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PREVENTING TEACHER'S EMOTIONAL BURNOUT: PRESERVING AND STRENGTHENING TEACHER'S HEALTH

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Abstract

This article is devoted to the problem of early prevention of teacher's emotional burnout to preserve their health, stimulate personal and professional development.

The main idea of the article is the need for early comprehensive psychodiagnostics of professional and personal development of teachers for the prevention of teacher's emotional burnout. A theoretical analysis of diagnostics models of pedagogical activity of the teacher and methods of its diagnostics is carried out in the article. The analysis held revealed the problem of insufficient development of a comprehensive psychodiagnostic approach to the prevention of emotional burnout of teachers. The article describes the author's method of comprehensive psychodiagnostics of pedagogical activity, taking into account its three components: design and gnostic, communicative-perceptive and reflective components. The application of comprehensive psycho-diagnostic approach to pedagogical activity of a teacher has shown its effectiveness in the prevention of emotional burnout of teachers.

Keywords: genesis of stress, semantic parameters, protection against stress, psychological risk, threats, psychological diagnostics, constructive and gnostic components, communicative, perceptual and reflexive components, teacher's pedagogical activity.

Introduction

Back in the 70s, a number of researchers drew attention to a fairly common state of emotional exhaustion in persons engaged in various fields of communication activities (teachers, doctors, social workers, psychologists, managers). As a rule, these specialists at some stage of their activities suddenly began to lose interest in it, to be indifferent to their duties, conflict with colleagues on unimportant issues. In future, they usually developed somatic diseases and neurotic disorders. The changes observed, as it was found, were caused by prolonged exposure to occupational stress. The term "burnout" appeared which in the Russian psychological literature is translated as "выгорание" or "сгорание". Currently, there is a common point of view on the essence of emotional burnout and its structure [1, 2, 3].

The relevance of the topic of emotional burnout is due to the increasing demands on the part of society to the personality of the teacher, as the teaching profession has a huge social importance. The ability to empathize (empathy) is recognized as one of the most important qualities of a teacher, but the practical role of emotions in professional activity is evaluated inconsistently. We can say that teachers are not prepared for possible emotional overload, do not form in him purposefully relevant knowledge, skills, personal qualities necessary to overcome the emotional difficulties of teacher's profession.

In modern conditions, the activity of the teacher is literally saturated with factors that cause emotional burnout: a large number of social contacts per working day, extremely high responsibility, underestimation of professional

importance among management and colleagues, the need to be in "shape" all the time. Now the society declares the image of a socially successful person, this is the image of a self-confident person, independent and determined, who has achieved career success. Therefore, many people try to fit this image to be in demand in society. But to maintain an appropriate image, the teacher must have internal resources.

Also, the profession of a teacher is one of the professions of altruistic type, which increases the likelihood of burnout.

Burnout – what is it?

There are three main stages of burnout syndrome in teachers [1, 2, 3]:

– at the first initial stage, teachers have individual failures at the level of performance of functions, voluntary behavior: forgetting some of these things (for example, if the required entry in the documentation, wondering whether the student planned question that the student answered the question posed, failures to perform any physical actions, etc.). Because of fear to be mistaken, this is accompanied by increased monitoring and multiple verification of compliance with operational actions against a sense of neuropsychic tension;

– at the second stage, there is a decrease in interest in work, the need for communication (including at home, with friends): "don't want anyone to see", "on Thursday, the feeling that it's Friday", "week into the never-ending", the growing apathy towards the end of the week, the emergence of resistant somatic symptoms (no powers, energy, especially towards the end of the week; headaches in the evening; "a dead and dreamless sleep", the increase in the number of colds); hyperirritability (any little thing starts to irritate);

– the third stage- actually personal burnout. It is characterized by a complete loss of interest to work and life in general, emotional indifference, dullness, unwillingness to see people and communicate with them, a sense of constant lack of strength.

Especially dangerous burnout is at the beginning of its development, as the "burnout" teacher, as a rule, is not aware of its symptoms and changes which in this period are easier to notice from the outside. Emotional burnout is easier to prevent than to cure, so it is important to carry out early diagnosis of emotional burnout of teachers in the framework of psychological support for the preservation of psychological health of teachers.

Studies conducted among teachers and social workers clearly show that in this occupational group there is a risk of early negative effects of prolonged stress. The initial symptoms of mental burnout occur already in a group of young teachers with little experience (V. Orel [4]). Therefore, we studied various methods of diagnostics of emotional burnout, primarily in the context of professional activities.

In general, to ensure the development of the above-mentioned integral components of the teacher's work and monitor the dynamics of his professional and personal advancement, it is necessary to have valid diagnostic tools. Various researchers have attempted to develop such tools. The most common at the end of the 20th century was the method of assessing teacher's pedagogical competence by L. Mitina [2]. The creation of which is based on the method of teacher's activity evaluation (MTAE), proposed by representatives of American Association of Humanistic Psychology (Hazard, etc.), then modified and tested in a number of secondary schools and

pedagogical institutes in Moscow, Nalchik, Orsk (Mitina [2]).

The method allows to assess the level of development of two groups of teacher competencies: methodical and subject teacher training (competence I, II, III, V) and communication skills, the ability to create a creative atmosphere in the classroom (competence IV, VI, VII).

I – receiving information on the request of a student and his progress in learning, II – demonstration of teacher knowledge of the subject, written and oral presentation of the material, III – organization of lesson time, classroom space, teaching aids and technical means for training, IV – communication and interaction of teachers with students, V – demonstration of appropriate teaching methods by teacher, VI – maintaining the creative atmosphere in the classroom, VII – keeping acceptable behaviour of students in the classroom by a teacher [3].

With the undoubted value of the results obtained in the course of this technique, a number of its disadvantages should be pointed out: cumbersomeness, that is, the duration of carrying out and processing, the lack of diagnostics of the reflexive component of pedagogical activity, the lack of data on standardization and validation of the methodology. To conclude about the competence of the teacher, the data obtained in the survey are compared with the data of selecting of teachers of different work experience in school, that is, with certain indicators interpreted

as standard. Thus, this technique makes it difficult to track the teacher's own dynamics when the results of his activities are compared with his previous achievements.

To date, the training of teachers with new educational technologies, for example, inclusive, competence-based education requires the development of a system of psychological and pedagogical diagnostics of personal and professional development of teachers both to identify the effectiveness of the process of training teachers, and, in general, to improve their professional and personal development, which is an undoubted part of the prevention of emotional burnout of teachers.

Methods

For psychological and pedagogical diagnostics of personal orientation and emotional flexibility of teachers as the basis of early prevention of emotional burnout of teacher A. Garber and M. Demidenko developed a comprehensive package consisting of such standardized methods as: express method - diagnostics of the pedagogical orientation of teacher (EMDPOT), the method of determining the locus of control (scale of J. Rotter), a questionnaire of social and psychological adaptation of Carl Rogers and Peter R. Diamond (Q-SORT-technique), a methodology for assessing a psychological climate in the teaching staff (by A. Petrovsky), a method of studying the value-oriented unity of the staff (according to V. Shpalinskyi) [5, 6].

Later, this package of psychodiagnostic techniques was supplemented by A. Garber questionnaire (AVEM – Arbeitsbezogenes Verhaltens – und Erlebensmuster) of types of behaviors and experiences associated with the work, which was developed by U.

Shaarshmidt and A. Fischer at the Institute of Psychology, University of Potsdam [7, 8, 9]. Theoretical prerequisites to design the questionnaire was the concept of coherence by A. Antonovsky, mechanisms of coping with stress by R. Lazarus and methodological principles of the theory of professional burnout by C. Maslach.

To study the styles of pedagogical communication, i.e. in a certain sense of professional orientation and emotional flexibility in the system of student-teacher interaction, the following methods were recommended in this psychodiagnostic package: the method of "Test chart of communicative activity" by A. Leontiev, method of diagnostics of pedagogical communication style (Author I. Yussupov) [5, 6].

However, these psychodiagnostic procedures could not give a complete picture of professional work of a teacher and allow early diagnosis of emotional burnout of a teacher. It was necessary to find additional diagnostic tools. For the above reasons, A. Garber and M. Demidenko modified the techniques of L. M. Mitin and methods of analysis of the lesson by N. Flanders [5, p. 10–12].

Results

The result of this work was the creation of a methodology to assess teacher's productivity (methodology for assessing the effectiveness of teachers of authors A. Garber, M. Demidenko). It reflects a certain conceptual approach to the analysis of the key competencies of a teacher. The essence of this approach is to highlight the three main components of pedagogical activity: design and gnostic, communicative-perceptive and reflective. Design and gnostic component is the organization of cognitive activity of students in order to assimilate the

information volume provided by the curriculum. This component includes a number of indicators: 1 – the form of presentation of educational material, 2 – demonstration of appropriate teaching methods by the teacher, 3 – ways of explanation in case of misunderstanding of educational material [6, p.11–12].

Discussion

The communicative-perceptual component focuses on the communication of a teacher and a student in academic process and the creation of conditions for creative expression of a student. This component contains the following indicators: 1-communication of teachers with students in the classroom, 2-maintaining a creative atmosphere in the classroom, 3-presentation of information to students about their progress.

The above components are subjected to reflexive analysis, thus, the reflection of a teacher has a dual focus, on the one hand, on the forms and methods of presentation of educational material, on the other - on the emotional background of interaction with the student and maintaining the creative atmosphere of the lesson.

The formation of each of the indicators of design and gnostic, communicative-perceptual and reflective components is estimated at five levels: reproductive, adaptive, local-modeling, system-modeling and system-developing.

This diagnostic unit was later supplemented by A. Garber by Leipzig express test for the detection of chronic stress (LETS) (Authors of the Russian version of the test: A. Garber, L. Karapetyan, K. Reschke, the authors of German version of test. Reschke & G. Schroeder, University of Leipzig, Germany) [13, 14].

LETS is designed as a screening test

in which one subject matter is focused on the study of stress components such as: loss of control, loss of meaning, negative emotions (anger, dissatisfaction, frustration), sleep disorder and related psychosomatic warning signals, inability to rest, a topic which emotionally negative and long effect on people as the critical situation and the lack of socio-emotional support.

Conclusion

As part of the theoretical development of the test fundamental semantic parameters were identified that best describe the genesis of stress and strategies to overcome it. These parameters are personal resources that increase the level of protection of a person under the influence of stress, which has a beneficial effect on his mental health. They have a decisive influence on the decision on the appropriateness of action, allow to predict the behavior and successful overcoming of stress. A high level of stress on some or all parameters of the rapid test indicates an increased psychosocial risk and threat to human health. In the Russian-language version, the test was conducted on both students and teachers, showing its validity and importance for the prevention of emotional burnout of the teacher and in general increase his stress resistance.

Thus, early prevention of emotional burnout of teachers should be based on a comprehensive psychological diagnosis of design and gnostic, communicative, perceptual and reflexive components of pedagogical activity of teachers.

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ПРЕДОТВРАЩЕНИЕ ЭМОЦИОНАЛЬНОГО ИЗГОРАНИЯ УЧИТЕЛЯ: СОХРАНЕНИЕ И УКРЕПЛЕНИЕ ЗДОРОВЬЯ УЧИТЕЛЯ

Аннотация

Статья посвящена проблеме ранней профилактики эмоционального выгорания учителей для сохранения их здоровья, стимулирования личностного и профессионального развития. Основная идея статьи - необходимость ранней комплексной психодиагностики профессионального и личностного развития учителя для профилактики эмоционального выгорания учителя. В статье проводится теоретический анализ моделей диагностики педагогической деятельности учителя и методов ее диагностики. Проведенный анализ выявил проблему недостаточной разработки комплексного психодиагностического подхода к профилактике эмоционального выгорания учителей. В статье описана авторская методика комплексной психодиагностики педагогической деятельности с учетом трех ее составляющих: конструктивно-гностической, коммуникативно-перцептивной и рефлексивной. Применение комплексного психодиагностического подхода к педагогической деятельности учителя показало свою эффективность в профилактике эмоционального выгорания учителя.

Ключевые слова: генезис стресса, семантические параметры, защита от стресса, психологический риск, угрозы, психологическая диагностика, конструктивный и гностические компоненты, коммуникативный, перцептивный и рефлексивные компоненты, педагогическая деятельность преподавателя.

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ОҚЫТУШЫНЫҢ ЭМОЦИОНАЛДЫ КҮЙЗЕЛІСІНІҢ АЛДЫН АЛУ: ҰСТАЗДЫҢ ДЕНСАУЛЫҒЫН САҚТАУ ЖӘНЕ НЫҒАЙТУ

Аңдатпа

Мақала оқытушының денсаулығын сақтау, жеке және кәсіби дамуын ынталандыру үшін эмоционалды күйзелісінің ертерек алдын-алу мәселесіне арналған. Мақаланың негізгі идеясы – мұғалімнің эмоционалды күйзелісінің алдын алу үшін мұғалімнің кәсіби және жеке дамуының ерте кешенді психодиагностикасының қажеттілігі. Мақалада мұғалімнің педагогикалық іс-әрекетін диагностикалау модельдері мен оны диагностикалау әдістеріне теориялық талдау жасалады. Талдау мұғалімдердің эмоционалды күйзелісінің алдын – алуға кешенді психодиагностикалық тәсілдің жеткіліксіз дамуы мәселесін анықтады. Мақалада үш компонентті ескере отырып, педагогикалық іс-әрекеттің кешенді психодиагностикасының авторлық әдістемесі сипатталған: конструктивті-гностикалық, коммуникативті-перцептивті және рефлексивті. Мұғалімнің педагогикалық іс-әрекетіне кешенді психодиагностикалық тәсілді қолдану мұғалімнің эмоционалды күйіп қалуының алдын-алуда өзінің тиімділігін көрсетті.

Тірек сөздер: күйзелістің генезисі, семантикалық параметрлер, стресстен қорғау, психологиялық қауіп, қауіптер, психологиялық диагностика, конструктивті және гностикалық компоненттер, коммуникативті, перцептивті және рефлексивті компоненттер, мұғалімнің педагогикалық қызметі.

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