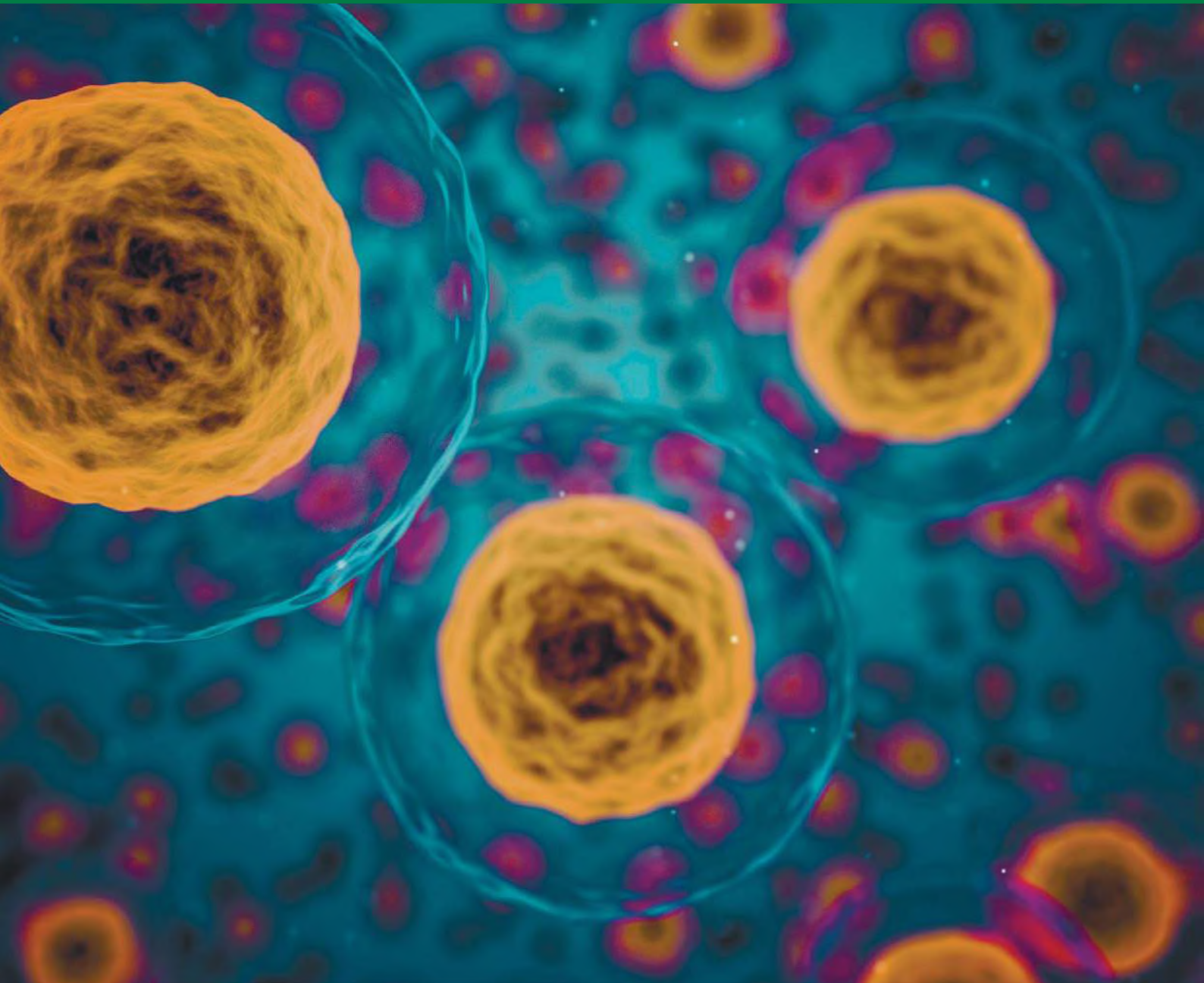


Kharkiv National Medical University

# INTERNATIONAL SCIENTIFIC INTERDISCIPLINARY CONFERENCE ISIC - 2021





psychotherapy and supporting services to university students to promote a psychologically healthy atmosphere.

*Lysak Maryna, Stukalkina Diana, Litovchenko Olena*

## **ON THE ISSUE OF PSYCHOGENIC CHARACTERISTICS OF THE OCCUPATIONAL BURNOUT STATE AMONG EDUCATORS OF PRESCHOOL EDUCATIONAL INSTITUTIONS**

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Actuality. Pre-school education is the first link in the system of one's lifelong learning. It is in a preschool institution that the foundations of knowledge, skills, the basis of communication, and social relations of the future personality are formed. Raising a child is a very complex type of professional activity and constant communication. A teacher's personality has a determinant, special role in the general development of a child. At the same time, the teacher is responsible for the life and health of the child during the day. The professional responsibilities of the educator include the implementation of educational and methodological workload, during which they must independently make and implement pedagogical decisions, be responsible for their consequences, constantly exercise self-control, be ready for social assessment of their actions, unusual situations, and immediate response to them, etc. In addition, today's reality requires competitiveness from the educator, along with mobility, flexibility, creativity, good basic education, professional training, high cultural and technical level, they must quickly freshen and enhance knowledge, and much more. As a result, the educator spends less time with family, friends, gives up hobbies, neglects personal needs, etc.

As a rule, such sacrifices do not bring the expected results, because success is much lower than the effort expended, the teacher feels exhausted instead, their circle of communication narrows, the number of psychosomatic complaints increases, and so on. Idealism, work enthusiasm, inspiration turn into their complete opposite and create preconditions for the formation of occupational burnout. The profession of an educator



is one of those where the syndrome of burnout is most common. Therefore, it is very important to study the peculiarities of the origin, development, and course of occupational burnout in the educational field.

The aim. Relevant issues of the psycho-hygienic characteristic of the state and development of occupational burnout among educators of preschool educational institutions (according to literature) and justification of goals, tasks, stages, and competencies.

Materials and methods. Processing and analysis of publications in medical databases PubMed and Medscape.

Results. The concept of emotional burnout syndrome (EBS) was introduced to psychology in 1974. by American psychiatrist G. Freidenberg. The term "burnout" is defined in the International Classification of Diseases as a consequence of prolonged unresolved stress in the workplace. Many scientists considered it a disease, but since May 2019, WHO has only used the term in cases related to work, and therefore "burnout" is classified as a syndrome. It is most often found among professions associated with communication – professions such as Person-to-Person and manifested in the form of constantly growing emotional exhaustion, accompanied by personal changes in the field of communication. The development of emotional burnout is conducted by the need to work in a monotonous or intense rhythm with a constant emotional overload. Another reason is the lack of proper reward (not only material but also psychological) for the completed work, which leads a person to think that their work does not have any value.

Educators may experience such psychophysical symptoms: the feeling of constant fatigue not only in the evening but also in the morning; headaches of unknown cause; increase or decrease in body weight; insomnia at night and desire to sleep throughout the day; reduction of external and internal sensory sensitivity (deterioration of vision, hearing, smell, and touch, loss of internal bodily sensations). The stressful nature of the professional activity of educators negatively affects their mental states, which leads to several negative socio-psychological consequences in the professional sphere.

Conclusion. The study of the state of occupational burnout among teachers of preschool educational institutes is a highly relevant scientific issue that can be solved



by conducting comprehensive research using psychological questionnaires and psychophysiological research using the device "NS-Psychotest" with further development of practical recommendations in order to prevent the occurrence of occupational burnout among this category of workers.

*Maksym Stytsenko*

## **VERIFICATION OF THE MODEL OF EARLY DIAGNOSIS OF PROFESSIONAL BUIROUT ON THE EXAMPLE OF EMERGENCY WORKERS**

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Introduction. Previously, scientists did not pay attention to the development of occupational burnout before its appearance. However, it is very important to identify prepathological criteria for the development of burnout in social workers, such as ambulance doctors.

Goal. Identify the criterion-significant questions of the Maslach Burnout Inventory questionnaire (MBI-GS) and the logistic regression coefficients of the model of prepathology detection in ambulance workers.

Materials and methods. The study was performed on the basis of Kharkiv National Medical University. A survey of 120 employees of the Regional Clinical Hospital - Center for Emergency Care and Disaster Medicine was conducted in Kharkiv, Ukraine. The sample included 44 paramedics of emergency medical care (18 men and 26 women) aged 20 to 78 years. The average age of the respondents was  $40.78 \pm 13.43$  years. Occupational burnout was determined by the Maslach Burnout Inventory (MBI-GS). Statistical processing was performed using Python 3.8 in the Jupiter Notebook environment using logistic regression analysis methods.

Results. At the first stage, all respondents - paramedics of the emergency medical center were divided by age and sex, and then into three groups: healthy people, a group of prepathology of burnout and a group of people with signs of burnout. In the group of prepathology, the determination of criterion-significant statements of MBI-GS was



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