**FORMATION OF THE STUDENTS ' EMOTIONAL BURNOUT SYNDROME IN THE CONDITIONS OF DISTANCE LEARNING**

**Safargalina-Kornilova N. A., Borshchova Z. G., Pomazanov D. O.**

*Kharkiv National Medical University, Department of general and clinical pathophysiology named after D. A. Alpern, Kharkiv, Ukraine*

**Actuality**. Nowadays, the urgency of the problem of the development of emotional burnout syndrome (EBS) is due to the social and economic crisis in the context of the COVID-19 pandemic. This situation has affected all segments of the population and students are no exception. Today, all educational institutions are forced to switch to the distance learning mode, and adaptation to it is the most important factor in quality of the education.

**Aim**. To study the prevalence and dynamics of the formation of the burnout syndrome among medical students in the context of distance learning.

**Materials and methods**. The study involved 92 3rd-year students (72 girls and 20 boys) who were in a distance learning environment for one academic year (from March 2020). The level of emotional burnout was determined by the method of V. V. Boyko, which allows us to diagnose not only the symptoms of" emotional burnout", but also the dynamics of the formation of the syndrome (the phases of" tension"," resistance"," exhaustion") and its leading components.

**Results**. Analysis of the results of the study showed that only 8 (8.7%) of students had no symptoms of burnout, which indicated sufficient adaptation to stress and distance learning. In 51 (55.45%) students, symptoms of emotional burnout were revealed, and in 33 (35.87%), this syndrome was in the stage of formation.

Analysis of the structure of EBS formation (n=33) showed that 17 (51.52%) of the surveyed students were in the stage of formation of the stress phase of the syndrome with the leading symptoms of anxiety and depression( 7.8%), experiencing psychotraumatic circumstances (11.8%). In the resistance phase of the syndrome there were 30 (90.9%) people with pronounced symptoms of inadequate selective emotional response (29.4%) and reduction of professional responsibilities (11.8%), and in the exhaustion phase – 15 (45.5%) with leading symptoms of emotional deficit (13.7%) and psychosomatic and psychovegetative disorders (5.9%).

Analysis of the structure of the already formed EBS (n=51) showed the presence of symptoms: stress phases in 19 (37.3%) students with leading symptoms of anxiety and depression (9.9%), experiences of traumatic circumstances (9.4%); resistance phases – in 40 (78.4%) with a pronounced inadequate selective emotional reaction (16.8%) and reduction of professional responsibilities (12.3%); exhaustion phases-in 24 (47.0%) with leading symptoms of emotional deficit (10.4%), personal detachment and depersonalization (10.9%).

**Conclusions**. In the conditions of distance learning, the development of the emotional syndrome in medical students manifests itself as a stress reaction to emotionally stressful educational and communicative activities in the form of a gradual increase in individual psychovegetative and psychological symptoms, indicating a violation of their socio-psychological adaptation.