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PROFESSIONAL BURNOUT AS PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

Анотація. В статті проаналізовано поняття "професійне вигорання" як психолого-педагогічна проблема педагогічних працівників.

Ключові слова: емоційне вигорання, професійне вигорання, педагогічні працівники, психологічний дискомфорт.

Annotation. The article analyzes the concept of "*professional burnout*" as a psychological and pedagogical problem of teaching staff.

Key words: emotional burnout, professional burnout, teaching staff, psychological discomfort.

The phenomenon of "*professional burnout*" is accompanied by so to say mental tension, psychological discomfort, and crisis phenomena as well. There are several historical stages in the development of investigated phenomenon of "*professional burnout*". The term "*burnout*" was introduced by the American psychologist H. J. Freudenberg in 1970s to describe the psychological state of a person who is in intensive and close communication

with clients in an emotionally coloured atmosphere. Some researchers distinguish three main stages (phases) of the development of a stressful state of a worker.

Dynamics of professional burnout

The first stage. All signs and symptoms are manifested in a mild form through self-care, for example, by organizing more frequent breaks at work. Some work moments are being forgotten (for example, not making the necessary entry in the documentation). Usually, few people pay attention to these elementary symptoms. Depending on the nature of the activity, the strength of neuro-psychological stress and personal characteristics of the specialist, the first stage can last three to five years.

The second stage. There is a decrease in interest in work, the need for communication (including with loved ones): "I don't want to see" those with whom the specialist works, "on Thursday I feel like it's already Friday", "the week goes on endlessly", progression apathy until the end of the week, the appearance of persistent negative symptoms (no strength, energy, especially at the end of the week, headaches in the evening, "dead sleep, no dreams", an increase in the number of colds, increased irritability, a person "starts", as they say, from half a turn, although she had not noticed this before. Symptoms appear more regularly, have a protracted nature and are difficult to correct. A person can feel exhausted after a good night's sleep and even after a weekend. The duration of this stage, on average, is from five to fifteen years.

The third stage. The signs and symptoms of third stage burnout are chronic. Physical and psychological problems such as stomach ulcers and depression may develop. A person may begin to doubt the value of his work, profession and life itself. It is characterized by a complete loss of interest in work and life in general, emotional indifference, numbness, a feeling of constant lack of strength. Memory and attention disorders, sleep disorders, and personality changes are observed. Man aspires to solitude. At this stage, contacts with animals and nature are more pleasant than with people. The final stage is a complete burnout, which often turns into a complete aversion to everything in the world. The stage can last from ten to twenty years. Signs of professional burnout Psychophysical symptoms: ü feeling of constant fatigue not only in the evening, but also in the morning, immediately after sleep (symptom of chronic fatigue); ü feeling of emotional and physical

exhaustion; ü decrease in receptivity and reactivity in connection with changes in the external environment (absence of reaction of interest to the factor of novelty or reaction of fear to a dangerous situation); ü general asthenia (weakness, decrease in activity and energy, deterioration of blood biochemistry and hormonal parameters); frequent unexplained headache; permanent disorders of the gastrointestinal tract; sudden weight loss or weight gain; complete or partial insomnia; constant inhibited, lethargic state and desire to sleep throughout the day; ü shortness of breath or shortness of breath during physical or emotional stress; ü noticeable decrease in external and internal sensory sensitivity: deterioration of vision, hearing, smell and touch, loss of internal bodily sensations. Socio-psychological symptoms: indifference, boredom, passivity and depression (reduced emotional tone, feeling depressed); increased irritability at insignificant, small events; frequent nervous breakdowns (bursts of unmotivated anger or refusal to communicate); constant experience of negative emotions for which there is no reason in the external situation (guilt, resentment, shame, suspicion, stiffness); a feeling of unconscious restlessness and increased anxiety (a feeling that "something is not right"); a feeling of hyperresponsibility and a constant feeling of fear that "something will fail" or "I won't manage"; general negative guidance on life and professional prospects (according to the type "no matter how hard you try, nothing will work out anyway") Behavioral symptoms: feeling that work is getting harder and harder and getting harder and harder to do; the employee noticeably changes his working mode (increases or reduces working hours); constantly, unnecessarily, takes work home, but does not do it at home either; it is difficult for the manager to make decisions; a feeling of futility, despair that things will improve, a decrease in enthusiasm for work, indifference to its results; ü non-fulfillment of important, priority tasks and "obsessing" over small details, spending most of the working time not in accordance with service requirements on little or no awareness of automatic and elementary actions; distance from employees and customers, increase in inadequate criticality; alcohol abuse, sharp increase in cigarettes smoked per day, use of narcotic drugs. Also, indicators of burnout can be: a feeling of emotional exhaustion, exhaustion (a person feels the impossibility of devoting himself to work as it was once); dehumanization; negative self-perception in professional terms, lack of a sense of professional mastery; fatigue, exhaustion; psychological ailments; insomnia; negative attitude towards students; negative attitude towards the work itself; poverty of the repertoire

of work actions; abuse of chemical agents (medicines); lack of appetite or, conversely, overeating; manifestations of aggression; low mood and related emotions; experiencing guilt. Symptoms of professional burnout of organizations: staff turnover is inadequately increased (from 100% or more per year, that is, during the year almost all employees are fired, and some work for less than a year); reduced motivation of employees to work, too frequent "smoke breaks" and "tea breaks" (more than 30% of the total amount of working time; the number of "breaks" for "burnt out" employees increases by 3-4 times); employees with symptoms of chronic fatigue, professional burnout, spend 40% more time than usual on regular work; too high conflict of personnel and difficult atmosphere in the organization. So, summarizing the analysis of literary sources, it is possible to summarize the position that professional burnout is considered from the beginning as a complex multifaceted phenomenon: a process (has a three-phase structure and a development curve over time characteristic of stress); a mental state that qualitatively and quantitatively characterizes a person during adaptation to extreme conditions at work; professional burnout is a system of three main components (emotional exhaustion, depersonalization, reduction of personal achievements) and systemically (totally) affects all elements of the biopsychosocial system "person"; emotional burnout is characterized by a certain set of factors that cause its occurrence and development.

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

1. Chronically so intense psycho-emotional activity associated with intensive communication as well.

2. Destabilizing of activities organization: unclear organization and planning of work process, lack of equipment, poorly structured information. [3]

3. Increased responsibility for the functions performed by the teacher educator. Who work with people and treat their duties honestly bear ethical and legal responsibility for the well-being of business partners entrusted to them — pupils, students, parents, colleagues. The price for this is rather high - nervous overstrain.

4. Unfavorable psychological work 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 stay away from everything and everyone, do not take everything to heart, protect his or her nerves.

5. Psychologically difficult contingent to deal with in the field of professional communication. [2]

Burnout syndrome includes three main components:

- emotional exhaustion;

- depersonalization;

- reduction of professional achievements. As for the fact that a person is a complete bio-energy-informational system in general, therefore the impact on any of these components affects the others of course. Conventionally, all methods and approaches 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 human body).

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

3. Value-semantic level of regulation of the psychophysical state (influence on thoughts, feelings, emotions, change of worldview). [4]

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**АНТРОПОЛОГІЧНО-ЦІННІСНА
РЕФЛЕКСІЯ ФЕНОМЕНУ ГРУМІНГУ В КОНТЕКСТІ
УДОСКОНАЛЕННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ
КОМПЕТЕНТНОСТІ ВЧИТЕЛЯ ФІЗИЧНОЇ КУЛЬТУРИ**

Анотація. У статті практично орієнтовано розкривається феноменологія грумінгу як біопсихосоціального, тілесного і тілесно-рухового феномену. Авторами представлено освітні стратегії застосування знань про феномен грумінгу як складної системної поведінки, спрямованої на догляд за тілом, самоочищення, саморефлексію, самотерапію та комунікацію для вдосконалення здоров'язбережувальної компетентності вчителя фізичної культури в умовах післядипломної освіти.

Ключові слова: здоров'язбережувальна компетентність, вчитель фізичної культури, післядипломна освіта, грумінг, педагогіка здоров'я

Annotation. The article reveals the phenomenology of grooming as a biopsychosocial, bodily and bodily-motor phenomenon in a practically oriented way. The authors present educational strategies for applying knowledge about the phenomenon of grooming as a complex systemic behavior aimed at body care, self-cleaning, self-reflection, self-therapy and communication for improving the health-preserving competence of a physical culture teacher in the conditions of postgraduate education.

Key words: health care competence, physical culture teacher, postgraduate education, grooming, health pedagogy