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# PSYCHOLOGY OF PROFESSIONAL BURNOUT OF TEACHERS AT HIGHER EDUCATIONAL INSTITUTIONS

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## Introduction

The phenomenon of burnout is a set of negative psychological experiences that affect a person's mental and physical condition, health, well-being and performance. Such experiences lead to the same behaviour. In studying the problem of emotional burnout, R. Schwab (1984) argued that burnout syndrome occurs in professionals who are involved in prolonged, close, and emotionally intense contact with other people (Vodopyanova N.E., Starchenkova E.S., 2009). Emotional burnout syndrome develops in working life, as Pines A (1982) says. In the mid-90s, the study of such a phenomenon as burnout has reached a new level in the world of Western psychology. The status of the independent syndrome appeared at burnout, it is no longer reduced to the states in professional activity such as stress, fatigue and depression. Such notions as stress and burnout are similar, but they are independent phenomena that differ in that burnout is the result of long-term stress experienced by employees working with people.

## Conclusion

Emotional burnout is directly connected with health preservation, mental stability, reliability and professional longevity of the specialists involved in long-term interpersonal communications. Emotional burnout is an acquired stereotype of emotional, most often professional behavior. As a result of diagnostics of a level of professional burnout among teachers the following was revealed:

In the group of teachers, the average level of emotional burnout symptoms expression was revealed. These are such symptoms as: psycho-emotional exhaustion, depersonalization and self-assessment of professional efficiency. The absence of a high level of burnout showed that in teachers the influence of stressogenic factors is lower than in other social professions, but in spite of this high level of stress was detected in teachers from rapidly changing demands at work. In the group of teachers, we got an average level of anxiety and a high level of stress, which can depend on many factors such as extensive experience, inability to change the situation, humility and detachment from the work situation.

Decrease in labor productivity, underestimation of self-esteem, negative perception of oneself as a professional, dissatisfaction with oneself, negativity to oneself as a person, formality of performing professional duties. These components characterize the state when a specialist is concerned about personal needs and stops paying due attention to work, investing in it. Such behavior can lead to ineffective ways to relieve stress, which help at the first attempts to solve the problem, but further only increase the burnout. (Maslach, 1997).

The relevance of the emotional burnout of teaching staff stems from the fact that teaching is a social profession and social work is highly characterized by this phenomenon. The burn-out problem has been a concern of people since ancient times, but scientific research into the problem was not carried out until the late 20th century.

Scientists such as H. J. Freidenberg, K. Maslach and others began to study burn-out. M. V. Borisov, S.I. Kudinov, A. A. Rukavishnikov studied burnout in the educational sphere.

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