

навчання студентів. Однак, на нашу думку, правомірніше сказати, що у вітчизняній вищій школі це професія майбутнього, що відрізняється від професії викладача основною функцією – це фахівець із розвитку студента, помічник із вибудовування індивідуальної стратегії кожного здобувача, а відтак – індивідуальний консультант особистісного і професійного зростання. Особливо тьютори затребувані серед студентів-першокурсників. Тьюторство належить до фахового супроводу особистісної навчальної траєкторії здобувачів вищої освіти.

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### EMOTIONAL BURNOUT SYNDROME OF A TEACHER AND ITS SYMPTOMS, MECHANISMS OF MANIFESTATION IN PROFESSIONAL ACTIVITY

The problem of emotional burnout syndrome is one of the most significant and acquires special urgency in the work of teachers of higher educational institutions. The author – C. Maslach points out that a burnout is a professional crisis. Emotional burnout is a special form of a person's professional disadaptation, which leads to a decrease in the quality of work, loss of interest in it and even to a change of profession and type of activity. It is the reason of violations of physical and mental health.

Specific factors of professional activity in higher education which negatively influence professional and personal development of a university teacher are: multifunctionality of professional activity; large volume of work; intensity of communicative interaction in the sphere "man-man"; heterogeneity of student audience by intellectual and socio-cultural features, responsibility level, general education, orientation of educational and professional motivation, etc. That is why the aim of the research is to find out the factors of professional burnout among the higher school teachers.

The notion "burnout" was firstly used in 1974 by American psychiatrist H. J. Freidenberg. Freudenberg characterizes a psychological condition of healthy people who provide professional help, are in an intensive and close communication with clients in an emotionally charged atmosphere [1].

Symptoms of emotional burnout syndrome are as follows [2]:

1) emotional exhaustion: a worker has chronic fatigue, worsened mood (sometimes even just at the mention of work), sleep disturbance, diffuse bodily ailments, tendency to get sick;

2) depersonalization / dehumanization – cynical attitude towards work and its objects (subjects): negative attitude towards colleagues and those who need help, guilt, the employee often chooses formal functioning and avoids workload in every possible way;

3) reduction of professional achievements – the emergence of workers' feelings of incompetence and awareness of failure in their professional sphere; the employee suffers from lack of recognition, success, loss of control of the situation, feels his unfulfilled and excessive demands on himself;

4) congratulatory instability: depression, depressed mood, excitability, feeling oppressed about oneself, anxiety, restlessness, feeling hopeless, irritability.

In psychological and pedagogical scientific literature there are three approaches to the explanation of professional burnout syndrome [3]:

1) individual-psychological: discrepancy between high expectations of individuals about work and real reality;

2) socio-psychological: the cause of a burnout is considered to be the specifics of work itself, which is characterized by a large number of contacts in the "person-human" sphere;

3) organizational-psychological: the reason of a burnout relates to personal problems in the organizational structure: lack of autonomy and support, role conflicts, inadequate or insufficient feedback from the management on an individual employee, etc.

That is why researchers (B. Perlman, E. Hartman, etc.) distinguish three groups of factors that influence a burnout syndrome development: role (role uncertainty), organizational (activity content, hard to measure) and personal (dissatisfaction with professional growth) [2].

Role factors can relate to dissatisfaction with unrealistic expectations of specialists, with insufficient adaptability of a worker as a result of comprehension of professional possibilities and limitations. Professional burnout can also be caused by personal characteristics of a specialist (self-esteem, endurance, locus of control, shyness, tendency to perfectionism). Emotional instability, low self-esteem, low organizational skills, and a tendency to avoid difficult situations do not contribute to professional success. But the following are important for professional success: motivation for professional activity, self-reflection, high level of reflexivity, ability to self-regulate, self-control, desire for self-development and professional growth, creative attitude to perform professional tasks, high communication skills, social courage, radicalism. Organizational factors include the conditions of professional environment, the content of activity and socio-psychological conditions of work. Among the factors of professional environment that contribute to professional burnout are excessive workload, overtime work. As for external factors of a professional burnout we can mark out role factors (lack of clarity in job duties (additional load or circle of duties is narrowed) interpersonal conflicts and psychological incompatibility with separate colleagues; experience of internal contradiction between desire to be a good family man and a successful specialist ("either family or work")) and organizational ones proper (uncomfortable workplace, lack of conditions for effective work and rest; authoritarian management style, absence of a social-psychological environment for work and rest). To a certain extent, to reduce a burnout level, work breaks can help, but they have a temporary effect. According to the content of the activity, these factors include the number of interaction subjects, frequency of interaction with them, depth of contacts in communication [3].

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