





NATALIIA RIDEI <sup>1</sup>, OKSANA KATSERO <sup>2</sup>,  
TETIANA KHITRENKO <sup>3</sup>, OLENA DAINEKO <sup>4</sup>

## Axiological Analysis of the Conceptual Categorical Apparatus of Professional Burnout in the System of Education

<sup>1</sup> Doctor of Pedagogical Sciences, professor of Adult Education Department, National Pedagogical Dragomanov University, Kyiv, Ukraine

<sup>2</sup> PhD Student of Adult Education Department, National Pedagogical Dragomanov University, Kyiv, Ukraine

<sup>3</sup> Researcher at the Institute of Agroecology and Nature Management of NAAS, Kyiv, Ukraine

<sup>4</sup> Leading specialist, Department of Scientific Research, National Pedagogical Dragomanov University, Kyiv, Ukraine

### Abstract

The importance of professional health is actualized. The structural-logical scheme of the genesis of the conceptual-categorical apparatus of the study was constructed and its axiological and structural-functional analysis of “professional burnout” was carried out. Specifies the author’s interpretation of the definition of “professional burnout”; the structural and logical scheme of the process of professional burnout is developed.

**Keywords:** mental fatigue, professional deformation, professional burnout, occupational health, education system, a teacher

---

### Introduction

At the present stage of the development of society, the paradigm of Education for Sustainable Development is the dominant paradigm of the modernization of educational and scientific systems of various levels and purposes. (UNECE Strategy, 2005) which is in various interpretations seen as life-long education to ensure the quality and safety of life on the planet. At the UN Summit on Sustainable Development (New York, USA, September 27, 2015), 17 New Goals Adopted in the National Report “The Objectives of Sustainable Development: Ukraine” were adopted. Goal 3. To ensure a healthy lifestyle and commonweal for all any ages through environmental education, popularized quality and safety of life, scientific research of life and the environment. Goal 4. To ensure fair quality education and to encourage lifelong learning opportunities for everyone. These goals actualize our research (2017).

The profession of a teacher is full of many stressful factors, such as: social assessment, uncertainty, routine, and etc. Manifestations of stress in the teacher's work are varied and numerous: frustration, increased anxiety, irritation, exhaustion – these are just a small part of the factors that lead to emotional exhaustion of those who chose this profession.

Objective: to implement theoretical analysis of the conceptual-categorical apparatus of research in the historical retrospective of branches of sciences and knowledge (pedagogy, psychology, labor protection, health care, philosophy); to conduct structural-logical and structural-functional analysis of the conceptual-categorical apparatus of research in fundamental and applied aspects; to distinguish the conception of definitions and genesis which specify the actual author's research; to develop a structural and logical scheme for the development of the professional burnout.

This work is done within the framework of the program “Theoretical and Methodical Foundations of the Formation of a Postgraduate Education System on the Basis of Sustainable Development” (2017–2019 years) of the National Pedagogical Dragomanov University (at the Department of Adult Education).

### **Main part**

The most popular definition of health is formulated by WHO experts - the state of physical, mental and social commonweal but not just the absence of illness or physical disabilities; the natural state of the organism, characterized by its balance with the environment and the absence of any painful changes, where the balance of the organism with the external environment is the degree of its suitability, adaptability to the conditions of biological and social environment, efficiency; Lischuk and Mostkova criticize the understanding, because commonweal depends not only on the person himself, but it is largely a characteristic of society; from the standpoint of human activity – provides unrestricted realization of its personal potential (Adler, Amosov, Engelhard, Kashchenko, Markov, Maslow, Rogers and others); regarding Maslow – universal human value, correlates with the basic vital values of the individual (in the concept of positive health, including mental, moral, as categories of immunity); for social functions - health - the state of optimal vital activity of the subject, the availability of prerequisites and conditions for its comprehensive and long-term activity; Kaznacheyeva considers - as dynamic state, the process of preservation and development of its biological, physiological and mental functions, optimal efficiency and social activity at maximum life expectancy; the state of the organism and the form of vital activity, which provides sufficient durability, necessary quality of life and social efficiency; in the philosophical aspect - it is a harmonious combination of physical and spiritual qualities of man, the measure of inter-

nal and external equilibrium, directly coinciding with the world of beauty (Ridei, 2018).

According to Makarenko (1987), professional deformations are found in teacher notations, in severity, excessive “adult seriousness, artificially created pedagogical gloom”; it was not permissible to consider irritability, cry, rough cries, which students do not forgive the teacher, – wrote the teacher; noted that the teacher has to be able to manage its mood, be able to change it into game, in order to save its nerves.

The manifestation of professional deformation Sukhomlynsky (1976) saw in indifference to the student, if “in 3-5 years after graduation, a teacher does not know in three, five, ten times more that had known in the previous years of its work, the students doomed to boring cramp”; warned teachers about negative emotions, and their impact on health.

Analyzing the work of a teacher, Rubinstein (2001) emphasized that only an emotionally mature person can cope with the difficulties of pedagogical activity; warned that in an emotional plan, the teacher has to improve himself to survive.

Researchers Shafranova, Rubinstein, Kashkadamov, Rybnikov studied problems of fatigue of teachers, in particular dynamics of their working efficiency, conditions and mechanisms of professional maladaptation. It was found that fatigue occurs after four hours of work.

Shafranova and Rubinstein saw professional deformation in considerable stress on the nervous system and the emotional sphere, which are not often understood by the teacher. Continuous creativity and extra-curricular work over oneself and subject, permanent “inclusion of a volitional impulse”, incredible amount of requirements, frequent nonspecific emotions, all these do not pass without a trace. At the same time, teachers with accumulation of experience, development of their own approach, style of work and professional position – appears “mental fatigue”, professional maladaptation, professional deformation. And itself “pedagogical system organized in the previous form, – argued Vygotsky (1991) – is a place for the education of the abnormalities of teachers and created a teacher's neurosis”; the danger is that “the teacher begins to feel as an instrument of education, in the role of a gramophone who does not have its voice and sings what the plot suggests”.

We have developed a structural-logical scheme for the development of the process of professional burnout in the research chain: psychological fatigue and professional disadaptation → dynamics of workability by occupation classification → professional deformation (at levels and by types) → professional burnout in professionally stable environment (by system components) → professional burnout in extreme environment with symptoms (see Fig.1).

The first teachers psychoanalysts set themselves the “global” task of general prevention, sought to form the socio-psychological competence of the teacher.

Long lasting stress response, occurs as a result of the influence on the personality of professional-related stresses in the professions “man-to-man”, is interpreted as “emotional extinction”. It turned out that among the staff of communicative professions, who are subjected by this syndrome, teachers form the highest percentage (40–60 %).

“The state of emotional burnout, writes Yakovleva, expressed in emotional lability, mental imbalance and depersonalization, overloaded with work and dissatisfied with their social status, teachers do not always have their own emotions, increased irritability and loss of interest in work, this state also leads to the emergence of a number of diseases called psychosomatic” (Ridei, 2018).

Emotional burnout, according to Orel, is a dysfunction caused by the influence of professional activity on a person, which is clearly manifested in the field of subjective forms of work. In his opinion, stress is not the cause of burnout, but has purely professional orientation. The scientist concludes that the burnout is close to the category of mental states. In particular, the structure of emotional burnout includes three main components: emotional (psycho-emotional load), motivational (cynicism) and estimated (self-esteem of professional efficiency) (Orel, 2001).

According to the concept of Zeer (2005), professional deformation of the individual, can be manifested in three types – own, acquired and elaborated professional deformations - on four levels (see Fig. 1).

Professor of psychology Maslach (2000) details the concept of “burnout syndrome – physical and emotional exhaustion, consisting of the development of negative self-esteem, negative attitude to work and loss of understanding of sympathy for students, loss of creative potential, lack of reaction to boredom – more often emotional exhaustion, that appears from the background of stress caused by interpersonal communication”.

Approach Maslach and Jackson consider the syndrome of “professional burnout” as a three-component system – emotional exhaustion, depersonalization and reduction of own personal aspirations (see Fig. 1).

The scientist Boyko developed his own classification of symptoms that accompany various components of “professional burnout”, developed a “Method of diagnosis of emotional burnout”, which evaluates manifestations of a syndrome by twelve symptoms, which usually accompany three components of “professional burnout”. He considers, the “burnout” as a personality-generated mechanism of psychological protection in the form of total or partial exclusion of emotions in response to psycho-traumatic actions; describes the symptoms of “burnout” that we took into account when did the scheme (see Fig. 1) (Boyko, 1999).

Miroshnichenko in the teaching manual “Prevention of a syndrome of professional burnout of teachers are working in extreme conditions” highlights psychophysical, emotional, behavioral, socio-psychological symptoms (Ridei, 2018).

Symptoms of “burnout” syndrome can range from mild behavioral reactions (irritability, fatigue) to psychosomatic and neurotic disorders.

Nowadays, the syndrome already has a diagnostic status in “ICD-10”: “Z 73 – problems associated with difficulties in managing own lives”.

Disorders can affect the various aspects of the labor process: professional activity, professional personality, professional communication; they lead to the development of professional “burnout” – the symptom-complex which includes set of indicators under the influence of which the personality of a specialist is destroyed, disorder and deformation of professional activity, reduced performance work in general.

## **Conclusions**

Consequently, preservation and strengthening of professional health of the teacher has always been and remains an actual problem of psychological and pedagogical science. The question remains the training of teachers for the preservation and strengthening of their professional health, formation of their strategy of health preservation, resistance to negative factors, accompanying pedagogical activity, readiness for self-rehabilitation.

The importance of professional health is actualized. The structural-logical scheme of the genesis of the conceptual-categorical research apparatus was constructed. The axiological analysis of the conceptual-categorical apparatus of investigation of the structural-functional analysis of “professional burnout” was done.

Concretized the author's understanding of the definition of “professional burnout” as: the reaction-result of long-term stresses and overload (working time, administrative requirements, intellectual-volitional, closed space, subject-engagement, psychophysical); form-dysfunction of maladaptation (emotional, motivational, self-esteem) deformation (personality – personalized, acquired, combined; personality functions – general, special, typological; complexes – occupationally oriented, hyperactive abilities, specifics of personality, individual); condition, syndrome or a complex of syndromes of emotional exhaustion, depersonalization and reduction of individual aspirations; multicomponent complex of symptoms – stress (psycho-traumatic experiences, self-discontentment, hopelessness, anxiety and depression), resistance (selective emotional inadequacy, emotional and moral disorientation, the field of emotional saving, curtailment of professional activity), exhaustion (emotional deficiency and marginalization, depersonalization, psychosomatic and psycho-vegetative disorder).

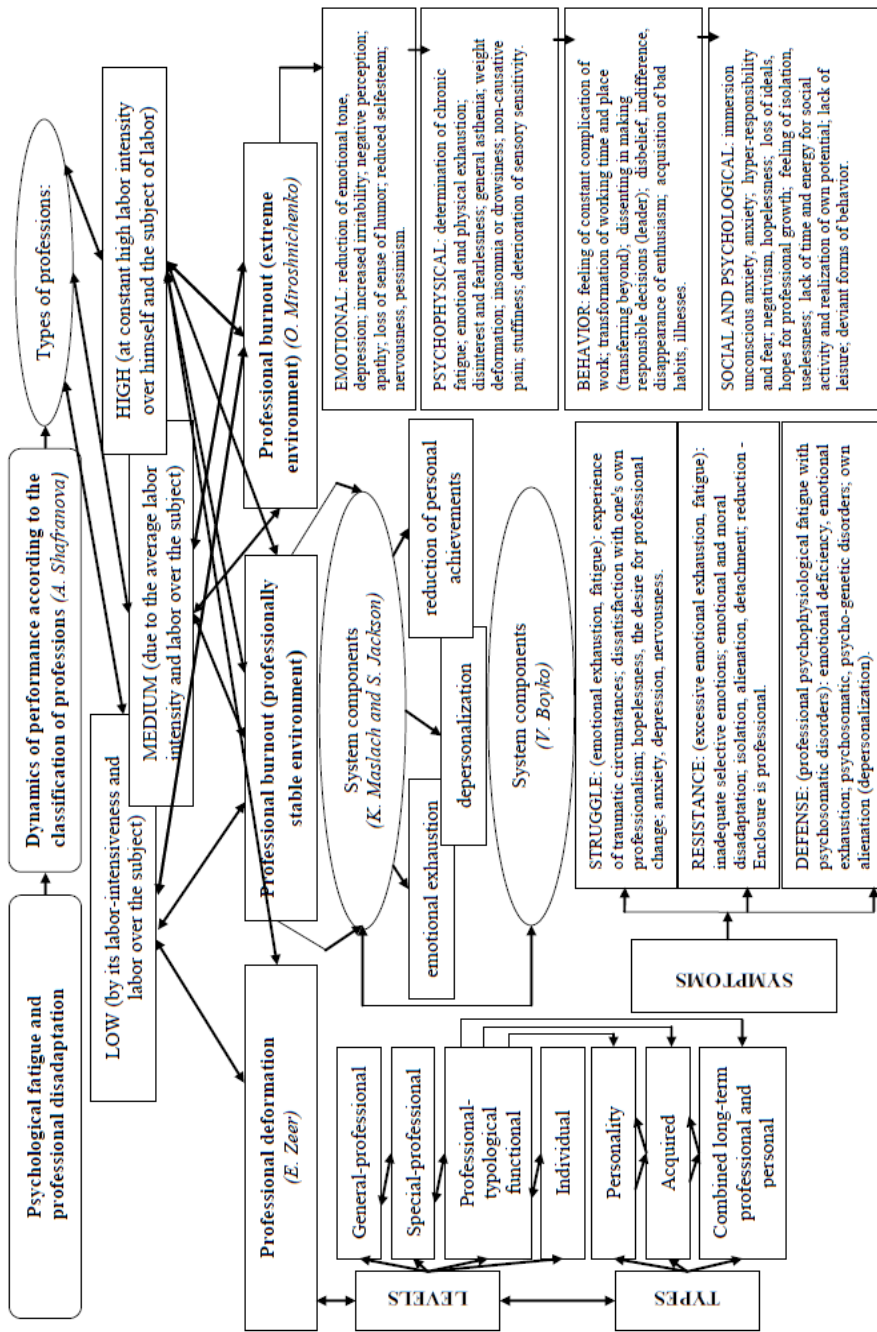


Fig. 1. Structurally-logic scheme of the Genesis of conceptual-categorical apparatus

## **Literature**

- Boyko, V. (1999). *Emotional Burnout Syndrome in Professional Communication*. SPb.: Dobrodiyyko.
- Makarenko, A. (1987). *Collection of Essays in 7 t.* M.: Academy of Pedagogical Sciences.
- Maslach, K. (2000). *Practice on Social Psychology*. SPb.: Peter.
- Orel, V. (2001). *Syndrome of Mental Burnout of Personality*. M.: In-te psychologists of the RAS
- Ridei, N. (ed.) (2018). *Management of Systems of Passenger Education for Sustainable Development*. K.: Drahomanov NPU
- Rubinstein, S. (2001). *Fundamentals of General Psychology*. SPb.: Peter.
- Sukhomlinsky, V. (1976). *One hundred Advice to Teacher*. K.: Soviet school.
- Vygotsky, L. (1991). *Psychological Nature of Teacher's Work*. M.: Pedagogics.
- Zeer, E. (2005). *Psychology of Professional Destruction*. M.: Business Book.