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PROFESSIONAL BURNOUT OF HIGHER EDUCATION TEACHERS

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One of the most common obstacles to professionalism, creativity and self-realization of a teacher is the occurrence of professional burnout syndrome.

Emotional burnout is a state of physical, emotional, mental exhaustion; it is a psychological defense mechanism developed by a person in the form of complete or partial exclusion of emotions in response to traumatic influences.

Most often, burnout is viewed as a long-term stress reaction or syndrome resulting from prolonged occupational stress of moderate intensity. In this regard, a number of authors designate the syndrome of emotional burnout as a syndrome of mental burnout or a syndrome of professional burnout.

Burnout is a relatively stable condition, but with the right support it can be successfully dealt with.

The main signs of burnout are:
– exhaustion, tiredness;
– psychosomatic complications;
– insomnia;
– negative attitudes towards students, colleagues;
– negative attitudes towards their work;
– neglect to fulfill their duties;
– decreased appetite or overeating;
– negative self-esteem;
– increased aggressiveness;
– increased passivity;
– guilt.

The development of the syndrome is staged. At first, significant energy costs are observed. As the syndrome develops, a feeling of fatigue appears, which is gradually replaced by disappointment, a decrease in interest in their work.

The model of burnout syndrome by K. Maslach and S. Jackson is widespread. They distinguish three main components:

1. Emotional exhaustion reveals itself in feelings of helplessness, hopelessness, in emotional breakdowns, fatigue, decreased energy tone and efficiency, physical ailment. There is a feeling of "muffledness", "dullness" of emotions, there comes indifference to the needs of other people.

2. Depersonalization manifests itself in the deformation of relationships with other people. In some cases, this may be an increase in dependence on others. In other cases - an increase in negativism towards people. With the appearance of depersonalization, the teacher ceases to perceive students as individuals. He distances himself, expecting the worst from them. Negative reactions manifest themselves in different ways: unwillingness to communicate, a tendency to humiliate, ignore requests.

3. Abbreviated professional fulfillment (or reduction of personal achievements) is the third component of burnout. It can manifest itself either in a tendency towards a negative assessment of oneself, one's professional achievements and successes, negativism regarding service merits and capabilities, or in reducing one's own dignity, limiting one's capabilities, duties in relation to others [1].

Factors causing professional burnout syndrome.

There are three groups of factors influencing the development of burnout syndrome:

1. Personal burnout risk factors include a tendency to introversion; reactivity; low or excessively high empathy; rigidity and authoritarianism in relation to others; low level of self-esteem and self-esteem, etc. In a number of studies it was found that workaholics are most susceptible to "burnout" - those who decided to devote themselves to achieving only work goals, are completely absorbed in work, constantly work without rest, work every day with full dedication and responsibility, in damage to other personal interests and needs.

2. Status-role risk factors for burnout include role conflict; role uncertainty; dissatisfaction with professional and personal growth; low social status; role-based behavioral stereotypes that limit creative activity; rejection in a significant group; negative gender attitudes that infringe on the rights and freedom of the individual.

3. Corporate (professional and organizational) risk factors for burnout include fuzzy organization and work planning; monotony of work; investing in the work of large personal resources with insufficient recognition and positive assessment; strict regulation of the working time, especially with unrealistic deadlines; negative or "cold" relationships with colleagues, lack of cohesion; tensions and conflicts in the professional environment, insufficient support from colleagues; conflicts, competition; lack of administrative, social and professional support [2].

It should be noted that none of the factors alone can cause burnout. Its occurrence is the result of the action of a combination of all factors, both at the professional and at the personal level.

Each person has an individual, fluid burnout resource profile. Resources are understood as internal and external variables that contribute to psychological stability in stressful situations. Resources are like immunity, having which you can avoid not only burnout syndrome, but also other negative aspects of the profession and modern life.

Internal (personal) resources combating burnout

Personality resources include: skills and abilities, knowledge and experience, models of constructive behavior, actualized abilities. They enable a person to be more adaptive and stress-resistant, successful and satisfied with the quality of his life.

There are four levels of personal resources to counteract burnout:

1. The physiological level is basic, it refers to what is biologically given. It includes the type of nervous system (its strength, weakness, stability, etc.), gender, age, state of health, ways of the body's response to stress.

2. Psychological level. It includes three sublevels:

– Emotional counteraction (overcoming) – awareness and acceptance of one's feelings and emotions, needs and desires, mastering socially acceptable forms of manifestation of feelings, controlling the dynamics of experience, eliminating stuckness, incomplete response, and more.

– Cognitive counteraction – understanding the causes of stress, comprehending the situation and including its image in the subject's holistic view of himself, the environment and relationships with it. Psychological competence, positivity and rationality of thinking, flexibility of thinking, search and

assessment of possible means that can be mobilized to overcome stress, search for constructive coping strategies, self-esteem, search for self-reinforcement and support.

– Behavioral counteraction – activity and flexibility of behavior, restructuring of behavior, correction of strategies and plans, tasks and modes of activity, activation or deactivation of behavior or activity.

3. Social level: social roles, positions and attitudes, attitudes towards other people.

4. Spiritual level. This level includes three psychological resources [3].

Hope is a psychological category that promotes life and growth. It is an active expectation and a willingness to face what may come into being. To hope means at every moment of time to be ready for something that has not yet been born, in spite of everything, not to despair if this birth did not take place on one or another part of the path of life.

Rational belief – the conviction that there are a huge number of real opportunities, you need to discover these opportunities in time. Faith is a rational interpretation of the present.

Spiritual strength is courage. Mental strength is the ability to resist attempts to jeopardize hope and faith and destroy them, turning them into "naked" optimism or irrational faith. Spinoza understood spiritual strength as the ability to say "no" when the whole world wants to hear "yes".

The key resource for counteracting "burnout" can be considered the ability of an individual to create meaning. The loss of the meaning of life leads to a number of professional and personal deformations, which include the syndrome of professional burnout.

External (social) resources to counteract burnout

The most pronounced external resources include the spheres of professional activity, family life and "free time".

Practice shows that the most stress-resistant is the one who receives positive emotions and support in the family, satisfaction from work and has an "outlet" in the form of any hobby that allows one to feel that life is more than work. On the contrary, with strong work stress, overload in the family, shortage or self-destructive waste of free time, internal resources are depleted.

For example, support can be an "end-to-end resource" that cuts across all three levels. In this case, a person receives support from colleagues or bosses at work, from relatives at home and from friends.

A person with limited external resources to successfully counteract the factors of burnout must have strong internal resources. By developing personal resources to counteract burnout, you can stay at the peak of your professional and personal heyday for longer.

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ПРОФЕССИОНАЛЬНОЕ ВЫГОРАНИЕ ПРЕПОДАВАТЕЛЕЙ В УЧРЕЖДЕНИЯХ ВЫСШЕГО ОБРАЗОВАНИЯ

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