

task of personal development, it is necessary to know well the factors influencing his behavior and personality traits. A person is a member of a certain society that is psychologically developed, distinguished from others by its personal characteristics and behavior, and its formation takes place in the process of social relations. On the basis of participation in this process, he learns the essence of the moral and ethical, as well as legal norms recognized by society and forms social activity.

Education plays a leading role in the formation of a socially active person, in influencing him in a goal-oriented way. Education directs and organizes the development of the individual in accordance with the goals set by society. At the same time, upbringing not only organizes and regulates the child's life and activity in a certain way, but also creates a special environment or situation of development that best reflects the capabilities of a particular person in accordance with existing pedagogical principles. This serves to identify the means and ways of comprehensive development of the individual, the formation of spiritual consciousness, the education of conscious discipline, patriotism and internationalism. The realization of these lofty tasks not only ensures the development of the individual, but also his comprehensive development, is a key factor in

ensuring the development of society, and also plays a leading role in his activation as a person.

A number of factors influence the process of activation of a person. They include:

- the establishment of a healthy social environment in society;
- the issue of ensuring the spiritual and moral maturity of citizens has risen to the level of state policy;
- systematic, continuous and consistent implementation of the potential of educational institutions on the basis of a single social goal;
- the leading role of the personality factor in the process of social relations, etc.

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PROFESSIONAL BURNOUT SYNDROME OF A TEACHER AND THE STRATEGY TO COMBAT BURNING OUT

Summary. This article is devoted to the problem of professional burnout of a teacher. The authors of the article note that a teacher is a profession that is heavily influenced by professional burnout. According to them, this is due to the fact that in modern conditions, the teacher's activity is literally saturated with facts causing professional burnout: in modern conditions, the requirements for teachers have increased, programs have changed, he or she is called to solve problems that require serious pedagogical efforts, large number of social contacts per working day, high responsibility, possible underestimation by the management of teacher's professional activity, and low wages. Due to chronic overwork, teacher becomes unprepared for positive acceptance of innovations, increasing their own professional competence.

The article indicates that the professional burnout syndrome reduces the level of self-esteem of teacher, there is an appearance of negative attitudes to their teaching activities and conscious restriction of capabilities.

The study focuses readers' attention on the fact that this problem has not been studied enough, and this issue is not given due attention in educational organizations.

According to foreign and domestic researchers, people of these professions are constantly faced with negative emotions of their patients, pupils, and are inevitably attracted to these experiences, so that is why they experience increased emotional stress. The article reveals ways to overcome professional burnout of teachers.

Keywords: *professional activity of a teacher, professional burnout of a teacher, difficulties in professional activity of a teacher, professional burnout syndrome of a teacher, emotional exhaustion syndrome.*

One of the topical issues faced by today's pedagogical education is professional burnout of teachers. This problem is relatively new and has not

been studied yet in psychological and pedagogical science.

In conditions of modernization of the national education system, activity of teachers is very concentrated, sometimes not organized on a scientific basis, because of the unclear organization of pedagogical process by the heads of educational organizations, the teacher is put in a strict time frame, experiences a high nervous and mental load, and constantly living under stress.

The full-fledged personal development of students depends largely on the teacher, that is why pedagogical activity places high demands on teacher's skill, professional knowledge, abilities, and skills.

The pedagogical process is saturated with a variety of stressful situations and factors that cause an increased emotional response. Every tense situation brings the educator emotional stress, which can be represented in passive-protective form (e.g., tears) or aggressive form (e.g., shouting, nervous walking in to a class or audience hall, sharp knock on the table). Such emotional reactions are observed both in young teachers and professionals with wide experience. Experienced emotional stress can lead to a decrease in performance, deterioration of empathy, a negative change in the structure of teacher's personality, professional burnout. The consequence of the development of emotional burnout syndrome is shown in various violations that affect different facets of the labor process – professional activity, professional personality, professional interaction and communication. Emotional burnout also changes the teacher's style of work.

Initially, the term "burnout" was used by H. Freudenberger in 1974 to characterize psychological state of healthy people who are in the power of their activities in intensive and close communication with other people. This is a state of demoralization, frustration, and extreme fatigue [1].

In the psychological literature, the burnout syndrome is often considered as "professional burnout", which allows us to study this phenomenon in the context of professional activity. This syndrome is most typical for representatives of social professions: teachers, medical professionals, psychologists, lawyers, sales agents, managers, whose work takes place in intensive and prolonged contacts, in emotionally rich and complex situations of interpersonal communication. So, K. Maslach and S. Jackson, considering emotional burnout as a response to long-term professional stresses of interpersonal communication, identify three groups of symptoms: emotional exhaustion, depersonalization, and reduction of personal achievements. Emotional exhaustion is the experience of emotional overstrain, a feeling of emptiness, exhaustion of their own emotional resources, which can be expressed in "dullness" of emotions or emotional breakdowns. Depersonalization is associated with the expression of negative attitudes towards other people: the manifestation of callousness, indifference, cynicism, callousness, rudeness, aggression. Reduction of personal achievements is considered as underestimation or devaluation of personal achievements, loss of meaning of life,

dissatisfaction with their professional activities and personality in general [2].

Many researchers believe that professional burnout is a consequence of professional stress, in which the model of emotional exhaustion, depersonalization, and reduced personal achievement is the result of various work stressors. This view of the nature of burnout allows us to consider this phenomenon as a continuation of the third stage of stress or the final result of the impact of the stressor on a person.

However, the specificity of burnout is that its occurrence and development is associated with the features of professional activity, namely, intensive, long-term professional interaction with other people.

Currently, a significant number of multi-faceted studies on the problem of professional burnout have been accumulated. In scientific papers devoted to this phenomenon, socio-psychological, personal and professional factors that lead to the development of burnout are considered (K. Maslach and S. Jackson, B. Perlman and E. Hartman, V. V. Boyko, N. V. Grishina, N. E. Vodopyanova, E. S. Starchenkova), the features of burnout of representatives of various professions are studied (T. V. Formanyuk, G. S. Abramova, Yu. a. Yudchits, N. E. Vodopyanova, E. S. starchenkova, T. I. Ronginskaya), the consequences of burnout are determined, and models for overcoming professional burnout are proposed (R. S. Lazarus, L. I. Antsyferova, E. A. Semyonova).

Research in the field of pedagogical psychology shows that a significant part of pedagogical difficulties is caused not so much by the lack of scientific and methodological training of the teacher, but by the emotional saturation of professional activity. This leads to changes in emotional and cognitive sphere of teachers and changes their behavior. It can be assumed that professional burnout, characterized by emotional dryness of the teacher, expansion of the sphere of saving emotions, personal detachment, ignoring the individual characteristics of students, has a strong influence on the nature of professional interaction and communication. This professional deformation prevents the full management of the educational process, the provision of qualified assistance, and the formation of a professional team. At present, real pedagogical practice shows that teachers have quite clearly traced the fact of loss of interest in students as a person, rejection of it for what it is, simplification of the emotional defense of professional communication. Many teachers note the presence of psychological conditions that destabilize professional activity, such as anxiety, depression, depression, apathy, frustration, and chronic fatigue.

Therefore, the study of professional burnout and its impact on the style of activity of the teacher is a very relevant topic.

Thus, the theoretical analysis allows us to conclude that work of pedagogue is a complex, multi-faceted, multi-functional activity. Pedagogical activity places high demands on the teacher's personality, professional knowledge, abilities, abilities and skills.

In the process of teaching, teachers experience many difficulties related to the specifics of their work. In psychology, the concept of "difficulty" is used in the case when the subject in the course of their activities meets an obstacle or if there is a "gap in activity".

K. K. Platonov considers "the experience of difficulty or, on the contrary, ease and the corresponding different degree of volitional tension" to be an element of the psychological dynamic structure of action [3]. The totality of actions united by a common goal and performing a certain social function constitutes activity.

Thus, the difficulty arises in the activity of the individual as a specific psychological state of the individual.

According to A. K. Markova, "difficulty is the state of a person's subjective perception of a stop or break in activity, a collision with an obstacle or hindrance, and the inability to move to the next stage of activity" [4].

The study of the problem of difficulties in pedagogical activity was first undertaken by N. V. Kuzmina [5]. The researcher identified the essence of pedagogical difficulties, their dynamics and structure, causes of difficulties and their conditional classification, as well as the relationship of difficulties in the teacher's work. The statistical and sociological methods used made it possible to determine the dependence of the intensity of the difficulties of the two-legged characteristics. The aspects of activity that cause the greatest difficulties are identified. A. A. Derkach paid special attention to the state of tension as a characteristic sign of difficulties in forming pedagogical skills. Y. K. Babansky and A.D. Demintsev, they investigated the difficulties of teachers in the process of work to prevent and overcome failure.

In this regard, it is important to note the study of T. S. Polyakova, which developed a program for diagnosing and correcting difficulties that arise at different stages of professional development of a teacher [6]. Most researchers agree that the causes of difficulties are caused by two factors: objective and subjective (N. V. Kuzmina, A. K. Markova, L. M. Mitina, T. S. Polyakova, V. A. Yakunin).

So, A. K. Markova refers to the objective reasons for the real complexity of pedagogical situations, initially independent of the teacher (for example, when the teacher received a new class). At the same time, the researcher emphasizes that there is no direct connection between the objective complexity of the pedagogical situation and the subjective difficulties of the teacher. The complexity of the pedagogical situation is therefore not absolute (for example, an experienced strong teacher takes a "difficult" class). In her opinion, the subjective, internal reasons for difficulties include problems of deepening into one's profession, continuing throughout one's life, and setting more and more complex tasks for oneself. The same opinion about subjective reasons is held by L. M. Mitina, but when describing difficulties, it supplements the causes with "individual characteristics of the person and mental States (anxiety, excitement, fear).p.)" [7].

V. A. Yakunin identifies objective and subjective difficulties and writes: "the Complexity ... is determined by the objective properties of the problem situation, the composition of its elements and the number of connections between them, the degree of their variability, and uncertainty. Reflection of a complex situation is subjectively perceived by a person as a difficulty, the measure of which depends on his individual psychological characteristics, experience, level of intelligence development, general training, knowledge, skills, attitude to the task, etc." [8]. An interesting fact is the ambiguous connection of difficulties with the effectiveness of activity, pedagogical skills. So, referring to the teacher of low-professional skill, A. K. Markova points out that the teacher may have problems, but at the same time he may not experience subjective difficulties, or, on the contrary, the teacher may not have significant shortcomings in pedagogical activity, and personally and subjectively experience great difficulties. The elimination, first of all, of the internal causes of difficulties depends on the process of mastering pedagogical skills, which, in turn, is implemented in the productive resolution of difficulties.

According to N. V. Kuzmina, nature of difficulties changes with the acquisition of pedagogical skills. The researcher conditionally divides the causes of difficulties into four groups:

1. Objective, directly related to production activities, independent of teacher (insufficient attention of parents to the education of children, overcrowding of the class, etc.).

2. Objective, related to the living conditions of teachers (large family, poor housing conditions, etc.).

3. Subjective-objective, which are rooted in teacher himself (lack of experience, professional training, etc.).

4. Subjective (randomness of choice of teaching profession, weakness of will and character).

All these difficulties of pedagogical activity as an indicator of tension have "external" (objective) and "internal" (subjective) expression. In psychological studies on pedagogical difficulties, it is noted that the reason for the success of pedagogical activity is not rooted in the difficulties themselves, but in the ability to resolve them productively, that is, we are talking about the functions of difficulties. The opinions of psychologists agree that the functions of difficulties in the work of a teacher can perform both positive and negative roles (A. K. Markova, L. M. Mitina).

Apparently, teachers of low professional skill of the pedagogical process will have a negative impact, which is manifested out of satisfaction, in the collapse of the activity, desire to leave school and change the profession.

Teachers of high skill challenges to play a positive role and carry features: 1) flat, which is, according to T. S. Polyakova: "a) representative of optimal functioning parts of the preparatory process for the work of teacher; b) indicator of relevance of a certain aspect of the activity; c) indicator of non-compliance with the

measure of difficulties; d) indicator of changes in the structure of pedagogical work;

2) stimulating-is shown in an active attitude to pedagogical tasks, mobilization readiness to solve them, acquiring experience in solving pedagogical tasks [6].

Research on the difficulties of teaching emphasizes the idea that all difficulties can cause teachers to feel nervous and mental stress. Thus, N. V. Kuzmina argues that difficulty is " a subjective state of tension, severity, and dissatisfaction that is caused by external factors of activity and depends on the nature of the factors themselves, the person's educational,moral, and physical readiness for activity, and their attitude to it."

From the point of View of V. A. Yakunin, difficulty is "a measure of uncertainty or inconsistency for the subject of certain aspects of the problem, so to solve the problem is to find a way and a way out of difficulties...".Defining the didactic difficulty, T. S. Polyakova also defines the teacher's difficulty in the learning process as a psychological state of tension.

Thus, it can be stated that in pedagogical activity there are many difficulties faced by teachers in the course of the educational process, when solving pedagogical problems.

The analysis of psychological and pedagogical literature on the above problem allowed us to identify the factors of development of the professional burnout syndrome.

The factors that lead to the development of burnout syndrome, according to the researchers, are the following:

- individual limit, the ceiling of the possibilities of the "emotional MYSELF" to resist exhaustion;
- self-preservation, counteraction to burnout; internal individual experience, including feelings, attitudes, motives, expectations;
- negative individual experiences that focus on problems, distress, discomfort, dysfunction, and their negative consequences.

In the model of B. Perlman and E. Hartman, individual characteristics, working and social environment are important for the perception, impact and evaluation of stress. This model includes four stages. Burnout as a multifaceted experience of chronic emotional stress occurs at the last, fourth stage, representing the result of a reaction to stress [9]. Researchers identify organizational, role, and individual aspects, as well as characteristics of the organization that can cause burnout (table 1).

Table 1

are the variables related to burning down

Characteristics of the organization	Organizational aspect	Role characteristics	Individual characteristics	Result
Load	Guide	Autonomy	Support of family and friends	Job satisfaction
Formalization	Communication tools	Involvement in the work	Paul	Retirement
Staff turnover	Employee support	Subordination	Age	
Number of workers	Rules and procedures	Working pressure	Experience	
	Innovations	Feedback	Strength of "I" conception	
	Administrative support	Progress		
		Importance		

The understanding of professional burnout as a particular manifestation of professional stress is quite consistent with the interpretation of stress in the concept Of G. Selye, who defined this phenomenon as a non-specific response of the body to any required action. The essence of stress is that the living organism requires intensive adjustment and adaptation to new conditions. Non-specificity of reaction is revealed under the impact of stressors (factors causing stress), there is General adaptation syndrome (GAS), which involves three stages:the stage of alarm and mobilization;the stage of resistance - the most effective adaptation;the stage of exhaustion, violations of the adaptation process in the case of adverse outcome of the situation.

At the first stage, the body's defenses are mobilized to increase its stability. The body functions with great stress, but without deep structural changes, coping with the load with the help of surface, or

functional, mobilization of reserves. By the end of this stage, many people have a marked increase in performance.

At the stage of resistance, or stabilization, the most effective adaptation of the body takes place, and the balance of the expenditure of adaptation reserves of organism is noted. At this stage, all parameters that were taken out of balance at the first stage are fixed at a new level. If the resistance is successful, the body returns to normal. However, if the stressful situation continues, or the impact of the stressor is very intense, the third stage occurs.

In the third stage –the stage of exhaustion – structural changes occur in the body, since functional reserves are exhausted in the first and second stages. In this case, exhaustion takes the form of a nervous breakdown, somatic disease, mental illness, or psychosomatic disorder.

Not all exposure causes stress. It occurs when the influence of stressors exceeds the individual tolerance of a person, and the body is forced to adapt to new conditions.

This view of the nature of burnout allows us to consider this phenomenon as a continuation of the third stage of stress or the final result of the impact of the stressor of the first person. However, the specificity of burnout is that its occurrence and development is associated with the features of professional activity, namely, intensive, long-term professional interaction with other people. That is, such activity is not a simple formal communication, professional communication requires the ability to influence the partner's consciousness and subconscious sphere by way of prejudice, suggestion, and psychological "infection". This implies a greater emotional involvement in the communication situation, a significant personal contribution, and personal responsibility for the results of interaction and communication.

According to the Kazakh scientist Z. Madalieva, the content of the work of representatives of communicative professions (by the nature and prevalence of interpersonal business communication situations in their work) is distinguished by: high saturation of the working day, due to communication with other people; large number of business contacts that differ in content and emotional intensity; high responsibility for the result of communication; a certain dependence on communication partners; need to understand their individual characteristics, claims and expectations; frequent claims to informal relationships when solving their problems; conflict or tense situations of communication caused by distrust, disagreement, and manifested in various forms of refusal to further interaction (communication) [10].

Thus, professional burnout most often occurs in professionals who have high requirements for the quality of professional communication and their communicative competence.

In the psychological literature, the following symptoms of burnout are highlighted: reduced motivation to work; sharply increasing dissatisfaction with work; loss of concentration and increase in errors; increasing negligence in interacting with people; ignoring safety requirements and procedures; weakening work performance standards; lowering expectations; violating deadlines and increasing unfulfilled obligations; finding excuses instead of solutions; conflicts in the workplace; chronic fatigue; irritability, nervousness, anxiety; distancing from clients and colleagues; In studies on professional burnout, a large number of problems relate to the work of teachers. According to most authors, teachers are a category of specialists who are most susceptible to burnout due to the specifics of their professional activities.

Pedagogical activity makes high demands on the emotional sphere of the teacher, requires a large expenditure of mental strength. Educational work is saturated with a variety of stressful situations and factors that cause an increased emotional response.

Each tense situation causes emotional tension, which can manifest itself in a passive-protective form (for example, tears) or aggressive form (for example, shouts, nervous walking around the class, a sharp knock on the table). Such emotional reactions are observed both in young demagogues and professionals with experience. Experienced emotional stress can lead to a decrease in performance, deterioration of health, negative changes in the structure of the teacher's personality, professional burnout.

M. P. Kabakova, who studied professional disadaptation of teachers, determined the peculiarities of teacher work that can lead to burnout. To them, the researcher took: always inherent in work situations a sense of novelty; specificity of the labour process is not so much the nature of the "subject" of labor, as characteristics and properties of the "producer"; need for continuous self-development, as otherwise "there is a feeling of violence on the psyche, leading to depression and irritability"; the emotional intensity of interpersonal contacts; responsibility for wards; constant inclusion of volitional processes in the activity [11].

T. V. Formanyuk identifies three factors that play a significant role in the "emotional combustion" of teachers: personal, role, and organizational.

1. The personal factor includes motivation, ways to respond to stress, and individual characteristics. For example, a low assessment of the importance of work, dissatisfaction with professional growth and lack of autonomy determines the rapid development of "combustion".

2. The role factor is associated with role conflict and role uncertainty.

3. The organizational factor includes the characteristics of professional tasks, the nature of leadership, and the degree of responsibility [12].

The researcher identifies a symptom complex of emotional burnout, which includes the following signs: a sense of emotional exhaustion, exhaustion, dehumanization, depersonalization, a tendency to develop a negative attitude, a negative self-perception in professional terms. The scientist suggests that there are individual differences in tolerance for the development of "emotional combustion".

According to N. E. Vodopyanova and E. S. Starchenkova, who conducted a comparative analysis of various professional groups, the largest number of "burned out at work" is observed among secondary school teachers. 71% of teachers have high emotional exhaustion and 64% - reduction of personal achievements.

And only a small percentage of teachers showed behavioral traits that contribute to effective work and maintaining mental health in a professional environment. The researcher notes that professional burnout of teachers is largely related to organizational working conditions and does not depend on the age and gender of teachers [13].

Thus, the analysis allows us to conclude that professional burnout changes the style of activity of teachers. In order to save their energy resources, many

teachers resort to an authoritarian style of interaction and communication. Therefore, in professional burnout, you should look for the origins of unproductive professional activity of teachers, their negative attitude to work.

It is often difficult for teachers experiencing professional burnout to recognize this state. Moreover, the higher the level of burnout, the stronger the resistance to recognizing these experiences. Therefore, an important task facing a practical psychologist who deals with the problem of professional burnout of teachers is conducting a diagnostic study.

The main task of the pedagogical experiment was to analyze the efficiency and effectiveness of experimental work on the formation of the emotional and creative potential of students of the pedagogical University, taking into account the identified pedagogical conditions. Research activities were carried out on the basis of AbayKazNPU. The study was conducted from September 2019 to January 2020. It covered more than 150 students of 1-3 courses and 20 teachers.

Organizing educational and extracurricular activities of students of the specialty 5B012300-

Social Pedagogy and Self-knowledge with the use of case technology, an attempt was made to form a stress tolerance for future specialists to difficulties in their professional activities.

At the first stage, students were diagnosed, which allowed them to identify their readiness to overcome difficulties in their professional activities.

Students were given tasks to understand the essence of the concepts: "pedagogical activity", "features of professional activity of teachers", "difficulties of professional activity of teachers", "emotional burnout of the teacher", "professional burnout of the teacher".

As shown by the results of our study, only 5% of students were able to complete these tasks, correctly delineating the concepts of "features of professional activity of teachers", "difficulties of professional activity of teachers" to give correct answers with arguments. The remaining responses were either incorrect (60%) or based on non-essential features (35%).

Teachers were also asked to answer a number of control questions:

Table 2

Determination of the level of emotional burnout V. Kapponi, T. Novak.

№	questions	answers	
		yes	no
1	On Sunday afternoon when I think about going back to work, the rest of the weekend is already ruined		
2	If I had the opportunity to retire (on superannuation, disability), I would do it without delay		
3	Colleagues at work irritate me. It is impossible to tolerate their same conversations		
4	How much my colleagues annoy me is still a small thing compared to how my clients (patients, students, visitors, customers) upset me		
5	Over the past three months, I have refused to take advanced training courses, participate in conferences, etc.		
6	For colleagues (visitors, customers, students, etc.), I came up with offensive nicknames (for example, "idiots"), which I use mentally		
7	I manage my work in the service "with one left" there is nothing that could surprise me in it with its novelty		
8	Hardly anyone will tell me anything new about my work		
9	When I think about my work, I want to take it and send it to the devil		
10	Over the past three months, I haven't come across a single special book from which I have learned something new		

The results of the survey indicate that students and teachers can clearly indicate the difficulties in the professional activity of the teacher, have a vague idea about the professional burnout of a teacher, to name the causes of professional burnout of a teacher, to recognize the status of professional burnout, do not think about the negative impact of this condition on the quality of the professional educator may not give a precise definition of concepts: "emotional exhaustion", "professional burnout of a teacher".

Using the questionnaire "rapid burnout assessment" by V. Kapponi And T. Novak [14], developed to diagnose the first symptoms of emotional burnout syndrome, the level of development of emotional burnout of students in control and experimental groups

was determined and allowed to diagnose the process and results of development.

Each statement of the questionnaire was evaluated on a scale containing five gradations (0-1 points - low scores. You are not in danger of burnout. 2-6 points - average scores. You need to take a vacation, disconnect from work. 7-9 points - high scores. It's time to decide whether to change jobs or change your lifestyle. 10 points - critical ratings. The situation was very serious). (The total score was determined by the sum of points for ten points (minimum score-0 points, maximum score-10 points). The level of symptoms of burnout syndrome was determined based on the total amount of points scored (table 3).

Table 3

Determination of the level of emotional burnout by V. Capponi, T. Novak.

Level of emotional burnout	Total points earned
very high	40-34
high	33-27
normal, average	26-20
low	19-15
very low	14-8

For example, before the start of the experiment, the sum of points of student of the experimental group of Kairatkyzy (SPIS group 1) was 24 points (it was assigned to the normal, average level of emotional burnout). After the experiment, the student was assigned to a very high level, since the total score was 35 points.

A student of the experimental group Zh. Tirkeshbaeva (3rd year 31 SPIS) before the experiment, the sum of points was 12 (very low level), after the experiment-25 points (normal, average level).

Table 4

Dynamics of levels of emotional burnout of students (according to the questionnaire of V. Kapponi, T. Novak)

Level	Before experiment		After experiment	
	control group %	experimental group %	control group %	experimental group %
very high	2	1	2	6
high	2	3	6	20
normal, average	34	32	46	66
low	54	52	40	6
very low	8	12	6	2

The study showed that emotional burnout changes the target orientation of the teacher, his motivation. From the desire to learn new things in the science that the teacher teaches, interest in the profession, the need to transfer this knowledge to students, suddenly there is a transition to complete indifference (and even dislike) to professional activity. Researchers explain this state of teachers by the following reasons:

- Semester after semester, the teacher works with new people who teach so-called "non-core subjects".

- The teacher is called to give modern knowledge, improve skills, learn new and new information. All this leads to the fact that the teacher is forced to master all new courses of disciplines.

- The state of psychological tension in the activity of the teacher is aggravated due to an increase in the load, psychological characteristics of students, a decrease, as a rule, in their readiness to study at the University, indiscipline, careless attitude to study even during the session. All these problems are related to the emotions, feelings, and emotional States of the University teacher. Any deviation in the negative side contributes to dissatisfaction with yourself and even the profession. The teacher is disappointed in the profession so much that he regrets that he began to engage in teaching activities.

- Constant monitoring of the correctness of their speech, the use of non-verbal means of communication during lectures and practical classes, and simultaneous monitoring of the discipline of students who are not always interested in the educational material presented by the teacher, entail excessive mental stress, emotional overload.

- The decrease in students' motivation to perform high-quality educational tasks, to the style of their educational activities, creativity in their chosen professional field indicates a change in students' values.

- Low salary, which does not correspond to the invested emotional and physical forces and time, forces the teacher to go for additional earnings:

- doubts about the usefulness of your business and the correctness of your chosen life path;

- a sense of hopelessness, especially if the teacher has crossed the pension threshold;

- experiencing your professional failure leads to a decadent mood, poor health;

- negative attitude to the education system, to colleagues, university management, and ministry employees;

- the disappearance of the vision of the prospects for getting out of the current situation;

- replacement of the productive creative activities the formal performance of duties;

- violations of labor discipline: late for work, curtailing classes;

- taking time off from work for reasons of ill health;

- ignoring students, even to the point of refusing to respond to a greeting;

- avoiding extracurricular communication with students as a result of a complete lack of interest in them;

- the appearance of depersonalization of the teacher's personality: the teacher does not feel the social significance of his / her activity, neurotic or psychopathic States that are incompatible with the status of the teacher are manifested;

- somatic diseases and ailments become constant" companions " of the teacher.

Also, the main factors that cause professional burnout of teachers include daily mental overload, selfless help, high responsibility for students, an imbalance between intellectual and energy costs and moral and material remuneration, role conflicts, and the behavior of "difficult" students. Low pay and relatively low social status of teachers also represent a factor that contributes to burnout.

It should be noted that currently the profession of a teacher is feminized, so professional overloads are added to the loads associated with the home and family. A study conducted in 2000 among Russian secondary school teachers showed that married women with family experience of more than 10 years are much more likely to have a high level of burnout. These teachers have a high level of emotional exhaustion associated with a strong dissatisfaction with work at school, low creative activity and a high need for social and psychological support. High professional load combined with family concerns, relatively low wages, lack of time to rest and restore the neuropsychic potential contributes to emotional and physical exhaustion. All these negative factors affect the pedagogical work. The lack of social and psychological support is experienced by emotionally burned out teachers as insecurity, uncertainty, and loneliness.

Emotional burnout leads to a change in the entire mental activity of the teacher's personality. Symptoms of emotional burnout are manifested not only in the emotional and volitional sphere of the individual, they affect the motivational, cognitive and behavioral spheres, affect relationships with students and colleagues.

Changes in the emotional-volitional sphere are associated with the appearance of constant negative emotions: a sense of emotional exhaustion, exhaustion, emptiness, fatigue, a constant sense of failure, guilt and self-blame. The teacher can often feel anger, resentment and bitterness, it is characterized by increased irritability, manifested at work and at home, a feeling as if he is constantly being picked on, indifference, impotence. At the motivational level, there is a restructuring of the motivational sphere, there is a need to isolate yourself from people, to retire, to limit the number of contacts between employees and colleagues.

There is a tendency to rigidity, stereotypical, formulaic solution of mental tasks, solving according to instructions, often in the mind there are thoughts about leaving work. Dehumanization, depersonalization is manifested in a formal, impersonal attitude to students and colleagues.

Professional burnout leads to a change in the style of the teacher's activity. It is often difficult for teachers experiencing professional burnout to recognize this condition. Moreover, the higher the level of burnout, the stronger the resistance to recognizing these experiences. Therefore, an important task facing a practical psychologist dealing with the problem of

professional burnout of teachers is to correctly conduct a diagnostic study.

Based on the above, we believe that it is necessary to pay special attention to the prevention of professional burnout of the teacher. In the framework of prevention in the distribution of important work it is desirable to consider the individual characteristics of the teacher and level of teacher stress, its working load, evenly distribute tasks among teachers, to consider even sex, male teachers need to be assigned jobs that require emotional restraint, showcase their achievements in front of others, specific physical data of the male prowess, whereas women are more preferred activities based on empathy, educational skills, obedience.

Based on the above, we have developed a program for the prevention of professional burnout of the teacher, which includes the following areas:

Educational direction:

- informing teachers about the causes and signs of emotional burnout;
- familiarization of teachers with the methods and techniques of self-help to maintain working capacity, professional and psychosomatic health.
- Increasing the importance of the teaching profession, which will help meet the need for recognition, self-affirmation and self-expression of the teacher:
 - creation by the school administration of conditions for continuous improvement of professional level and qualification of teachers;
 - creating opportunities for unhindered certification of teachers and ensuring a "stress-free" certification situation;
 - participation in pedagogical readings and methodological seminars, marathons, business games;
 - generalization of the teacher's pedagogical experience;
 - opportunities for publishing pedagogical findings and developments of the teacher, etc.

Teaching pedagogues the following techniques and methods of self-regulation and prevention of stress and burnout (group forms of work). An effective result is possible with a clear organization of the teacher's activities, creating comfortable conditions for the teacher's work, reasonable distribution of tasks among the team members, taking into account the teacher's capabilities, psychological and pedagogical education of teachers, improving skills, and organizing various communication situations to harmonize relationship between teacher and students, as well as among students. This will help to avoid and overcome emerging conflicts, encourage students to build communication on the principles of democracy, self-government, cooperation, and mutual assistance; - strict observance and consistent implementation of the necessary pedagogical conditions.

Working conditions: work overload, shortage of time, the duration of the working day.

The content of the work: the number of clients, the severity of their problems, the depth of contact with the client, feedback.

Socio-psychological: relationships in the organization, the relationship to the object of labor.

From the administration we need a system of incentives for teachers, conducting: the psycho-pedagogical diagnostic survey to identify signs of professional burnout among teachers, psychological consultation, psychological education of teachers, psychological interviews, relaxation at work, the familiarity of teachers with the technique of self-regulation, self-emotional condition.

Thus, in the course of work, the teacher experiences physical and neuropsychological stress, which can lead to professional burnout, and this is possible with regular attention to this problem.

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ПЕРЕДДИПЛОМНА ПРАКТИКА ЯК ВАЖЛИВИЙ КОМПОНЕНТ ФОРМУВАННЯ ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ ФАХІВЦІВ СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ СФЕРИ

PRE-TRAINING PRACTICE AS AN IMPORTANT COMPONENT OF RESEARCH COMPETENCE OF SOCIAL AND PEDAGOGICAL SPECIALISTS

Summary. Topical issues of formation of research competence of social worker during pre-graduate practice are studied.

On the basis of the analysis of scientific research carried out, the own vision of the role of pre-graduate practice in the process of formation of research competence has been proposed.

The role of pre-graduate practice as an important element of professional training of future specialists of social sphere is revealed, its role in formation of research competence in future social workers is defined.

The goals and objectives of pre-training practice have been defined, and the main activities to be implemented by future specialists have been revealed.

The main stages and content of activities of future specialists during pre-training practice are presented.

Анотація. Вивчаються актуальні питання формування дослідницької компетентності соціального працівника під час переддипломної практики.

На основі здійсненого аналізу наукових розвідок запропоновано власне бачення ролі переддипломної практики в процесі формування дослідницької компетентності.