

SELF-EDUCATION AS A FACTOR IN PREVENTING PROFESSIONAL BURNOUT OF TEACHERS IN EDUCATIONAL INSTITUTIONS

OLHA HLAVATSKA¹, OKSANA PYSARCHUK²

DOI: <https://doi.org/10.59505/IRHNS.22352007.2025.1.05>

¹West Ukrainian National University,
Ternopil
Ukraine

²West Ukrainian National University,
Ternopil
Ukraine

Contact:

Assoc. prof. Olha Hlavatska – olga.raduk@gmail.com;
Assoc. prof. Oksana Pysarchuk – pysarchukoksana04@gmail.com

Abstract:

The article presents a study of the process of self-education as a factor in preventing professional burnout of teachers of educational institutions.

The relevance of the topic is due to the dangerous consequences of professional burnout for both the employee in the field of education and the objects of his/her activity, since the emotional state of the teacher affects the quality of the entire educational process. Prevention of professional burnout of teachers in educational institutions can be carried out in various ways and measures, but an effective solution to this problem depends on the efforts of the specialist's personality and his/her ability to self-education.

The purpose of the study is to substantiate the essence of the concept of professional burnout syndrome and highlight its structural components; explain the factors that determine the development of professional burnout syndrome; characterise the symptoms characteristic of professional burnout; analyse the causes and features of professional burnout of teachers of educational institutions and ways to prevent it; substantiate the role of self-education in preventing professional burnout of teachers of educational institutions.

The study reflects different approaches to the interpretation of the concept of 'professional burnout', highlights the peculiarities of its prevention in teachers of educational institutions, reveals the content of the concept of 'self-education' as a factor in preventing professional burnout of teachers of educational institutions, and provides specific recommendations for preventing professional burnout syndrome.

The study concludes with a number of risk factors for professional burnout and emphasises the importance of self-education in preventing professional burnout in teachers of educational institutions.

Keywords: professional burnout, teachers, educational institutions, self-education, prevention of professional burnout.

Introduction

In a difficult time for Ukraine, the time of Russian military aggression, fears and anxieties have unfortunately become commonplace for all its citizens. Despite the harsh realities of life during the war, safety, health and quality education for our children remain one of the top priorities of today. Therefore, the personality of a teacher plays an important role in the development of children in the coordinates of an educational institution. Stress caused by a large number of requirements, work that requires sustained attention and tension, and the organisation of work are now the causes of professional burnout among teachers at all levels of education.

Professional burnout, which occurs against the background of stress and the accumulation of negative emotions, causes emotional exhaustion. Given this, the study of the peculiarities of professional burnout among teachers of educational institutions is relevant, because the emotional well-being of a specialist is one of the key factors of professional life, and good mental health is crucial for his or her professional activity.

To effectively prevent professional burnout, teachers need to acquire special knowledge – methods of self-regulation, stress management techniques that will help them successfully withstand the negative impact of stress factors inherent in their professional activities.

Modern science is actively researching the issue of preventing and overcoming professional burnout syndrome, especially among representatives of socio-economic professions, developing new theories, diagnostic methods and prevention programmes.

Characteristics of the concept of professional burnout syndrome

Professional burnout syndrome is the subject of research by many domestic and foreign scholars. They interpret it as a special psychological state of emotional, mental and physical exhaustion, alienation, demotivation, as a result of long-term professional stress. Scientists are unequivocal in their belief that professional burnout syndrome begins with chronic daily stress, emotional overwork experienced by a person in professional and personally significant situations of interaction with other people (Karamushka and Zaichykova, 2002). Most often, this syndrome is noticeable in socially-oriented, communicative professions of the 'person-to-person' system.

The concept of 'professional burnout syndrome' was first introduced in 1974 by the American psychiatrist H. J. Fredenberger, whose symptoms were described in his scientific work 'Emotional Burnout of Employees' and described it as a mental state of healthy people who work intensively with clients and are in a tense, emotionally exhausting atmosphere while providing professional services (Karamushka & Zaichykova, 2002).

Occupational burnout is described in the section 'Factors affecting health status or contact with health services' in the 10th International Classification of Diseases (ICD-10). On 20 May 2019, the World Health Organization presented the new 11th edition of the International Classification of Diseases (ICD-11) at the World Health Assembly in Geneva, where the concept of occupational burnout is presented more broadly. According to the ICD-11, burnout is a syndrome that results from chronic stress in the workplace (World Health Organization, 2016).

According to a number of scholars, burnout syndrome causes a personal deformation when a person, experiencing chronic stress at work, loses the ability to develop, becomes limited by professional interests and loses interest in other aspects of life. In psychology, this process is called 'professional workaholism'

(Zaichykova, 2005, 107–114; Ilienکو and Puzikov, 2008, pp. 306–309). Since the profession occupies an important place in a person's life, it is obvious that a permanent dependence on the professional environment and activities is formed.

I. Savchuk considers professional burnout as a long-term stressful situation that depletes a person's emotional resources and a syndrome that arises due to constant overload and leads to the depletion of energy reserves of a person whose profession is related to communication (Savchuk, 2010, p. 96–110). It can be shown that prolonged stress at work, especially in areas where communication is important, can lead to professional burnout, a state where a person feels emotionally and physically exhausted.

T. Turova considers professional burnout syndrome as a negative reaction to work stress, which includes behavioural, psychological and psychophysiological components (Turova, 2010, pp. 137–145). According to T. Zaichykova, this syndrome is a special human condition that is a consequence of occupational stress and requires an existential level of description, since the development of this syndrome is characteristic not only of the professional sphere. It manifests itself in various life situations, causes disappointment in labour activity and affects all of one's life (Zaichykova, 2006, pp. 43–49). That is, if a person does not have enough resources to overcome stressful situations at work, this can lead to professional burnout.

According to the research of American scientists K. Maslach and S. Jackson, professional burnout includes three components: emotional exhaustion (emotional exhaustion and fatigue caused by professional activities); depersonalisation (negative attitude to professional activities and their objects); reduction of personal achievements (feeling of professional incompetence and failure) (Maslach & Jackson, 1981, pp. 99–113). Based on these three components of professional burnout, they developed a measurement scale for its diagnosis. In order to prevent professional burnout, each person can take this test, determine their level of burnout and make the necessary decision.

The results of scientific research prove that the development of professional burnout syndrome is influenced by the following factors, namely personal (reactivity, tendency to introversion, authoritarianism, overestimated or underestimated empathy, low self-esteem), status-role (dissatisfaction with professional growth, role uncertainty, low social status, limited rights and expanded responsibilities, isolation in the team), professional and organisational (high level of organisational stress associated with organisational culture and its importance for employees, responsibility for the performance of duties; intensity and duration of workload) (Koltunovych, 2015, p. 20). Researcher K. Maslach

believes that the development of professional burnout syndrome depends on the following factors: personal (experience of injustice, social insecurity, loneliness, social and interpersonal isolation, socio-economic injustice; workaholism; low self-esteem; unrealistic expectations); situational (negative interaction with team members, intra-organisational conflicts, role uncertainty, lack of support, overload) professional (cognitively complex communication, emotionally intense business communication, the need for constant professional self-development, high responsibility for one's activities, monotonous work, the need for creative search) (Maslach & Jackson, 1981). Therefore, studying the peculiarities of the development of professional burnout syndrome allows both employees and their managers to plan targeted measures to prevent and overcome this syndrome, to prevent its spread and negative impact on both the carriers and the people around them.

In the context of the study, it is important to highlight the symptoms characteristic of professional burnout. A thorough analysis of the literature allowed us to group them as follows:

- intellectual – a decrease in interest in creativity at work, apathy, loss of interest in life, preference for traditional approaches to work, routine and formalism in work performance, unwillingness to participate in creative experiments - webinars, seminars, trainings, courses, etc;
- emotional – lack of emotions, pessimism, indifference to work and personal life, constant fatigue, feeling of hopelessness, irritability, anxiety, depression, loneliness;
- physical – physical fatigue, changes in body weight, exhaustion, insomnia, poor general health, shortness of breath, dizziness, hypertension, heart and vascular diseases;
- social – low social activity, reduced leisure activities, limited social contacts, indifference in relationships with colleagues and relatives, a sense of helplessness and insufficient support from family, relatives, friends and colleagues;
- behavioural – workaholism, chronic fatigue and constant desire to rest, tobacco and alcohol use, accidents (falls, injuries, accidents, etc.), impulsive emotional behaviour (Bretsko, 2011, pp. 110–120; Romanovska, Nabilska, 2011, pp. 103–107).

Subjectively, the results of professional burnout are manifested in a constant feeling of discomfort, growing irritability and fatigue. A person begins to feel unwilling to work, dissatisfied with their place of work, and even think about changing their profession completely.

Therefore, professional burnout is a serious challenge for modern society, a

form of professional maladjustment that leads to a decrease in the quality of work and negatively affects human health. In order to prevent burnout, it is important to take into account individual characteristics of a person and analyse external factors that cause emotional stress in his or her professional activities.

Causes and features of professional burnout of teachers in educational institutions

The causes of professional burnout in teachers are the subject of scientific debate and research, and there is no consensus on this issue. Researchers usually generalise the causes of its occurrence into two groups: objective and subjective. The objective factors (external causes) include:

- organisational problems in teaching: strict regulation, excessive autonomy of teachers, unbalanced workload, weak motivation, unclear growth prospects and limited involvement in management;
- negative socio-psychological microclimate in the teaching staff: conflicts, difficult relationships with colleagues and management, low level of team cohesion, lack of support, emotional discomfort.
- Subjective factors (internal causes) include:
 - inconsistency between personal values of a teacher and his/her professional activity, which manifests itself in the inability to realise important life goals and desired behavioural patterns at work;
 - emotional instability caused by a high level of neuroticism, characterised by increased excitability, reactivity, openness to experiences, low stress resistance and a tendency to negative emotions;
 - difficulty in consciously regulating one's own emotions and actions (Korolchuk, Korolchuk, Berezovska, 2019).

Thus, the most common causes of professional burnout in teachers of educational institutions are the peculiarities of professional activity and individual characteristics of professionals themselves.

The results of scientific research by T. Zaichykova show that most teachers develop professional burnout syndrome due to symptoms of 'resistance', characterised by a reduction in professional responsibilities, inadequate selective emotional response, emotional and moral disorientation, expansion of the sphere of emotional economy, etc. Given the results of the study, it can be argued that professional burnout syndrome is widespread among teachers in educational

institutions. It is characteristic that young, inexperienced teachers are most often prone to burnout due to unrealistic expectations of the profession. In general, the greater the discrepancy between expectations and reality, the more difficult the consequences for the teacher and the institution.

In the course of performing professional duties, a modern teacher performs many roles, including: learning organiser; partner in planning, analysis and evaluation of learning; assistant; consultant; personal advisor; life teacher; supervisor of an individual project; manager; interlocutor; group leader; coordinator; facilitator, etc. Such a professional workload requires sufficient nervous and mental resources to carry out effective teaching activities. In addition, a teacher must cooperate fruitfully with parents of students, public and state structures, and out-of-school educational institutions. In addition, each audience requires an individual approach to communication. Such a switch requires significant energy costs (Zaichykova, 2020, p. 58). The cause of professional burnout syndrome also depends on the gender of the employee. Women teachers, who are much more numerous in the field of education, need to manage their household and devote time to children and family alongside their professional workload (Koltunovych, 2015, p. 18). In addition, the reasons that contribute to the emergence of professional burnout syndrome include low salaries and relatively low social status. Teaching can be considered one of the most psychologically stressful areas of work.

It is an undeniable fact that education is the leading sphere that guarantees a person the development of his or her abilities and talents, provides knowledge and competences. Article 53 of the Constitution of Ukraine states that the state guarantees equal access to education for everyone, especially those with special needs due to health conditions (Constitution of Ukraine).

At the present stage, the state is addressing the problem of people with special needs through inclusive education, which not only ensures their inclusion in educational institutions, but also creates the necessary material, psychological and pedagogical conditions for full-fledged learning. Professional specialists who are deeply motivated to fulfil their duties are able to contribute to the implementation of these tasks. However, it should be noted that increased emotional stress in teaching, unpredictability of situations, complexity of tasks and high level of responsibility increase the risk of professional burnout. The main factors of psychological tension and professional stress are intense emotional experiences and cognitively intense interpersonal interactions.

At the same time, despite the fact that the professional activity of teachers of various educational institutions is distinguished by educational content and

working conditions, given the realities of the Ukrainian present (11 years of the Russian-Ukrainian war and 3 years of full-scale invasion), most of them are under pressure of work stress, have an established burnout syndrome or are in the process of its formation.

Thus, professional burnout syndrome is a destructive condition that negatively affects the professional activity of employees of educational institutions. In order to prevent this phenomenon, professionals need to learn how to effectively withstand the stress factors inherent in their work and perform their duties efficiently, while maintaining their own health. The teaching profession is characterised by active interpersonal interaction. Therefore, a teacher must understand the inner world of students, have the ability to establish business and emotional relationships with them, and organise their joint and individual work. That is why it is necessary to diagnose the causes of professional burnout in time, conduct individual and group work with teachers of educational institutions, and develop skills of effective stress management to prevent the development of symptoms of professional burnout.

Peculiarities of preventing professional burnout of teachers in educational institutions

Prevention of professional burnout of teachers of educational institutions is a set of measures aimed at preventing the conditions and causes that contribute to the emergence and development of the symptom of professional burnout, preserving the emotional health, motivation and performance of teachers.

Scientists have determined that the prevention of professional burnout should be carried out in three areas: informing, emotional support and increasing the importance of the profession.

1. Informing employees about the causes and symptoms of professional burnout. To this end, the researcher proposes to develop a package of materials 'Help Yourself: Ways to Prevent Professional Burnout'.
2. Emotional support for employees experiencing burnout. Such support is provided through communication in specially organised clubs. Classes are held in various forms: roundtables, psychological workshops, interesting evenings, family sports holidays, trips with children, visits to museums and theatres. All this contributes to team cohesion, helps to distract from professional difficulties and enrich the team with positive emotions.
3. Creating a system of activities that increase the importance of the profession

(competitions to identify the best employees, thematic seminars, individual counselling systems, review of professional achievements, etc. It is quite true that social approval and job satisfaction can help an employee overcome internal difficulties and prevent the development of professional burnout syndrome.

Thus, it is possible to predict the manifestations of professional burnout through preventive measures organised in advance: administrative support and recognition; formation and development of individual and personal characteristics that neutralise negative influences; strengthening the physical and psychophysiological potential of the employee. Humanity, moral and material encouragement, advanced training courses, as well as continuous self-improvement, self-education and self-education will help to maintain interest in the profession. It should be noted that a specialist's psychological competence and level of culture help to increase stress resistance. In combination with social experience, they form specific mechanisms of adaptation in stressful situations.

K. Maslach and M. Leiter rightly point out that professional burnout syndrome is not only a problem of an individual, but also of the professional environment. They believe that managers do not want to take measures to prevent burnout syndrome. In this regard, researchers identify five factors that influence the prevention of professional burnout: a manageable workload, optimal control (supports employee autonomy), fair remuneration, a sense of community, and shared values (Maslach, Schaufeli, Leiter, 2001, pp. 397–422). When these conditions are met by heads of educational institutions, the likelihood of developing professional burnout is reduced.

We fully agree that the prevention of professional burnout syndrome in teachers largely depends on a set of actions by the head of an educational institution. He or she plays an important role in this process. His/her activities should include the following areas:

1. Monitoring the psychological state of teachers:

- observation of the teacher's behaviour, emotional state, level of activity and involvement in the educational process;
- conducting individual conversations, surveys, questionnaires to identify signs of emotional exhaustion, vulnerability, etc;
- creating an atmosphere of trust and openness to identify teachers' problems and concerns.

2. Organisation of psychological support measures:

- organising preventive talks, lectures, seminars on psychological health and

burnout prevention;

- conducting trainings on stress management, emotional regulation, development of self-help skills;
- engaging psychologists and psychotherapists to provide individual and group counselling.

3. Stimulation of internal motivation:

- creating conditions for professional development and self-realisation of teachers;
- recognition and encouragement of teachers' achievements;
- providing opportunities for professional development, participation in conferences, trainings, seminars, workshops.

4. Organisation of the work process:

- creating a positive working environment based on mutual assistance and support;
- clear explanation of job duties, functions and responsibilities;
- setting realistic time limits for completing professional tasks in order to prevent teachers from being overloaded;
- establishing constructive communication between management and teachers, as well as within the team;
- creation of favourable conditions that stimulate the creative activity of the teacher and strengthen his/her volitional efforts.

5. Creating a positive working atmosphere:

- encouragement of employees to a healthy lifestyle, formation of corporate culture;
- formation of a positive psychological climate in the team;
- creating conditions for teachers to rest and relax during the working day.

These actions together help to create conditions in which teachers feel protected, supported and motivated, which helps to prevent professional burnout.

An important element in preventing and overcoming professional burnout is self-help. According to the resource concept of stress, it should be aimed at reducing the loss of resources and accumulating those that may be needed in stressful or extreme situations. The depletion of personal and social resources without their restoration inevitably leads to burnout and a decrease in subjective well-being (Savchuk, 2010). In order to achieve a normal psychological state, it is necessary to create new or reproduce existing personal, socio-psychological and

psycho-energetic resources that will help teachers effectively counteract distress.

To summarise the above, we emphasise that in order to prevent professional burnout syndrome, it is important for teachers of educational institutions to follow a number of recommendations:

- set both short-term and long-term goals;
- distribute workload in a balanced way;
- to be creative in performing professional tasks;
- optimise your work and rest schedule;
- develop relaxation and self-regulation skills;
- maintain emotionally appropriate communication,
- effectively resolve conflicts and use successful behavioural models;
- pay attention to physical activity and maintain a healthy lifestyle;
- maintain emotional stability through self-regulation, self-control, self-confidence;
- actively engage in professional development and self-education.

Thus, professional burnout is not a pattern, but the result of an unsuccessful balance between work and leisure. To overcome this phenomenon, it is important to take initiative, be active and be able to take care of your own well-being. The accumulation and preservation of personal and social resources will help teachers in educational institutions to effectively prevent professional burnout syndrome.

Self-education as a factor of teachers' anti-burnout of educational institutions

For a clear understanding of the role of self-education in preventing professional burnout of teachers of educational institutions, it is important to have a clear scientific definition of this concept.

C. Hryshchenko formulates the concept of 'self-education' 'as a purposeful, conscious and systematic work on oneself in order to ensure a level of personal development that would meet social requirements and personal ideal' (Hryshchenko, 2009, p. 14). A well-known Ukrainian psychologist H. Kostiuk characterises self-education as the highest form of manifestation of self-movement of the individual, in which he/she acts as a subject of his/her development. O. Hlavatska defines self-education as a systematic, consistent work of a person to develop and improve their positive and eliminate negative qualities (Hlavatska,

2018, p. 31). Self-education as a special type of activity involves an active awareness of the individual's own essence, worldview, life experience and the process of working on oneself.

In the process of self-education, external requirements turn into internal regulators of life and behaviour. Through self-education, an individual can maximise the development of his or her leading traits to guide his or her own life path and ensure effective personal and professional development. Self-education is clearly subjective in nature, as it involves internal processes of human consciousness, such as comprehension, evaluation and selection of positive external influences that shape one's beliefs, ideals, life goals, motivation and habits. Important in self-education activities are the improvement of emotional, volitional and moral qualities, the development of intellectual abilities and thinking, physical conditioning and health promotion.

Thus, self-education is a process that harmoniously reveals the entire spiritual world of a person in combination with his or her will, intellect, morality and emotions. It involves a deep awareness of oneself, one's own behaviour and one's place in the world. It is a volitional effort that affects the entire way of life. The emotional and moral aspect of self-education is inextricably linked to the volitional and intellectual, creating a complex process of self-change and personal development.

In addition to the preventive measures suggested above, self-education aimed at developing mechanisms to counteract this syndrome is important for preserving the professional health of teachers. An effective prevention is the mastery of methods and means of self-education by teachers. Self-regulation techniques are effective, in particular self-order (an internal command to oneself to perform actions in difficult situations); switching attention (quickly shifting attention from a disturbing thought to another object); self-conviction (an internal dialogue about the ability to independently control one's mental states and behaviour); self-encouragement (self-support, strengthening of belief in oneself and one's own success); autogenic training (a system of techniques aimed at conscious mental self-regulation); self-hypnosis (a psychotherapeutic method of psychological relief using one's own words). The ability to relax and maintain a balance between professional activity and leisure is also important (Hlavatska, 2018, pp. 106–107).

To strengthen personal resources in preventing and overcoming professional burnout, it is useful to keep a self-observation diary. For several weeks, you should record daily the moments when signs of anxiety and stress associated with burnout appeared, and note the circumstances of their occurrence. You can

make entries in the evening after work or before going to bed. When analysing the diary, it is important to pay attention to recurring situations that cause negative emotions, as they can be the cause of professional burnout. Keeping such a diary is an effective way to deal with stress, namely: experiences find an outlet in writing; by supplementing the entries with analysis and positive thinking techniques, you can use cognitive coping strategies. A self-observation diary can contain the following sections: situations or events that cause negative feelings; irrational beliefs or attitudes that underlie these feelings; search for constructive ways to respond (positive or rational transformation of behaviour and beliefs).

Researchers believe that the emotional and volitional regulation of the psychophysical state is positively influenced by:

- music (listening to classical music helps to harmonise the psycho-emotional state);
- humour (laughter helps to strengthen the immune system by activating T-lymphocytes and stimulates the production of joy hormones; humour effectively neutralises negative emotions);
- communication (contacts with family, friends and pets have a positive effect on the emotional state);
- being outdoors (fresh air and interaction with the natural environment energise and restore internal resources);
- hobbies and hobbies (doing your favourite things: reading, watching films, needlework, gardening, fishing, travelling, etc. contribute to relaxation and emotional recovery);
- meditative practices (meditation, visualisation and auto-training help to balance emotions and reduce stress) (Bretsko, 2011, pp. 110–120).

In order to ensure high productivity and avoid serious psychophysiological injuries from stressful situations, it is important to perform relaxation exercises and elements of art therapy. Relaxation is a process of muscle and mental relaxation that helps restore vitality. People who have mastered this technique can not only rest effectively but also work with maximum productivity. Elements of art therapy are actively used for personal development, achieving harmony in life, as well as a way of social adaptation and managing one's own emotions. Body therapy, which helps to relieve emotional stress, is also useful. It includes breathing and movement exercises aimed at improving energy circulation and releasing suppressed emotions.

It is worth paying attention to the importance of strengthening faith and turning it into a resource for overcoming difficulties. Faith performs a number

of protective functions: it reduces anxiety, eliminates fears, helps to refocus attention, facilitates reflection and decision-making, and provides an internal support for psychological stability. Faith is manifested in such aspects as confident behaviour, optimistic mood, positive attitude, etc.

For every individual, happiness is extremely important, and the pursuit of it is what unites people. Psychologists advise developing six key habits that help you feel happy:

- take care of your health (it is important to maintain a balance and take care of all aspects of well-being: physical, mental and social);
- learn how to relax (having enough time to relax has a great impact on overall well-being);
- not to lose contact with family and friends (social connections give a sense of confidence);
- do good to others (people who help others feel 25% happier than those who focus only on themselves);
- to maintain peace of mind (managing stress increases happiness and psychological well-being by 25%);
- earn and accumulate money (stable income gives a sense of financial security) (Kryvonis, Dmitrieva, Demchenko, 2009, pp. 83–87).

Thus, self-education is a volitional effort that regulates the entire way of life. In order to prevent professional burnout, it is important for teachers of educational institutions to use methods and means of self-education that allow them to effectively resist the negative impact of stress factors inherent in their profession and perform their duties at a high level while maintaining their own health.

Conclusion

Professional burnout is a condition that manifests itself in a gradual loss of vitality due to prolonged stress caused by professional activities. This condition is characterised by chronic fatigue, exhaustion, depersonalisation and a decline in professional achievement.

In teaching, there are many factors that can lead to professional burnout: high responsibility for the health and lives of students, emotional costs; constant mental stress; imbalance between efforts, as well as material and moral rewards.

Prevention of professional burnout syndrome in teachers of educational institutions involves a set of management measures, including: monitoring of the

psychological state, preventive conversations, support for internal motivation, and organisation of trainings. Important components are also the definition of realistic deadlines for completing tasks, a clear formulation of job responsibilities, ensuring effective communication, and creating a positive working environment.

Educators can effectively prevent professional burnout syndrome by accumulating and preserving personal and social resources. The solution to this problem largely depends on the efforts of the specialist.

The importance of self-education for the prevention of professional burnout of teachers of educational institutions is determined by their subjective experience, which is based on the following main aspects: internal unity and integrity of the personality, which contribute to the formation of a clear hierarchy of motives that determine the direction and activity of the teacher, which are characterised by clearly defined goals and objectives that the teacher sets for himself/herself; cognitive needs and intellectual activity, which are determined by the emotional perception of phenomena and processes of professional activity, passion for their work.

References

- [1] I. Bretsko, "Causes and features of professional burnout of teachers of educational institutions. Psychological symptoms of emotional burnout of a personality," *Problems of Modern Psychology*, vol. 12, pp. 110–120, 2011.
- [2] *Constitution of Ukraine*. [Online]. Available at: <https://ips.ligazakon.net/document/Z960254K?an=111>
- [3] O. Hlavatska, *Fundamentals of Personal Self-Education: A Textbook*, Condor, Kyiv, 2018, 206 p.
- [4] O. Hlavatska, Prevention of professional burnout of inclusive education specialists," *Inclusion in Action: Strategies for Implementation in Ukraine and the World*, Y.V. Osadtsa, Ed., Ternopil, 2022, pp. 4–6, 56–98.
- [5] S. Hryshchenko, *Self-Education of the Personality: A Monograph*, Chernihiv State Pedagogical University, Chernihiv, 2009, 252 p.
- [6] M. Iliencko and D. Puzikov, *Professional 'Burnout' of Social Work Professionals: Factors, Content, Ways of Prevention and Overcoming*, University of Ukraine, Kyiv, 2008, pp. 306–309.
- [7] L. Karamushka and T. Zaichykova, "The problem of the syndrome of 'professional burnout' of pedagogical activity in foreign and domestic psychology," *Actual Problems of Psychology*, vol. 1, pp. 210–217, 2002.
- [8] T. Koltunovych, "Risk factors of teachers' professional burnout," *Theoretical and Practical Aspects of the Development of Modern Pedagogy and Psychology*, Lviv Pedagogical Community, Lviv, 2015, pp. 18–23.
- [9] M. Korolchuk, *Professional Burnout of Educators: A Monograph*, National University of Trade and Economics, Kyiv, 2019, 304 p.
- [10] T. Kryvonis et al., "Personality-oriented psychological training as a means of treating emotional burnout syndrome," *The World of Social Psychiatry*, vol. 2, issue 1, pp. 83–87, 2009.

- [11] C. Maslach and S. Jackson, "The measurement of experienced burnout," *Journal of Occupational Behaviour*, vol. 2, pp. 99–113, 1981.
- [12] C. Maslach, W. Schaufeli, and M. Leiter, "Job burnout," *Annual Review of Psychology*, vol. 52, pp. 397–422, 2001.
- [13] O. Romanovskaya and E. Nabilsкая, "Causes and peculiarities of the 'professional burnout' syndrome in social workers," *Bulletin of NTUU 'KPI'. Political Science. Sociology. Law*, vol. 11, issue 3, pp. 103–107, 2011.
- [14] I. Savchuk, "Syndrome of 'professional burnout'," *Innovative Experience in Vocational Education*, vol. 9, pp. 96–110, 2010.
- [15] T. Turova, "Syndrome of 'professional burnout' of employees in the system of anti-crisis personnel management: Analysis of approaches," *Science and Economics*, vol. 1, pp. 137–145, 2010.
- [16] World Health Organization, *International Statistical Classification of Diseases and Related Health Problems: Update on the Eleventh Revision, EB139/7*, 2016. [Online]. Available at: https://apps.who.int/gb/ebwha/pdf_files/EB139/B139_7-en.pdf
- [17] T. Zajchykova, "Factors of manifestation and prerequisites for the formation of the syndrome of 'professional burnout' in teachers," *Scientific Journal of the Drahomanov National Pedagogical University*, vol. 56, issue 11, pp. 57–67, 2020.
- [18] T. Zajchykova, "The relationship between the syndrome of 'professional burnout' and personal factors," *Scientific Notes*, vol. 26 issue 2, pp. 107–114, 2005.
- [19] T. Zajchykova, "The relationship between the syndrome of 'professional burnout' and socio-demographic factors of teachers," *Actual Problems of Psychology*, vol. 18, issue 1, pp. 43–49, 2006.