovascular system - symptoms indicating the presence of an emotional syndrome. burnout.

M. Grabe in the book "Burnout syndrome is a disease of our time. Why do people burn out, and what can be done against it," writes that, according to statistics, teachers suffering from burnout syndrome make up 30% of the total number of burnt out other professions. Burnout, according to M. Grabe, occurs when a person gives away too much energy for a long time and practically does not replenish it [5].

Today, there are the following definitions of burnout syndrome:

- long-term stress reaction, or a syndrome resulting from prolonged occupational stress;
- the process of gradual loss of emotional, cognitive and physical energy, manifested in symptoms of emotional, mental exhaustion, physical fatigue, personal detachment and decreased job satisfaction.

Emotional burnout is a psychological defense mechanism developed by a person in the form of a complete or partial exclusion of emotions in response to selected psycho-traumatic effects [6, p. 16].

Emotional burnout is an acquired stereotype of emotional behavior that negatively affects the performance of professional duties and worsens relationships with others. The most susceptible to "burnout" are those who react to stress aggressively, competitively, unrestrainedly, "workaholics" who have decided to devote themselves to achieving only work goals, as well as sympathetic, humane, people-oriented and at the same time unstable introverts.

There are 12 signs of emotional "burnout": exhaustion, fatigue; psychosomatic complications; insomnia; negative attitudes towards customers; negative attitudes towards their work; neglect of the performance of their duties; an increase in the volume of psychostimulating substances (tobacco, coffee, alcohol, drugs); decreased appetite or

overeating; negative self-esteem; increased aggressiveness; increased passivity; feeling of guilt [6, p. 18].

The most common causes of professional burnout syndrome are: monotony of work; investing in the work of large personal resources with insufficient recognition and positive evaluation; strict regulation of work time, especially with unrealistic deadlines; tension and conflicts in the professional environment, insufficient support from colleagues and their excessive criticism; lack of conditions for self-expression of the individual at work; work without the possibility of further professional development; unresolved personal conflicts [6, p. 31–32]. Thus, emotional burnout as a condition is the result of a relatively long-term effect of certain factors of the working environment in combination with the individual and personal characteristics of the teacher, and has its own characteristics.

The main component of the burnout syndrome among teachers is emotional exhaustion, which is understood as a feeling of emotional emptiness and fatigue caused by their own work. This condition is manifested in a reduced emotional background, indifference and emotional oversaturation, in aggressive reactions, outbursts of anger, depression, impulsive emotional behavior.

Employees who do not have serious prerequisites for the formation of burnout syndrome make up 32.2% of the total number of subjects among teachers. This category is characterized by individual symptoms of professional burnout. At the initial stage, the employee can cope with the problems that have arisen. To do this, he needs to learn to recognize the symptoms of psychological stress and manage it, to master the techniques of self-regulation. Already the first results made us think seriously, since only one third of the employees can be called psychologically healthy [7].

Employees whose burnout is in the formation stage amounted to 29%. These employees are characterized by a decrease in the level of their own participation in relation to colleagues, children, which is expressed in the loss of a positive perception of colleagues, the transition from assistance to control and supervision, the dominance of stereotypes in behavior towards employees, and the manifestation of an inhumane approach to people. Also, in relation to others, there is a lack of empathy, indifference, cynical assessments; in relation to professional activity, there is an unwillingness to fulfill one's duties, the dominance of the material aspect with simultaneous dissatisfaction with work [7].

38.8% of teachers have persistent and even irreversible symptoms of emotional burnout. When talking with this group of subjects, one could notice symptoms of depression, feelings of guilt, low self-esteem, apathy, blaming others, decreased concentration, rigidity of thinking, changes in the motivational sphere. Some employees noted a decrease in immunity, high blood pressure, headaches, disappointment in life and profession, a sense of helplessness and meaninglessness of life [7].



Emotional protection in the form of "burnout" becomes an integral attribute of the personality. This may be due to the fact that the object of pedagogical activity is children and adolescents, whose emotional reactions, as a rule, are more pronounced than in adults.

Emotionally rich communication with students gradually leads to the depletion of energy resources and the nervous system of the teacher, the impossibility of a full-fledged emotional and intellectual return, the loss of interest in the personalities of students, the exclusion of emotions from the sphere of professional activity.

Emotional and moral disorientation is the inability to control emotions within the framework of moral and ethical standards. The employee does not show the proper emotional attitude towards the subject, while he has a need for self-justification. His judgments may sound like this: "you can't empathize with such people," "he doesn't deserve a good attitude," "why should I worry about everyone." Such thoughts and assessments indicate that emotions do not awaken or do not sufficiently stimulate moral feelings. Other researchers also point to the presence of the same symptoms [8].

The main preventive measure of this condition is the recognition of any person's right to free manifestation of his individuality. A person needs to be more flexible in the assessments of other people, not to try to remake communication partners, to fit them to himself. As a prevention of depersonalization, it is recommended to develop personal endurance, which is defined as the ability of a person to be highly active every day, exercise control over life situations and respond flexibly to changes. To prevent "caged", it is recommended to use reflection skills, compare the desired and the actual, evaluate your own goals and plans from the point of view of the possibility of implementation, develop interest in work and diversify it: create new projects, exchange experience with colleagues.

In the psychological prevention of "burnout", two main areas can be distinguished: education and training aimed at developing personal resources to counteract "burnout". The content of trainings can be determined by the following specific tasks:

–The formation of a positive attitude towards oneself, towards pupils, towards life;

–Increasing motivation for professional activities;

–Increasing professional and psychological competence;

–Learning how to self-regulate.

A necessary and basic part of the prevention of the occurrence of the syndrome is the personal psychological training of specialists.

Here we mean not only and not so much theoretical training in the basics of psychology, but practical training aimed at developing the stress resistance of a professional. To increase stress resistance, it is necessary to develop the following resources:

–personal resources: psychological competence, level of psychological literacy and culture; active motivation to overcome, attitude to stress as an opportunity to gain personal experience and the possibility of personal growth; the strength of the self-concept, self-esteem, adequate and high

self-esteem, self-importance, self-sufficiency; active life attitude: the more active the attitude to life, the greater the psychological stability in stressful situations; positive and rational thinking.

– information and instrumental resources: the ability to control the situation (adequate assessment of the degree of its impact); the ability to adapt, interactive techniques for changing oneself and the environment, information and activity activity to transform the situation of interaction between the individual and the stressful situation; the use of various methods or ways to achieve the desired goals; the ability to comprehend and cognitively structure the situation [6, p. 8–9].

So, those teachers who work with high dedication, responsibility, orientation towards the innovation process are more susceptible to emotional burnout. The syndrome of emotional burnout of teachers is the result of an unfavorable resolution of stress in the workplace, while it should be noted that professional specificity affects only a certain degree of stressfulness of individual factors.

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