

Causes of Emotional Burnout of Teachers

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Abstract: *This article examines the causes of emotional burnout of teachers.*

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Recently, in the course of rapidly changing events, the issue of not only physical but also mental health of teachers is becoming increasingly relevant. Changes in the education system, the development and implementation of new standards, requirements require teachers to be highly emotionally involved in this activity, writes N.G. Vasilyeva. The situation is aggravated by strict time frames, responsibility to students, parents and administration for the results of their activities, which, in turn, provokes the emergence of psychosomatic diseases, neurotic disorders and, as a result, complete emotional burnout, notes M.V. Borisova.

Theoretical attention to the aspect of emotional burnout is due to practical demand. Emotional burnout occurs in teachers in the course of professional activity and has negative consequences for both the teacher himself and the students and the mental well-being of the team as a whole. According to the World Health Organization, burnout syndrome is an emotional, motivational or physical exhaustion that is characterized by a decrease in the effectiveness of professional activity, insomnia, fatigue, and an increased risk of somatic diseases. Chronic fatigue leads to the use of psychotropic drugs or alcohol to obtain temporary relief, which can lead to the formation of addiction.

E.V. Kutyina, in turn, identifies two phases of stress.

The first phase of "tension" is a trigger - a start to the formation of emotional burnout and suggests the presence of the following symptoms: experiencing circumstances that traumatize the psyche, which is expressed in increased awareness of psychotraumatic factors that are difficult to eliminate or completely impossible; dissatisfaction with one's own actions and oneself personally - in this case, the mechanisms of "emotional transference" are in effect, that is, negative energy is directed not outward, but toward oneself; "being driven into a cage" is felt by a teacher in the case when circumstances that traumatize the psyche dominate over a person and there is no opportunity to eliminate them, a feeling of hopelessness sets in, that is, a state of intellectual and emotional impasse sets in; anxiety is observed in the most difficult circumstances and contributes to the generation of powerful energy tension in the form of disappointment, anxiety, this is the most extreme point in the development of anxious tension in the process of forming emotional burnout; emotional disorientation is clearly manifested in the unreasonable defense of one's own strategy, even in the case of awareness of its erroneousness; expansion of the sphere of economy of emotions is observed in relationships with loved ones and includes aspects of non-professional communication; reduction of professional responsibilities is the final stage of symptoms of the formation of emotional burnout.

The second phase involves complete emotional exhaustion. It is characterized by a decline in overall energy tone and a complete weakening of the nervous system. Metastases of emotional and professional

burnout fall into professional attitudes, into the system and principles of personal values. A protective emotional-volitional anti-humanistic attitude appears.

According to E.V. Kutyina, the "exhaustion" phase is accompanied by such symptoms as the presence of an emotional deficit, when a professional teacher has a feeling that he cannot empathize, participate, encourage, multiply volitional, intellectual and moral output; emotional coldness is manifested in rudeness, harshness, irritability in communication; personal detachment is manifested in the case when a professional teacher is no longer bothered by work issues. And the author notes that the "exhaustion" phase is completed by psychological and somatic disorders.

Analyzing the role of mental states, M.S. Demina identifies the causes of the formation of non-equilibrium, that is, going beyond the boundaries of optimal values, states of teachers: conflict with students, the most frequent non-equilibrium state of a teacher; inattention to the behavior of students in class; conflict situations with the administration; sudden appearance of members of the administration in class; comments from colleagues about an unsuccessful lesson; summons to the principal, undeserved accusation of the teacher by parents.

Conclusion: Thus, in the course of analyzing the aspects of professional and emotional burnout of teachers, we considered the concept, symptoms, phases and identified the causes of the formation of non-equilibrium, that is, going beyond the boundaries of optimal values, states of teachers: conflict with students, the most frequent non-equilibrium state of a teacher; inattention to the behavior of students in class; conflict situations with the administration; sudden appearance of members of the administration in class; comments from colleagues about an unsuccessful lesson; summons to the principal, undeserved accusation of the teacher by parents.

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