

ABSTRACTS

UDC 159.9:37.013

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CAUSES AND PREVENTION OF TEACHERS' BURNOUT SYNDROME

The article is devoted to the results of comparative analysis of terminology on "burnout" phenomenon. The peculiarities of educational activities, factors, causes and symptoms of the phenomenon have been investigated. The basic directions of professional burnout prevention have been determined. The main properties of the concept "professional burnout" as a special kind of professional destruction have also been explored. The issue of studying the dynamics of professional burnout structures during the process of individual professionalization has been paid attention to.

The analysis of definitions of the concept «burnout» enabled us to discover that most authors understand this professional phenomenon as consisting of a complex of negative (destructive) symptoms and containing three components: emotional exhaustion, **depersonalization** and **reduction of professional achievements**.

Taking into account the views of authors and generalizing the approaches in relation to defining the essence of the definition «professional burnout», our own understanding of the researched phenomenon has been formulated. The professional burnout of a teacher is connected with destructive personality changes which arise, develop and show themselves in the process of its professionalization as a complex of negative symptoms, which have a stage-by-stage character and manifest themselves in emotional exhaustion, depersonalization and reduction of professional achievements and result in the decline of efficiency of professional activity and violation of subject-subject co-operation.

On the basis of analysis of scientific literature on the issue under study, the basic properties of professional burnout have been defined as a specific variety of professional destructions.

Basic aspects of psychological prophylaxis of professional deformations are considered, which are based on self-efficiency development, formation of confidence in one's own forces, development of ability to rely on one's own resources and to replenish them, development of skills of adequate estimation of the results of one's own activity (reflection).

It is indicated that the most effective forms of prophylaxis of burnout phenomenon are training and coaching.

Key words: teacher, professional burnout, emotional burnout, professional degradation, prevention of burnout syndrome.