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**THE PROFESSIONAL HEALTH OF THE TEACHER AS THE BASIS  
OF THE WELL-BEING OF EFFECTIVE PEDAGOGICAL ACTIVITY AND  
THE GUARANTEE OF THE DEVELOPMENT OF SOCIAL RESPONSIBILITY  
OF THE INSTITUTION OF HIGHER EDUCATION IN THE CONDITIONS OF WAR**

*The article summarizes theoretical information on the existing problem of "professional burnout" of teachers of higher education institutions in the conditions of war, factors affecting the development of this syndrome. Factors affecting the professional health of a teacher at a higher education institution are substantiated; the concept of burnout was studied; the key signs of the development of the syndrome of professional burnout of teachers of higher education institutions are analyzed; Features of the psychology of the production environment of a teacher at a higher education institution were formed to avoid stress; the factors influencing the formation of the syndrome of professional burnout of teachers of higher education institutions were analyzed. It has been proven that the problem of prevention of the phenomenon of "emotional professional burnout" is particularly acute in wartime conditions, given the high-tech time of frantic speeds and a globally overloaded information society. The most vulnerable categories were those whose professional activity is connected with constant communication with people (educators, teachers, lecturers, psychologists, social workers, managers-managers, doctors, priests, representatives of the clergy, journalists, etc.). Representatives of all these professions must permanently show a high level of empathy, tolerance, compassion, positive emotionality, which partly leads to the syndrome of "emotional professional burnout". It is well-founded that higher education teachers need individual psychological counseling, appropriate corrective therapy, personal and professional development, and prevention of the "professional burnout" syndrome. The relevance of the problem is due to the constant growth of demands from the society to teachers of higher education institutions. A high level of intellectual and psycho-emotional stress in the conditions of war, new organizational requirements, violations of the regime of activity, rest, sleep and nutrition, repeated long-term stressful situations, as well as personal psychovegetative features lead to disruption of the processes of mental adaptation, development caused by stress, psychosomatic disorders, in particular syndrome of "emotional professional burnout" of teachers of higher education institutions.*

**Keywords:** *institutions of higher education; emotional professional burnout; intellectual and psychoemotional stress; scientific and pedagogical workers; well-being; psychological burnout; stress resistance.*

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**ПРОФЕСІЙНЕ ЗДОРОВ'Я ВИКЛАДАЧА ЯК ОСНОВА БЛАГОПОЛУЧЧЯ  
ЕФЕКТИВНОЇ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ ТА ЗАПОРУКА РОЗВИТКУ  
СОЦІАЛЬНОЇ ВІДПОВІДАЛЬНОСТІ ЗАКЛАДУ ВИЩОЇ ОСВІТИ  
В УМОВАХ ВІЙНИ**

*У статті узагальнено теоретичні відомості щодо існуючої проблеми «професійного вигорання» викладачів закладів вищої освіти в умовах війни, факторів, що впливають на розвиток зазначеного синдрому. Обґрунтовано фактори, що впливають на професійне здоров'я викладача закладу вищої освіти; досліджено концепції вигорання; проаналізовано ключові ознаки розвитку синдрому професійного вигорання викладачів закладів вищої освіти;*

*Сформовано особливості психології виробничого середовища викладача закладу вищої освіти для уникнення стресів; проаналізовано фактори, що впливають на формування синдрому професійного вигорання викладачів ЗВО. Доведено, що особливо гостро проблема профілактики феномену «емоційного професійного вигорання» постала саме в умовах війни, зважаючи на високотехнологічний час шалених швидкостей та глобально перенавантаженого інформаційного суспільства. Найбільш вразливими категоріями стали ті, чия професійна діяльність пов'язана з постійним спілкуванням з людьми (вихователі, вчителі, викладачі, психологи, соціальні працівники, управлінці-керівники, лікарі, священники, представники духовництва, журналісти тощо). Представники усіх цих професій перманентно мають виявляти високий рівень емпатії, толерантності, співчуття, позитивної емоційності, що частково, і призводить до синдрому «емоційного професійного вигорання». Обгрунтовано, що викладачі ЗВО потребують індивідуального психологічного консультування, відповідної корегуючої терапії, особистісного і професійного розвитку та профілактики синдрому «професійного вигорання». Актуальність проблеми зумовлена постійним зростанням вимог з боку суспільства до викладачів ЗВО. Високий рівень інтелектуального і психоемоційного напруження в умовах війни, нові організаційні вимоги, порушення режиму діяльності, відпочинку, сну та харчування, повторні довготривалі стресогенні ситуації, а також особистісні психовегетативні особливості призводять до зриву процесів психічної адаптації, розвитку, викликаних стресом, психосоматичних порушень, зокрема синдрому «емоційного професійного вигорання» викладачів ЗВО.*

***Ключові слова:** заклади вищої освіти; емоційно професійне вигорання; інтелектуальне і психоемоційне напруження; науково-педагогічні працівники; благополуччя; психологічне вигорання; стресостійкість.*

**Statement of the problem.** The effectiveness of his pedagogical activity largely depends on the professional health of the teacher of higher education institutions. His condition is negatively affected by a number of factors that lead teachers to stress, and this is the first cause of the "professional burnout" syndrome.

**Analysis of the latest research and publications.** Professional health of a teacher of a higher education institution in the conditions of war is a necessary condition for his active life, self-realization and development of creative potential. The phenomenon of health has long attracted the attention of both foreign (J. Freudenberg, A. Pines, E. Aronson, B. Perlman, E. Hartman, S. Jackson) and domestic scientists (O. Stepanova, G. Meshko, V. Prykhodko and others), who in their writings define the concept and indicators of health, characterize the levels and components of health, investigate the syndrome of professional burnout of a teacher of a higher school. Scientists distinguish significant personal, situational, professional, as well as internal and external factors. It was determined that health is described by certain signs and has its own structural components, each of which has a corresponding characteristic. Professional health is also influenced by the peculiarities of professional and pedagogical activity, which are characterized by intensive communicative interaction between the teacher and students, colleagues; mental, emotional and intellectual stress, physical exhaustion, etc. This can lead to long-term stress, resulting in burnout [1, 2].

There is a relatively large number of definitions of the concept of "health". Based on the study of various scientific and theoretical sources, he compiled a list of concepts of the essence of human health. In the preamble of the charter of the World Health Organization, it is defined: "Health is a state of certain physical, spiritual and social well-being, and not only the absence of diseases and physical disabilities" [2].

W.B. Schaufeli [19] believes that health is the natural state of the body, which is characterized by its balance with the environment and the absence of any morbid changes. According to the encyclopedic dictionary of Brockhaus and Efron, "health is the state of an organism in which all parts are normally developed and function properly"; according to the dictionary of Grand Larousse Encyclopedique (1962), "it is the state of an individual whose organism is functioning well"; in Encyclopedia Britannica (1959) it is stated that "health is a state of physical strength and well-being in which the body performs its functions properly"; according to N. Sydoruk, "this is a state of the body in which it is able to fully perform its functions" [3]; according to Yu.P. Lisitsyn, "health is a harmonious unity of biological and social qualities determined by innate and acquired biological and social factors (and disease is a violation of this unity, this harmony)" [4].

In his works, I. Shkapoid [6] considers occupational health as an integral characteristic of the functional state of the human body based on physical and psychological indicators to assess his abilities for a certain professional activity, taking into account resistance to adverse (stressogenic) factors that accompany this activity.

According to the definition of V. Ponomarenko, occupational health is the ability of the body to maintain compensatory and protective mechanisms that ensure efficiency in all conditions of professional activity. Later, V. Ponomarenko and his colleagues expanded the meaning of this concept, characterizing it as follows: "Occupational health as the process of preserving and developing the regulatory properties of the body, its physical, mental and social well-being, which ensures high reliability of professional activity, professional longevity and maximum duration life" [4].

The purpose of the article is to study the teacher's professional health as a basis for the well-being of effective pedagogical activity and the development of social responsibility of the institution of higher education in the conditions of war.

**Outline of the main material** The main factors that determine human health include: lifestyle, anatomical and physiological features of the human body and heredity, external environment and natural and climatic conditions, health care. Research conducted in 1980 in the USA proved the influence of certain factors on human health. These are lifestyle (51.2%), anatomical and physiological features of the human body and heredity (20.5%), external environment and natural and climatic conditions (19.9%), health care (8.5%).

The way of life is characterized by the features of a person's everyday life, which include his work, daily life, forms of using free time, satisfaction of material and spiritual needs, participation in civic life, norms and rules of behavior. A person's lifestyle includes three categories: standard of living, quality of life, and lifestyle. The standard of living can be defined as the degree of satisfaction of basic material and spiritual needs: consumption of food and industrial goods, provision of housing and cultural conditions. Quality of life is the degree of satisfaction of needs (life motivation, comfort of work and life, quality of food, clothing, housing, etc.), which are manifested in opportunities for self-affirmation, self-expression, and self-development. Lifestyle reflects the type of personality behavior (traits, mannerisms, habits, tastes, etc.).

Health care is represented by a system of state and public measures to prevent diseases and treat patients. The existing health care system cannot affect the reduction of morbidity in the population, because it is caused by unfavorable changes in living conditions, work activities, and the environment, therefore it does not have real social and economic opportunities to influence the causes of diseases [7].

The World Health Organization (WHO) has defined a general strategy for national health services "Health for all in the twenty-first century" and criteria to which all countries should strive. For Ukraine, they can be such as full availability of free primary health care; the percentage of the

gross national product that is spent on health care (should be equal to 7–8%, but in practice is no more than 5%); positive natural population growth in all regions (currently, natural growth is negative in most regions); the percentage of children born with a body weight of 2500 grams and less (must be no more than 3.5%); the infant mortality rate (should not exceed 9 per 1,000 live births; in fact, in recent years it has fluctuated between 12–15%); average life expectancy from birth (must be at least 75 years, but is 67.8 years) [11].

Health is also characterized by certain signs. Scientists attribute to them: normal functioning of the body at all its levels (the body as a whole and its various structures), normal flow of typical physiological and biochemical processes; the ability to fully perform basic social functions (social activity, socially useful work); dynamic balance of the body and its functions, as well as environmental factors; the organism's ability to adjust (adapt) to the conditions of existence in the environment; absence of diseases, painful conditions or painful changes (optimal functioning of the body in the absence of signs of disease or any disorder); complete physical, spiritual, mental and social well-being, harmonious development of the body's physical and spiritual forces, the principle of its unity, self-regulation and harmonious interaction [5, 6].

Professional health, like human health in general, consists of such components as physical (biological), mental, social, and spiritual.

The physical health of a person means the state of the organism, in which the integral indicators of functional systems lie within the physiological norm and adequately change during the interaction of a person with the environment.

Mental health reflects the state of a person's brain, in which adequate emotional, intellectual, conscious-volitional interaction with the external environment is ensured. Mental health consists of intellectual, emotional, characterological components. If a person has a developed emotional sphere, attention, perception, thinking, memorization and at a high level, guided by his own consciousness, character, will, adequately (appropriately) manifests them in various life situations, then such a person is in a state of mental well-being.

Spiritual health characterizes the state of consciousness of the human psyche, consistent with the requirements of the laws of nature, society, and thinking; the essence of one's existence and purpose in the world. The spirit is the inherent ability of a person to be a self-aware subject of thinking, feeling and will, which is manifested in goal setting and creative activity.

The starting point for the formation of the content of spirituality is knowledge. A person's spirituality is his worldview, understanding of the world, the processes and laws unfolding in it. Each person is characterized by a certain level of spirituality and worldview. A healthy worldview of people forms social and physical well-being.

Social health is the social conditions and relations of a person in society, which are consistent with the laws of nature and contribute to the development of people's lives and activities. A person is healthy only in the presence of normal material and spiritual conditions, as well as relations between people, between people and social institutions in various spheres of life (family, household, educational, industrial, leisure). At the same time, conditions and relationships created by people cannot contradict natural laws, because, otherwise, it will lead to deterioration of health. Material possessions and human relations must necessarily be consistent with the laws of nature and society [10].

The key criterion of professional health is the assessment of the state of physical, mental and social health [4–6]. Therefore, not only professional health depends on the state of the structural components of health, but also the effectiveness of the professional pedagogical activity of teachers of higher education institutions.

In addition to various main factors, the professional health of a teacher at a higher education institution is also influenced by certain special characteristics of professional and pedagogical

activity. Such activity is characterized by intensive communication, mental, emotional, intellectual stress and physical exhaustion. And all this can lead to occupational stress, which is described in the International Classification of Diseases (ICD) as a separate state of occupational health. Researchers single out anxiety, depression, frustration (the stress of "lost hope"), emotional devastation, exhaustion, and occupational diseases. One of the consequences of long-term professional stress is the syndrome of emotional "burnout" as a state of physical, emotional and mental exhaustion of the teacher, including the development of negative.

"Professional burnout" is considered as a component of professional deformation, as a psychological defense, as a negative mental state, but mostly it is considered as a stress syndrome that occurs as a reaction to work stresses. As a stress reaction, "professional burnout" arises as a result of the impact on the personality of monotonous neuropsychological loads in professions of the "person-person" type, which are associated with interpersonal communication, accompanied by emotional saturation and cognitive complexity [6, 7, 15]. The teacher's profession is recognized as the most emotionally stressful type of work in terms of its content, workload, nature, conditions and density of communication. The very nature of a teacher's work involves the need for emotional costs: he must exert influence on an immature personality in order to develop socially desirable qualities, which implies a sufficiently high degree of responsibility for the process and result. Recently, the scientific and teaching activities of employees of higher education institutions began to be classified as professions with increased stress. The full-scale invasion of the Russian Federation, increasing demands from society for the professional qualities of a teacher of higher education institutions, the need to work with large groups, a high level of work intensity and the number of contacts, hypodynamism turn this group of specialists into a risk group of those who can be easily affected by "professional burnout". This is confirmed by the results of empirical studies by various authors – most teachers of higher education institutions (HEIs) are characterized by a high and average level of the "professional burnout" syndrome. According to the definition of the WHO, the syndrome of "professional burnout" is a state of physical, emotional or motivational exhaustion, characterized by impaired work productivity and fatigue, increased susceptibility to somatic diseases, as well as the use of psychoactive substances for the purpose of obtaining temporary relief, which has a tendency to develop physiological dependence and suicidal behavior.

The components of the "professional burnout" syndrome also include frustration and professional deformation. Frustration (from the Latin *frustratio* – delusion, futile expectation) is an emotional state characterized by disorganization of consciousness and activity into a state of hopelessness and loss of perspective. There are such types of frustration as aggressiveness, activity based on inertia, depressive states characterized by sadness, insecurity, powerlessness, despair. Frustration arises as a result of personality conflicts with others, especially in a team in which a person does not receive support, a sympathetic attitude.

Professional deformation is characterized by changes in personality qualities (stereotypes of perception, value orientations, character, ways of communication and behavior, etc.), changes in the level of expressiveness of professional qualities of a specialist, which occur under the influence of content, conditions, duration of activity and individual psychological characteristics of a person.

Thus, the syndrome of "professional burnout" can be interpreted as a stress reaction to production and emotional demands that exceed the body's resources and originate from the excessive dedication of a person to his work while neglecting his personal life and rest. This process develops over time and begins with strong and prolonged stress at work and leads to a violation of the state of psychophysiological balance [9–11, 16].

The development of emotional exhaustion is preceded by a period of increased activity, when the teacher completely immerses himself in work, refuses needs that are not related to it, forgets about his own needs. The onset of exhaustion is signaled by a feeling of overstrain and

exhaustion of emotional and physical resources, a feeling of fatigue that does not go away after sleep. The teacher is no longer capable of active communication, elevated and cheerful emotional tone. Some relief occurs after rest, but these symptoms recur as soon as the worker returns to a familiar work situation. A characteristic feature of depersonalization, as a symptom of the syndrome, is the appearance of personal detachment. Emotionally exhausted teachers begin to feel hostility or indifference towards students. It is important that they try to suppress negative emotions, because they try to act in accordance with the basic attitudes of their professional activity, which require the teacher to always be at the height of self-control, to have a perfect pedagogical tact, to be an actor who plays his role in front of the audience. Paradoxically, the (often unconscious) suppression of negative emotions leads to an emotional impoverishment of contact, and over time to its transformation into an impersonal, formal interaction. A student devoid of personality traits is perceived by a "burning out" teacher as an object that must perform certain functions in accordance with the requirements of the educational process. Everything that goes beyond these functions is not of interest to the teacher, and their non-fulfillment causes indignation. A "burning out" teacher turns into a "function" to a certain extent, mostly a control and evaluation function. Motivating students becomes a difficult task because it requires emotional involvement and concern for the subject and the audience, and is therefore replaced by negative reinforcement or reminders that students will eventually have an exam. Obviously, the individualization of the educational process also becomes an unattainable task for the teacher [16, 17].

The third sign of the development of the syndrome of "professional burnout" is the feeling of losing one's own effectiveness. It is clear that in conditions when it is increasingly difficult for a teacher to perform his professional duties, and students respond to his "objective" influences by reducing educational and professional motivation, he cannot help but feel that the effectiveness of his professional activity is decreasing. Work ceases to bring satisfaction, the teacher sees no more prospects in his professional activity. This leads to a decrease in the professional self-esteem of the teacher and the leveling of one's own professional achievements, provokes the emergence of a sense of guilt and increases the tendency to aloofness, indifference, or cynicism and aggression in the attitude towards students and colleagues. As a result, the teacher consciously or unconsciously tends to limit the circle and time of his professional contacts, reducing professional duties that require emotional costs from him. He tries to pay less attention to the group, especially in the case of fatigue or bad health, his negative emotional state begins to affect his productivity and the quality of his work with the audience.

The consequences of "professional burnout" for the professional development of a teacher can be characterized as destructive. His professional motivation, interest in the profession and the need to transfer knowledge to the student decrease. In extreme cases, complete indifference and even dislike of professional activity develops. The syndrome also has a destructive effect on the teacher's personal qualities.

As a dynamic process, "professional burnout" has a number of stages (M. Burish, C. Cherniss, L. Hallsten, etc.). In the first stage, which is prejudicial in nature, the professional demonstrates excessive activity, limitation of social contacts and rejection of needs that are not related to work. All this gradually exhausts his emotional and energy resources. In the second phase, there is a decrease in the level of personal involvement in professional activity. Colleagues and students are perceived in a negative light, stereotyped, impersonal cynical assessments prevail, reluctance to fulfill their duties and dissatisfaction with work. The third phase is characterized by acute emotional reactions with a predominance of depressive and aggressive states, which are accompanied by fears, mood swings, apathy, guilt, low self-esteem, as well as lack of tolerance, increased conflict. In the fourth phase, destructive behavior is manifested, which is reflected in the intellectual, motivational and emotional spheres and is manifested in a decrease in concentration of

attention, rigidity of thinking, inability to perform complex tasks, lack of initiative and reduced efficiency of activities, indifference and avoidance of informal contacts, loneliness. In the fifth phase, psychosomatic reactions occur, such as insomnia, cardiovascular disorders, headaches, digestive disorders, and addiction to psychostimulants. The final phase is characterized by total disappointment and the formation of a negative life attitude, which manifests itself in existential despair, a feeling of helplessness and loss of the meaning of life [17].

Higher education teachers feel more acutely their emotional inability to exert a positive developmental influence on students: they are unable to be open and friendly, interested in the student's personality, unable to empathize and sympathize. Instead, they develop irritability, offensiveness, rudeness and harshness. These manifestations are characteristic of the "exhaustion" phase, which indicates more pronounced signs of destructive personal changes in teachers and the formation of negative emotional attitudes towards students and pedagogical activities. High indicators of the "exhaustion" phase also indicate the ineffectiveness of the protection strategies used by teachers, and even greater psychophysical and energy costs [12].

The use of psychological defenses in pedagogical communication, in particular the transformation of a student into a soulless object of manipulation, has negative consequences for the implementation of the educational process. The nature of interaction in the "teacher-student" system is changing from dialogic, personal, subject-subject to monologic, formal, object. In our opinion, the most destructive can be the influence of a monologic "burnt out" teacher on the formation of the professional identity of future teachers, who learn from their teachers models of pedagogical interaction, which they then apply in work with school students. Thus, summarizing all of the above, you can come to the following conclusions. "Professional burnout" is a destructive phenomenon of the professional development of a teacher's personality. The most pronounced component of the symptom complex of "burnout" among teachers of higher education institutions is "resistance" – excessive emotional exhaustion, which causes the emergence and development of defensive reactions that make the teacher emotionally closed, detached and indifferent. The specificity of the development of "burnout" among teachers is that against the background of the symptoms of "resistance" they have clearly expressed manifestations of "exhaustion", which indicates the beginning of destructive personal changes and the presence of negative emotional attitudes towards students and pedagogical activities. This fact also indicates that the psychological defenses used by the teacher are no longer able to protect him from stress. In addition to the destructive effect on the personality of the teacher himself, "professional burnout" negatively affects the nature of the relationship in the "teacher-student" system, which has disappointing consequences for the professional development of the student's personality.

The methods of self-regulation and self-management are probably the most important for teachers of higher education institutions. Self-management for a specialist is a technology of effective self-management to ensure more successful and productive performance of one's duties, preservation of health and an active, interested attitude to life.

Self-regulation is the ability of a person to maintain his mental tone and work capacity under adverse conditions.

Mental self-regulation is a person's ability to purposefully change the work of various psychophysiological functions, which requires special means of reality control. These means include:

1. The subject's accepted goal of his voluntary activity.
2. Model of significant conditions of activity.
3. Program of actual executive actions.
4. System of success criteria.
5. Control: information about actually achieved results.

6. Assessment of compliance with the goal and actually achieved results.

7. Decision on the necessity and nature of activity correction.

Individual technology for preventing and overcoming professional stress and burnout, which consists of two phases and a system of specific techniques [15, 18].

Phase I – analysis of the professional situation, which consists in identifying stress factors, analyzing one's own stress reactivity or tolerance, etc., and reducing the influence of stressors. This involves the use of a system of special techniques that are barriers to the development of stress:

1) stress recognition phase;

2) carrying out a deeper cognitive assessment of the situation, namely clarifying the main stress factors in a person's professional situation and making attempts to eliminate them;

3) analysis of the stresses of this day, reactions to them, methods of adaptation to the stressor, relaxation techniques used on this day, their effectiveness;

4) analysis of whether global professional (life) changes take place in a specific situation (for example, reorganization at work; change of residence, etc.);

5) identification of the main stress factors that cause emotional burnout and conclusion of a contract with oneself regarding the use of certain methods of coping with stress during a certain time and determination of a system of rewards or punishments for oneself;

6) determination of the main motives for a person's professional activity;

7) making a decision on whether the employee should continue to work at the given workplace;

8) temporary reduction of the load and mastering of the skills of rational management of one's time;

9) making an attempt to change one's image as a workaholic with the help of special techniques and means;

10) making a list called - I really want to do this;

11) demonstration of assertive (confident) behavior, because self-confidence is the ability to express oneself and satisfy one's own needs;

12) definition of one's understanding of success in life;

13) creating a social support group is a sense of belonging, that you are accepted and loved as you are, and not because you can do something for someone;

14) concern for proper nutrition. Defining a balanced diet for yourself.

II – perception of the professional situation as stressful. In this phase, techniques should be used that will act as barriers on the way to stress:

1) selective perception strategy;

2) perception of life as a holiday;

3) the use of humor as a buffer between a stressful situation and a person;

4) determination of the type of behavior in a stressful situation, which is inherent to a person;

5) analysis of confidence in oneself and one's decisions, as this enables successful control over one's own life;

6) analysis of locus of control in stress management (locus of control is the degree of control that enables a person to manage the events of his life);

7) application of various techniques of meditation and autogenic training, as well as physical exercises [19].

**Research conclusions and perspectives** Thus, it is important for managers and all teachers to understand that stress at work is not only a personal problem, but also a decrease in the quality of work. The study of individual differences in the experience of professional burnout of a teacher provides an opportunity to implement a targeted program of his psychoprophylaxis, which takes

into account the psychological features of the occurrence and course of this phenomenon. Measures to overcome stress for higher education teachers can be considered:

- active interaction with the stressor or influence on the problem itself;
- change of view on the problem or attitude towards it;
- accepting the problem and reducing the physical effect of the generated stress;
- complex measures and means that combine all of the above [11, 12].

It is extremely important for a teacher of higher education to understand the essence of the phenomenon of professional burnout in order to implement primary prevention, early self-diagnosis and self-correction of "professional burnout syndrome". Modernization of education leads to a higher level of requirements for higher school teachers, whose activities are aimed at creating optimal conditions for revealing and realizing potential opportunities, abilities and needs of students. Professional and high-quality performance of pedagogical activity requires activation of mental processes, concentration of attention, somatic and mental health.

The renewal of the higher education system is carried out together with the renewal of the pedagogical activity of the teacher of the institution of higher education and the formation of the policy of social responsibility.

#### References

#### Література

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