

ПРАКТИКА НЕПЕРЕРВНОЇ ПРОФЕСІЙНОЇ ОСВІТИ

PRACTICE OF CONTINUING PROFESSIONAL EDUCATION

UDC 37.011.3-027.561

Natalia Machynska

ORCID iD 0000-0003-0309-7074

Doctor of Sciences (Pedagogy), Associate Professor,
Professor of the Department of Primary and Pre-School Education,
Ivan Franko National University of Lviv,
7 Tuhan-Baranovskogo Str., 79000 Lviv, Ukraine,
natalya_im@ukr.net

Yuliya Derkach

ORCID iD 0000-0003-2367-8730

PhD (Pedagogy), Associate Professor
of the Department of Primary and Pre-School Education,
Ivan Franko National University of Lviv,
7 Tuhan-Baranovskogo Str., 79000 Lviv, Ukraine,
yuliyaderkach80@gmail.com

PROFESSIONAL BURNOUT OF TEACHERS: THEORETICAL AND PRACTICAL ASPECTS

Professional burnout of teachers is a very common and urgent problem for nowadays society. The problems connected with the mental health, manifestations of the emotional burnout syndrome directly affect the health not only of the teachers themselves but also have great impact on their students. The work of the teacher does not possess set timing which leads to an increase in the time expenditures on the various structural elements of the work. The lack of the ability or skill to relax, find hobby increases the risk of the representatives of the teaching profession to gain the disease called professional burnout. It is clear that prevention steps are easier to be performed than to overcome the gained illness. These several approaches how to organize the life of the ordinary teacher out of his work are offered in the article. It is important that the problem of the mental state of the teacher was valued not only by him but at the same time by his managing authority. It will play crucial role in the process of work, promote professional longevity. Healthcare is not to be underestimated at any stage. Therefore, there is a need to develop at the state level the program for the preservation of professional health of the teacher.

Key words: potential; profession; professional burnout; syndrome; teaching hours.

<https://doi.org/10.28925/1609-8595.2019.2.2834>

Introduction. The profession of a teacher is one of those where the syndrome of «professional burnout» is the most commonly met.

Mental health of a teacher is a prerequisite for his active life, fulfillment as a specialist and the development of creative potential. It affects the health of his students (pupils) and the results of all educational work. Unhealthy teacher can not provide the student (pupil) with the necessary level of attention, an individual approach

or a situation that will lead to a success. The problems connected with the mental health, deformation of the teacher's personality, manifestations of the emotional burnout syndrome directly affect the health of students (pupils). Therefore, the problem of preserving and strengthening the health of the teacher (tutor, educator) should be one of the priorities in the field of his life and professional interests.

The «burnout» syndrome is a stressful reaction that occurs due to long-term professional stresses of moderate intensity.

The term «burnout syndrome» comes from Greek word *syndrome* which means «combination» and English word *burn-out* which means stop burning. The term «professional burnout» was introduced for the first time by American psychiatrist H. J. Freinberger in 1974 to characterize the mental state of healthy people, whose work is accompanied by intensive communication, constant stay in an emotionally loaded atmosphere. These are people who work in the «man-to-man» system, which includes pedagogical workers.

It is emphasized that «burnout is not a loss of creative potential, but an emotional exhaustion that arises from the background of a stress caused by interpersonal communication» (Tyapkina, Kovrigina, 2010).

The paper **aims** to investigate the main features that lead to the professional burnout of the teachers. The **tasks** are: to reveal the phenomenon of the syndrome and the main features that lead to the professional burnout of the teachers; to offer the set of practical ways so called exercises to overcome it.

If to speak about the professionals, they have repeatedly experienced burnout crisis. A mature specialist should have such periods in his professional biography. They are the messengers of the fact that a person has matured for growth, for development. It means that changes in his life and work are urgently requested (Makarov, 1999).

Professional burnout is a condition characterized by gradual loss of vitality under the influence of prolonged stress in professional activity and is manifested in symptoms of chronic fatigue, general exhaustion, depersonalization, and reduction of professional achievement.

According to T. Koltunovich (2016), professional burnout is a problem that requires clear reassessment of one's life, own values, priorities, and also a balance between the sphere of personal (private) life and interests and the professional sphere.

Pedagogical activity, like any other, includes certain features that influence the emergence of occupational mental illness. In particular, it belongs to the most complex types of mental labor and requires a great deal of intellectual stress, with low muscular activity – hypodynamia.

The creative nature of the work of the teacher leads to an increase in the time expenditures on the various structural elements of the work, which are not a subject of a clear timing. It is well known that the teacher does not always have time to rest and eat, as the breaks between classes are his working time. In addition, the specifics of the teacher's work require preparation work at home. This preparation may last from 1 to 6 hours, which in average means 1.85 ± 0.06 hours for a day that reduces the free time of a teacher. The structure of free time components includes time to sleep (50.7%), chores (16.0%), child care (4.9%), passive leisure (15.2%), active leisure (9.03%), hygienic procedures (4.2%). The given distribution testifies the advantage of passive leisure, hypodynamia, and the reduction of the time spent in the fresh air of teachers of various fields (Vasserman et al., 2004).

Research methods: determining features of professional burnout; conducting of profound analysis of teachers' work; questioning the teachers' (we have designed the questionnaire consisting of 15 questions concerning teachers' life which was voluntarily filled in by the teachers); observing the teachers' activities on finding out and structuring information concerning professional burnout. The worked out results of the survey served both for distinguishing factors that cause the emergence of signs of professional burnout, and for the selection of practical exercises to form the emotional stress resistance for teachers.

Research results. The results of studies give the opportunity to distinguish the following factors that lead to professional burnout:

- excessive overload.

According to the standards, the teaching hours are approximately 18 hours a week, but sometimes due to an additional loading it reaches up to 22–27 hours. In addition, 13–18 hours are allocated to other types of pedagogical activities. Thus, the working week of a teacher / educator is in average 35–45 hours;

- the lack of free time.

Excessive overload often prompts teachers to assume excessive responsibility: they tend to take more and more cases. The person who suffers from burnout is increasingly struggling to compensate the lack of enthusiasm with the amount of work, while continuing to increase the load until it becomes unbearable. In this situation it is necessary to separate several days for rest, but the educator who is burning out simply does not have time for this;

- the lack of a clear division of professional duties (job descriptions).

The employment of a specialist involves a clear familiarity with the managerial side of his duties, performance of professional functions. However, quite often the teacher gradually imposes the duties of others, being motivated by the phrases «you will do it better» «nothing can be entrusted to another person, because everything will have to be redone», «you have done it once». Everyone has already gone home, and this must be done urgently «;

- the limited circle of communication.

Most of the time a person spends among students, their parents and colleagues. Therefore, the topics of conversation are often monotonous: attendencies, certification, module tests, parental meetings, organization of class or school holidays, methodological associations, meetings of class teachers, scientific work, frequency of reports, etc. The same themes, which are repeated with a certain periodicity, do not contribute to the development of the personality of the teacher, gradually removing him from the usual circle of friends;

- the absence of hobby), not related to professional activity.

Almost everyone in the school time has a certain passion – hobbies: collecting stamps, collecting coins, forming albums with photographs and reports about

famous people (football players, actors, persons with extraordinary abilities, singers), reading works of one genre or one author, looking for authentic or copies of celebrity autographs, dancing, going in for sports, etc. Though very often, when a person starts working, his enthusiasm gradually shifts to the second (third, fourth) plan, and subsequently disappears at all. There is no time for a new hobby and the teacher often regrets his loss, but he almost never tries to change anything.

Discussion. Those and also other factors affect the appearance of signs of professional burnout.

Signs of burnout:

- frequent insomnia, and a short, restless dream which is accompanied by scenes of school life;
- trembling of individual parts of the body (or the body as a whole) of varying frequency when referring to parental meeting or thematic planning;
- bad feeling in general without specific features;
- a constant desire to take a break, to rest, to «remove» by any means not quite pleasant to you events from your professional life;
- continued indifference to new theories, ideas, alternative approaches in work, innovations;
- the loss of sense of humor or the appearance of manifestations of «black» humor, etc.

Such changes in well-being and behavior should encourage the teacher to wonder: «What do I do wrong», «What do I need to change», «Why does an environment that once caused me only positive emotions, now more and more annoys me» «Why do I try to avoid as often as possible any contact with it».

It is very important that, in this situation, the educational institution's authorities were not indifferent. All necessary measures should be taken to prevent professional burnout of the members of staff.

We offer the special stages of preventing technology and for overcoming professional burnout in educational institutions. The disease is easier to be prevented than overcome. That is why preventive measures to prevent professional burnout should be familiar to both school teachers and educational institutions managers.

I am a leader, and therefore I can and should do:

- clearly disclose all employees with their direct responsibilities;
- if there is a need to perform additional tasks, clearly follow the rule that one and the same person can not do it (the statement «He can» or «nobody else will do it better» is wrong!!!);
- not skip a praise, encouragement, stimulation (word, gratitude, reward, smile);
- if teachers do not know how to do something (can not or sometimes do not want) to perform certain tasks, never discuss the problem in public, one can face everything with greater efficiency in face-to-face discussion;
- If I see some problems in the professional development (professional activity) of my colleagues, it is necessary to involve psychologists-specialists in solving complex situations.

I am a teacher, and therefore I must and can do:

- change teaching methods in general, or at least introduce new methods in the practice working with students (one of the factors leading to the emergence of professional burnout – boredom, unanimity, pattern and routine);
- change appearance and style of clothing (there is an undeniable statement - if you want to change the world, then start with yourself);
- change the place of work or a profession (psychologists have proved that human capacity is rising with the emergence of new, unfamiliar functions);
- find friends (like-minded people, acquaintances, neighbors) who are not engaged in educational activities – they can also be interesting interlocutors, and for this purpose it will be necessary to find common themes;
- not to forget: you can not (!!!) be engaged exclusively in professional activity 24 hours a day, there is always a lot of interesting around – it is necessary to learn to see it.

Professional-pedagogical activity is characterized by: the intensity of mental processes with high dynamism and the force of excitatory-inhibitory processes in the central nervous system; uneven loads, the need to accept urgent and non-standard solutions, the possibility of conflict situations; the complexity of forming relationships with management and students; large and dense flow of information, the forced pace of work; a considerable amount of memory and attention, and a large amount of new information.

Researchers Vasserman, Iovlev and Berebin (2004) have discovered that 95% of teachers consider their work emotionally and intellectually tense; 32% indicate that the load is constant and significant; 51% note physical overload; 62.4% associate their somatic and physical imbalance with professional and social dissatisfaction.

The combination of these factors leads to overexcitation and neuroticism which are the functional disorders of the nervous system of teachers, and chronic fatigue which leads to a significant and prolonged decline in the ability to work and the development of many occupational diseases.

The scientists of the Institute named after Bekhterev have published the list of the teachers prevailing diseases. It shows that neuropsychiatric diseases occupy one of the leading places. It was noted that violations in neuropsychological health after 10 years of professional activity are more than 35% of teachers, after 15 years of work – more than 40%, after 20 years of work – more than 50% of respondents. Most teachers do not pay attention to their psycho-emotional state (Makarov, 1999).

We offer individual exercises that help to develop emotional stability for teachers.

An important role in order to maintain emotional stability rests on the teacher himself. What should he do? What measures to take, in order not to lose either health or interest in his beloved occupation? Of course, there does not exist the only universal advice, as well as there does not exist the universal pill in medicine. For each specific case there are specific tips. However, some general recommendations can be offered. Here, in particular:

- implement actively the principle of emotion (your weapon is your smile; try to use it at every opportunity; do not be afraid to show your attitude to the events occurring around you);

- a significant professional component of the teacher is pedagogical optimism (everything will be fine; I can do it, because I like it, I am able, I want to do it);

- never diminish your strength and potential (you are valued for exactly what you can do, and if you can not – you can always ask for advice from colleagues);

- do not forget that at the moment when it seems to you that everything is bad around you, someone else would gladly be in your place (consider that you ate today, slept in your home, and someone could not sleep, because the sick baby was constantly crying beside him, somewhere the explosions rushed or someone else did not wait for a delicious morning coffee, because he simply could not afford it);

- learn to love and respect yourself, your preference, delight, just your personal time, and then you will see some changes in the attitude towards you.

The modern world demands from a modern person, and a teacher in particular high mental resistance to the strong and prolonged nervous tension, a greater amount of attention, its long-time concentration and switching speed. The pedagogical activity involves so called meaningful change: during one lecture, you need to be tuned to one theme, and at another one to a completely different theme; and they may be from different subjects or given from the outside and may not correspond to the internal logic of the teacher's thinking process. We must not forget that the teacher is a specialist, who not only transforms someone's knowledge but also creates new knowledge himself.

The following exercises can be useful for a teacher. The selection of the exercises is approved by the authors on the basis of the worked out references.

The exercises «Day off».

The purpose is to create some conditions for the rest from the professional activity at any day of the week.

The basic idea of the exercise is to learn how to distribute equally the tasks related to professional activity and to find the time for the rest not only in the legally prescribed traditional days (Saturday and Sunday), but also to find the possibility of such alternation during the week. For instance, traditionally, at the weekend you buy food for a whole week, so it can also be done on any day of the week, thus changing the traditional routine and making some distinction. Or, you traditionally meet up with your girlfriend at the weekend. Such meeting may be useful for both of you in the middle of a working week, when both of you will simply have to change the usual working environment.

Exercise «Labor Therapy».

The purpose is to ensure the alternation of different types of activities, which in the majority of cases are not used as professional ones.

The basic idea is when for a long time you perform complicated tasks that require maximum cognitive

activity. It is very important to find time for rest and refreshment of mental strength. Any type of activity can be chosen, for instance a walk (a park, familiar streets, a path near the forest). It is important not to plan at this time other types of work as purchase of food, for example). The pet animals help with this type of the exercise so much, especially when they need to be walked or played with, or children (own, neighbors', when they need the maximum of attention and do not react to the words «wait», «I do not have time now», «let's try later» and so on.

The exercise «Me and my work».

The purpose is to learn periodically to switch from one type of activity to another; to introduce elements of novelty to your activities and personal life.

The main idea is a teacher can not bring bad mood home, and on the contrary should create a circle of close harmonious relationships. It is necessary to take the rule that all problems related to professional activity should be settled at the workplace. With the modern saturation of the information sources, your colleagues and parents of your students should not forget that the right of telephone calls at the evening time is given only in extraordinary circumstances.

Moreover, such position should be observed in school – your family life should not be the subject of the discussion of your colleagues (everyone should have their own personal space, which can not be broken). Suhomlinsky stressed when you enter the school door leave behind them all the family disputes, bad mood, controversy with colleagues and leadership. The pupils are in front of you, they wait for you, believe you. They want to learn everything you know.

Professional burnout, professional exhaustion, emotional stress are those of eternal teacher illnesses, we can hear more and more often about.

If we try to prevent infectious diseases by vaccination, if we want to prevent seasonal colds by intensive vitaminization and using a variety of natural remedies, then we can prevent the emotional exhaustion of each of us (teachers) by using a combination of pedagogical means – educational technologies.

The word «technology» comes from the Greek *techne* – art, skill and *logos* – science, law. Thus, the word «technology» can be translated as «the science of skill». However, for a long time, such a concept was a characteristic only of the production process (Koltunovich, 2016).

Pedagogical technology is not just a study in the field of the usage of technical means of training or computer technology; it is a study in order to identify principles and to develop techniques for optimizing the educational process by analyzing the factors contributing to the effectiveness of learning through the design and application of techniques and materials, as well as by means of assessing the methods which are used.

In our situation, under the pedagogical technology, we will understand a set of operations to create optimal conditions for the implementation of various preventive means of manifestations of emotional exhaustion and

professional burnout, as well as – the development of alternative means to overcome the signs of professional exhaustion of specialists in the pedagogical specialty.

If you are tired, if it seems to you that the amount of tasks that you perform increases in geometric progression, if at home you are constantly reproached (silently or verbally) that you are paying less and less attention to them, try to make such an elementary exercise.

Exercise «Declaration of life goals».

In two minutes, list the priority of tasks that are currently up-to-date (place them in consecutive meaning of priority for you), and give yourself a first blow without thinking: private life, family life, business life, financial position, spiritual life, social life.

Depending on the result, we can offer different tips. Performing or ignoring them is a personal decision. It is up to you to decide.

Consequently, the practical advice of a teacher:

1. Try to focus only on your own goals, needs, desires (*I will conduct this event the best because I like it, my students actively help me in everything (as opposed to the statement – I should do it, because it is written in the work plan, this is the order of my administration, etc.)*).

2. Do not expect approval from others in order not to depend on the opinions and opinions of others. I did the way I was advised by my experience, as I understood it and was able to «see» how the students wanted to show it (*as opposed to the statement – we should consult and take into account the position of Mr. X or Ms. P., or how will they react to it (?), and why the face of the headmaster/dean was impassable.*).

3. Learn how to organize your time rationally. Plan your actions, daily activities - both at work and at home – and try to stick to this sequence so that after the end of the working day you do not sit down, dropping your hands and head with the words: «I again did not have time to do what I planned («it is important to say» no «on time to the one who says: it is necessary to do, because it is urgent, and someone did not have time; it is necessary to fulfill the task, and I did not have time to tell you ahead of it ..., etc.)

4. Combine work with rest – here is an effective mean of preventing emotional exhaustion and professional burnout. The rest can be varied. The basic requirement is: You must not perform tasks related to your professional activities. Walking through the woods (parks, squares,

streets) is not for the purpose of collecting material for the herbarium or autumn exhibition, lessons of crafts training or filling up the weather calendar, but only with the possibility of «just walking». Probably you have not done this for a long time.

5. It is important to learn how to switch to other activities. We work on lessons plans, plans of events, prepare for parental meetings, write speeches being on the verge of exhaustion and fatigue, and suddenly right here: «Mom, I ...», «Beloved, can I...», «Dear friend, we have not seen for a such long time...», «And how are my parents ...?». Do not rush to dismiss people who love you, respect you, need you and ask for your help exactly at this moment, when you (as you think) are very busy. Perhaps they will forget about you next time, and this will bring you more sorrow.

Conclusions. *To conclude – it's worth finding time for important things:*

- for work as one of the conditions for success;
- for thinking as a source of strength;
- for playing as a secret of youth;
- for reading as the basis of knowledge;
- for friendship as a condition of happiness;
- for dreaming as a way to the stars;
- for loving as true joy in life;
- for having fun as the music of the soul (Koltunovich, 2016).

Thus, despite the fact that teachers often have a low level of health, they do not pay enough attention to preserving it. Teachers, educators only formally recognize its value, in fact giving priority to completely different vital values. Therefore, the formation of a system of knowledge about the features of the profession in the context of healthcare and about the factors of professional being healthy or non-healthy, starting with the stage of the choice of the profession, continuing in the process of professional training, improving and deepening it throughout the professional career, becomes of special importance. This will reduce the loss of health during the period of pedagogical activity, will promote professional longevity. Nowadays, there is a need to develop at the state level the program for the preservation of professional health of the teacher, identifying the real ways of implementing it. The future perspective of the further research is seen in the creation of workshops for teachers in order to overcome the problem of the professional burnout.

References

- Koltunovich, T. A. (2016). *Yak ne zgority v polum'i profesii [How not to burn in the flame of a profession]*. Chernivtsi, Ukraine: Technodruk (ukr).
- Vasserman, L. I., Iovlev, B. D., & Berebin, M. A. (2004). *Metodika dla psihologicheskoi diagnostiki urovnia socialnoi frustrirovanosti I prakticheskoe priminenie [Methodology for psychological diagnostics of the level of social frustration and its practical application]*. Saint Petersburg, Russia: Piter (rus).
- Tyapkina, A. D. & Kovrigina, T. R. (2010). Osnovnie factory riska truda uchitelia [The main factors of the risk of teacher's work]. *Proceeding from: I zaochnoi vserosijskoi nauchnoi prakticheskoi konferencii «Zdorovie pedagoga: problemy i puti reshenia» –I scientific practical distance conference «Health of the teacher: problems and solutions»* (pp. 44–48). Omsk, Russia: BOU DPO «IROOO» (rus).

- Makarov, V. V. (1999). *Lekcii po psihotarapii [Lectures on Psychotherapy]*. Moscow, Russia: Akademicheskij proekt, Ekaterinburg, Russia: Delovaya kniga (rus).
- Freudenberger, H. (1994). Staff burnout. *Journal of Social Issues*, 30, 159–165 (eng).
- Maslach, C., Golberg, J. (1998). Prevention of burnout: New perspectives. *Applied and Preventive Psychology*, 7, 63–74 (eng).

Література

- Колтунович Т. А. Як не згоріти в полум'ї професії: теорія, діагностика, корекція. Чернівці: Технодрук, 2016. 164 с.
- Вассерман Л. И., Иовлев Б. Д., Беребин М. А. Методика для психологической диагностики уровня социальной фрустрированности и ее практическое применение. Методические рекомендации. Санкт Петербург: Питер, 2004. 26 с.
- Тяпкина А. Д., Ковригина Т. Р. Основные факторы риска труда учителя. *Здоровье педагога: проблемы и пути решения: материалы I заочной Всероссийской научно-практической конференции*. Омск: БОУ ДПО «ИРООО», 2010. С. 44–48.
- Макаров В. В. Лекции по психотерапии. Москва: Академический проект, Екатеринбург: Деловая книга, 1999. 416 с.
- Freudenberger H. Staff burnout. *Journal of Social Issues*. 1994. № 30. P. 159–165.
- Maslach C., Golberg J. Prevention of burnout: New perspectives. *Applied and preventive Psychology*. 1998. № 7. P. 63–74.

ПРОФЕСІЙНЕ ВИГОРАННЯ ПЕДАГОГІВ: ТЕОРЕТИКО-ПРАКТИЧНИЙ АСПЕКТ

Мачинська Наталія, доктор педагогічних наук, доцент,
професор кафедри початкової та дошкільної освіти,
Львівський національний університет імені Івана Франка,
вул. Туган-Барановського, 7, 79000 Львів, Україна,
natalya_im@ukr.net

Деркач Юлія, кандидат педагогічних наук,
доцент кафедри початкової та дошкільної освіти,
Львівського національного університету імені Івана Франка,
вул. Туган-Барановського, 7, 79000 Львів, Україна,
yuliyaderkach80@gmail.com

На сучасному етапі розвитку суспільства визнано, що нинішню цивілізацію характеризують кризи економічного, екологічного, енергетичного, інформаційного, соціального та національного характеру. Проблема збереження і зміцнення здоров'я викладача є однією з пріоритетних у сфері його життєвих і фахових зацікавлень. Психічне здоров'я педагога є необхідною умовою його активної життєдіяльності, реалізації як фахівця, розвитку творчого потенціалу. Прояви синдрому професійного вигорання безпосередньо впливають на освітній процес та перешкоджають отриманню позитивних результатів. Синдром професійного вигорання як термін використовується для характеристики психічного стану здорових людей, робота яких супроводжується інтенсивним спілкуванням, постійним перебуванням в емоційно навантаженій атмосфері. Педагогічна діяльність, як і будь яка інша, передбачає певні особливості, що впливають на виникнення професійних психічних захворювань. Професійно-педагогічна діяльність характеризується: напруженістю розумових процесів; нерівномірністю навантажень, необхідністю приймати термінові та нестандартні рішення, можливістю виникнення конфліктних ситуацій; великим і щільним потоком інформації, вимушеним темпом роботи; значною напруженістю пам'яті та уваги. Велика роль у збереженні емоційної стійкості покладається на самого педагога та його керівництво. Набагато простіше та ефективніше сприяти попередженню захворювання аніж затрачати зусилля на його лікування. Ми пропонуємо окремі вправи, що допомагають виробленню емоційної стійкості у педагогів, які дозволять знизити втрати здоров'я за час педагогічної діяльності, сприятимуть професійному довголіттю. На сьогодні існує необхідність у розробленні на державному рівні програми збереження професійного здоров'я педагога, визначенні реальних шляхів втілення її у життя.

Ключові слова: навантаження; потенціал; професійне вигорання; професія; синдром.

ПРОФЕССИОНАЛЬНОЕ ВЫГОРАНИЕ ПЕДАГОГОВ: ТЕОРЕТИКО-ПРАКТИЧЕСКИЙ АСПЕКТ

Мачинская Наталья, доктор педагогических наук, доцент,
профессор кафедры начального и дошкольного образования,
Львовский национальный университет имени Ивана Франко,
ул. Туган-Барановского, 7, 79000 Львов, Украина,
natalya_im@ukr.net

Деркач Юлия, кандидат педагогических наук,
доцент кафедры начального и дошкольного образования,
Львовский национальный университет имени Ивана Франко,
ул. Туган-Барановского, 7, 79000 Львов, Украина,
yuliyaderkach80@gmail.com

На современном этапе развития общества принято считать, что цивилизацию характеризуют кризисы экономического, экологического, энергетического, информационного, социального и национального характера. Бешеный темп жизни, рост требований и огромный объем информации создают дополнительные физические и моральные нагрузки на человека. Проблема сохранения и укрепления здоровья преподавателя является одной из приоритетных в сфере его жизненных и профессиональных интересов. Психическое здоровье педагога является необходимым условием его активной жизнедеятельности, реализации как специалиста, развития творческого потенциала. Оно сказывается на здоровье его учеников и на результатах всей учебно-воспитательной работы. Проявления синдрома профессионального выгорания непосредственно влияют на учебный процесс и препятствуют получению положительных результатов. Синдром профессионального выгорания как термин используется для характеристики психического состояния здоровых людей, работа которых сопровождается интенсивным общением, постоянным пребыванием в эмоционально нагруженной атмосфере. Мы предлагаем отдельные упражнения, помогающие выработке эмоциональной устойчивости у педагогов, которые позволят снизить потери здоровья за время педагогической деятельности, способствовать профессиональному долголетию. На сегодня существует необходимость в разработке на государственном уровне программы сохранения профессионального здоровья педагога, в определении реальных путей воплощения ее в жизнь.

Ключевые слова: нагрузка; потенциал; профессиональное выгорание; профессия; синдром.

Стаття надійшла до редакції 02.05.2019

Прийнято до друку 13.06.2019