

ASSESSMENT OF THE STATE OF EMOTIONAL BURNOUT OF SECONDARY SCHOOL TEACHERS

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Abstract

Emotional exhaustion is a syndrome that occurs as a result of chronic stress in the workplace, especially among professionals working in the educational system. High school teachers are exposed to significant emotional and mental stress, which can lead to occupational exhaustion. This process negatively affects not only the teachers themselves, but also the quality of the educational process.

Keywords: Emotional exhaustion, educational process, secondary school teachers.

INTRODUCTION

Currently, children and adolescents in our Republic make up 33% of the population, of which 6.5 million are schoolchildren (2022-2023).) are studying in 10,750 general education schools . It is noted that the number of students in grades 1–4 is 2.5 million, or 39.4 percent of the total [11]. While students study at school according to an 11-year curriculum, the work of school teachers often lasts for several decades, so the health of the teacher (as well as students) largely depends on the conditions of education and upbringing at school . In the Republic of Uzbekistan, work aimed at improving the health of the younger generation and improving the conditions of education and upbringing created for them has always been considered an urgent problem. However, the health of school teachers is rarely the subject of research. Most often, the work of a teacher is considered in terms of its pedagogical characteristics, economic significance, and social effectiveness [6] .

Primary school teachers work directly with children in their work and have a great impact on their education. Teachers ' health, especially spiritual status, education quality and students to develop directly depends.

Teachers as a professional group are characterized by extremely poor physical and mental health indicators, which decrease with increasing length of service in schools. Today, the teaching profession is considered a truly “high-risk” profession in terms of the frequency of nervous disorders, respiratory and circulatory diseases [1 -3, 5] .

is characterized by the development of a condition called " emotional exhaustion " (E.E.) , which is mainly caused by prolonged psycho-emotional stress . Given that almost all researchers working on this problem note the existence of such “ burnout ” among teachers in all educational



institutions, a fairly extensive study in this direction is being conducted among school teachers [6].

According to the current methodology, indicators of emotional exhaustion (emotional exhaustion, depersonalization, decreased personal achievement) can be detected in different people, but their nature and degree of severity depend on many factors, including the characteristics of labor activity [7-10].

Research objective

To study and assess the health status and mental fatigue of primary school teachers in Bukhara.

Research methods and materials

The state of emotional exhaustion was determined by organizing an emotional exhaustion test according to the Maslach Burnout Inventory (MBI) questionnaire proposed by American researchers K. Maslach and S. Jackson (Boyko VV, 1999, 2000, Skugarevskaya MM 2003), which contains 22 statements expressing feelings associated with the work of teachers. Anonymous questionnaires aimed at assessing the health status of teachers of secondary school No. 26 of Bukhara and the syndrome of mental fatigue in them and a statistical analysis of their results are presented.

Research results

The survey was conducted among 25 teachers of secondary school No. 26 in Bukhara, 80% of whom were female teachers and 20% were male teachers.

According to the results of the study, 60% of female teachers had medium levels of emotional intelligence, 30% had high levels, and 10% had low levels. Among male teachers, 80% had medium levels of emotional intelligence, and 20% had low levels (Tables 1-2).

1- table

Results of a survey conducted among women

Indicators	Low level	Medium degree	High degree
Feelings	10%	60%	30%
Depersonalization	40%	45%	15%
Personal achievements decrease	-	20%	80%

2 - table

Results of a survey conducted among men

Indicators	Low level	Medium degree	High degree
Feelings	20%	80%	-
Depersonalization	20%	80%	-
Personal achievements decrease	-	-	100%





A more characteristic symptom of EE is depersonalization, the average level of which was noted in 80% of male teachers who participated in the survey, and a decrease in personal achievements is characteristic of most of these individuals - its high level was determined in 80 and 100% of cases of female and male teachers. This indicates that the dynamics and level of burnout indicators in all volunteers are approximately the same, although the percentage distribution of indicators by gender is slightly different (but in 70% of cases $p > 0.05$). It is clear that these volunteers have very high aspirations, which were not realized in practice, but this does not put pressure on them, does not depress them and does not deprive them of a sense of joy in life.

Conclusion

The workload of school teachers, the large number of teaching hours and the methodological, administrative and documentation processes that follow them increase mental fatigue. Teachers' tasks such as extracurricular activities, working with parents, and preparing reports lead to mental fatigue during their work.

Preventing primary school teachers from experiencing mental fatigue is important not only for their health, but also for the stability of the education system and ensuring the quality of education for the future generation. Reforms in this direction will undoubtedly have a positive impact on the education and upbringing system of society.

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