

SPECIFICITY OF SYMPTOMS OF PROFESSIONAL STRESS IN TEACHERS OF DIFFERENT TYPES OF SCHOOLS

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Abstract

The article presents the results of a comparative analysis of the characteristics of the manifestation of professional stress and burnout syndrome among teachers of different types of schools: general education, correctional schools, lyceums. Varying degrees of susceptibility to burnout among teachers were identified.

Keywords: professional development deficits, pedagogical stress, professional burnout, emotional exhaustion, depersonalization, reduction of professional achievements, stress prevention, stress resistance.

Introduction

The prospect of implementing the National Teacher Growth System in schools in our country in the near future involves the introduction of a leveled approach to the professional competence of teachers. New requirements guide teachers towards maximum manifestation of their own creative individuality in the profession, self-realization of their best qualities and abilities. However, in psychology it has long been established that the motivation for self-improvement and personal growth is possessed only by a psychologically healthy and emotionally mature person, who, despite the stress, difficulties and stressful situations, is able to move forward, skillfully regulating their anxieties, fears and disappointments, maintaining internal stability and avoiding emotional burnout [11].

The results of modern research indicate that one of the most common deficits in professional and personal development among modern teachers is low resistance to stress, frustration intolerance [Andreeva I.N., Bertok N.M., Velichkovskaya S.B., Vodopyanova N.E., Zaremba G.F., Kuznetsova A.S., Leonova A.B., Milrud M.P., Mitina L.M., Prokhorov A.O., Rean A.A., Starchenkova E.S., Tarabakina L. V, Shabanova T.L. and etc.]. Researchers note that the teacher is involved in professional activities characterized by high emotional stress. It is distinguished by high dynamism, the need for quick decision-making and their implementation, increased responsibility for the consequences of the decision, susceptibility to social assessment, constant novelty and uncertainty of emerging situations.

The specificity of pedagogical activity also lies in the fact that it is built according to the laws of communication, which presupposes active emotional interaction and involvement in other people's experiences. Due to a long stay in a situation of chronic stress and the inability to effectively manage it, teachers are more often than representatives of other professional groups susceptible to professional burnout syndrome. The term "burnout syndrome" was first used in



the early 70s of the 20th century by psychoanalyst Herbert Freudenberger. In domestic psychology, emotional burnout syndrome has attracted the attention of specialists and has become the subject of research since the mid-1990s. According to researchers, burnout syndrome manifests itself in a complex of behavioral symptoms of physical, intellectual and emotional exhaustion of a person, the main cause of which is chronic overwork [1;3;4;6; 8; 9]. Symptoms of burnout, indicating the characteristic features of prolonged stress and mental overload, can lead to complete disintegration of various mental spheres and, above all, emotional, and therefore the phenomenon of burnout is also commonly called “emotional burnout (burnout).” Analyzing the causes of burnout, the authors identify two groups of factors: features of professional activity and individual personality characteristics of the professionals themselves, among which, first of all, they note emotional rigidity, anxiety, hyper-responsibility, externality, low internal and high external professional motivation, perfectionism, low self-esteem. Burnout leads to a decrease in performance, deterioration in well-being and job satisfaction, increased irritability and conflict, ultimately the emergence of emotional and personal disorders and deterioration in the health of teachers.

Despite a sufficient amount of research in the field of professional stress, and in particular the stress of teachers, there are still many issues that require additional research and resolution. Among the most controversial is the problem of psychological assistance to teachers in regulating professional stress and preventing burnout, taking into account the differentiation of causes and manifestations depending on the type of educational institution and working conditions. Main part

The purpose of our study was a comparative analysis of the characteristics of manifestations of professional stress and burnout among teachers of different types of educational institutions: general education, correctional schools, lyceums. Our study involved 90 teachers from different types of secondary educational institutions (general education, correctional schools, lyceums) in Nizhny Novgorod. The following methods were used: Questionnaire “Professional Burnout” (PB) (Russian version by N. Vodopyanov, E. Starchenkova), questionnaire “Emotionally Intense Situations” by E. Borisova, E. Starchenkova. We conducted a comparative analysis of the frequency of occurrence of high values of the professional burnout index (PI index) among teachers of different types of schools.

The results of the study indicate that, in general, a fairly large number of teachers (over 40%) have a high professional burnout index. This is consistent with the results of existing modern studies [2; 3; 8; eleven].

At the same time, the highest percentage of teachers with high burnout rates is observed in lyceums (56.7%). The smallest number of teachers with highly pronounced burnout indicators is in a correctional school (43.3%). This is no coincidence. It is known that the working conditions in the lyceum are characterized by very high requirements for the subject-specific professional competence of the teacher in connection with a more in-depth study of many educational courses by schoolchildren.

In addition, education in lyceums is characterized by innovation, widespread use of the latest educational and educational technologies in the educational process. In lyceums, as a rule, the general level of development of students and educational motivation are higher than in



secondary schools. Parents of schoolchildren are more actively involved in the educational process. These factors lead to an increase in teachers' informational and emotional-psychological loads, because they are forced to spend more time preparing for lessons and educational activities, constantly improve their qualifications, and adequately respond to numerous questions and high demands from students and their parents. In addition, increased susceptibility to stress in the teaching environment of lyceums may be associated with the individual characteristics of the teachers working in them, most of whom are highly successful professionals.

We agree with the opinion of a number of researchers who believe that the following factors can lead to burnout: too much work, lack of time or frequent frustrations at work. Therefore, active, highly competent specialists who tend to identify their life and self-worth with work are often susceptible to burnout, to the point of completely neglecting natural human needs for rest and personal life. They become increasingly empty, lose the ability to enjoy and gain satisfaction from the work itself, and begin to doubt their own worth, while trying to work even longer hours as compensation. These characteristics are characteristic of most teachers, especially those working in lyceums and gymnasiums. Next, we examined the severity of symptoms of professional burnout among teachers of different types of educational institutions. In accordance with the three-factor model of burnout by K. Maslach and S. Jackson, three of its symptoms are distinguished: emotional exhaustion, depersonalization and reduction of professional success. Burnout has been found to manifest differently among teachers in different types of schools. Teachers of secondary schools are more likely to experience emotional exhaustion, with 50% of teachers having a high level. Among teachers of lyceums and correctional schools, significantly fewer teachers experience a high degree of emotional exhaustion - 26.7%. It manifests itself in a reduced emotional background, indifference or emotional oversaturation.

The consequence of emotional exhaustion is the teacher's indifference to his duties and indifference to the problems of students, saving emotions, boredom in lessons, and avoidance of difficulties. The problem of psycho-emotional exhaustion has been studied in existential and humanistic psychology and psychotherapy. An original interpretation of the symptoms of emotional burnout from an existential-analytical point of view is given by A. Langle.

He believes that exhaustion is the leading symptom and the main characteristic of emotional burnout, from which all other symptoms stem [5].

Exhaustion encompasses manifestations of all three dimensions of human existence, as described by another famous psychologist

V. Frankl in his anthropological model:

- somatic dimension: bodily weakness, functional disorders (for example, insomnia) up to decreased immunity;
- mental dimension: lack of desires, lack of joy, emotional exhaustion, irritability;
- noetic dimension: avoidance of the demands of the situation and withdrawal from relationships, which devalues attitudes towards oneself and the world.



A prolonged disorder creates a suppressed emotional background against which everything else is specifically perceived. The experience of oneself and the world is characterized by a feeling of emptiness, meaninglessness, and loss of spiritual guidelines [10].

These characteristics lead to increased anxiety, pessimism, depression and other emotional disorders in teachers. For teachers working in lyceums, burnout develops to a greater extent as a type of depersonalization, which affects the deformation of relationships with other people.

In lyceums, a high level of depersonalization is characteristic of 56.7% of teachers. In some cases, this may be an increase in dependence on others. In others, there is an increase in negativism, cynical attitudes and feelings towards students and their parents. It is more common for lyceum teachers to build a certain psychological boundary between themselves and other participants in the pedagogical process. In this case, the remoteness and formalized nature of communication plays the role of a protective barrier against unnecessary stress.

Among teachers of general education and correctional schools, the symptom of depersonalization manifests itself to a high degree only in 33.3% of teachers. This fact indicates that in these schools it is permissible for teachers to communicate with students and other participants in the educational process with greater spontaneity, openness in expressing feelings and relationships, and informal communication with them.

The third symptom of burnout, a reduction in professional achievements, is expressed to a small extent among teachers. This symptom can manifest itself either in a tendency to negative self-esteem, underestimation of one's professional achievements and successes, negativism in relation to professional merits and opportunities, or in belittling one's own dignity, limiting one's capabilities, and responsibilities towards others.

A high level of reduction in professional success is manifested in 20% of the surveyed teachers of secondary schools. It is even less common among the surveyed lyceum teachers (13.3%). And it practically does not manifest itself among teachers of correctional schools (10%). This fact suggests that the majority of the surveyed teachers, despite high stress levels, retain professional activity, the desire for achievement and success, the need for high evaluation and self-assessment of the results of their work.

Conclusion Thus, our study showed the following.

1. In general, a fairly large number of teachers (over 40%) have a high professional burnout index. At the same time, lyceum teachers are the most susceptible to burnout. The burnout syndrome is least pronounced among teachers of correctional schools.
2. A comparative analysis of the severity of various symptoms of professional burnout among teachers showed that teachers of secondary schools are more likely to experience emotional exhaustion; For lyceum teachers, in most cases, burnout manifests itself as a symptom of depersonalization of students and other participants in the educational process. A reduction in professional achievements among the surveyed teachers is not common.
3. The most effective prevention of professional burnout, the objectives of which should be training teachers in the skills of constructively responding to negative emotions (anger, irritation, etc.), developing skills to cope with criticism, teaching methods of creative problem solving, conscious self-regulation.



To solve these problems, it is especially important to timely identify and prevent the development of symptoms of professional burnout within the framework of a specially developed system for organizing psychological support and assistance to teachers, taking into account the specifics of activities in an educational institution.

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