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IMPACT OF ACADEMIC PERFORMANCE ON THE DEVELOPMENT OF EMOTIONAL BURNOUT SYNDROME AMONG THE MEDICAL

STUDENTS

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Introduction. The stress problem is a sphere of intersection from normal and

pathological physiology and medicine to psychology, sociology and politics, which is due to physiological and psychological mechanisms of stress-reactions, as well as their social nature of consequences.

Stress is a combination of non-specific adaptation reactions of the body to the action of various adverse stress-factors (physical or psychological), which violates its homeostasis, as well as the adequate condition of the nervous system of the body.

Relevance. In recent years, the attention of researchers and practitioners has attracted the problems of emotional burnout syndrome among the students. Thus, it is noted that the maximum number of students with burning symptoms is observed on the third year of study - up to 42%. The high level of mental and sychoemo-tional tension, new organizational requirements, frequent disorders of the work, rest and nutrition regime of student youth, repeated stresogenic situations of credits and examinations, as well as facial psychovegetative features lead to disruption of the processes of mental adaptation of students, development of stress-induced psychosocial disorders, in particular - emotional burnout syndrome.

Research methods. We used 2 methods in our study on the method of V.V. Boyko (annotable questionnaire) and a questionnaire to determine the level of professional self-determination and academic achievement. In order to determine the presence and degree of "burnout," it is recognized that it is necessary to take into account its three components: emotional exhaustion, depersonalization, reduced working productivity.

Results. On the basis of the above, we examined the 119 of students of the III year (age 19 - 24, young men - 33, girls - 86) in order to identify the prevalence and development of EBS Among the medical students. Analyze the investigation its showed that the leading symptoms determining EBS formation in students are: inadequate selectiveemotional response (63.8%); Reduction of professional responsibilities (46.2%); Anxiety and depression (37.0%), experiences of psychotransmenting circumstances (35.3%). EBS phase formation analysis showed that 40.0% of respondents were in the resistance phase, 17.65% were in the voltage phase, and 26.0% were depleted; No signs of burnout and stress were found in 16.8% of students. A gender assessment of the development of EBS showed that emotional burnout is more likely for girls who have developed a phase of resistance in 41.8% with leading symptoms: inadequate selective emotional response (65.1%); Reduction of professional duties (48.8%), anxiety and

depression (41.8%), experiences of psychotransmenting circumstances (40.0%).

Among the young men, resistance phase formation was 33.3% with leading symptoms: inadequate selective-emotional response (60.6%); Emotionally moral disorientation (48.5%), reduction of professional duties (39.4%), emotional deficit (39.4%).

The analysis of the development of EBS depending on the academic performance of students showed a high level of emotional burnout in "A-students" (phase of resistance 46.2%, depletion - 23.0%) and "C-students" (phase of resistance 46.7%, depletion - 40.0%, voltage - 38.7%) compared to "B-students" (respectively 35.5 and 21.0%).

Conclusions. EBS among the students manifests itself as a stress-reaction to

emotionally-intense educational and communicative activities. EBS goes through a

number of stages with a gradual increase in psycho-vegetative and psychological

symptoms. The possibility of preventing "emotional burnout" becomes essential.