

EMOTIONAL FATIGUE SYNDROME IN TEACHERS

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Abstract

The recommendations of scientific studies on the interpretation of emotional exhaustion syndrome in teachers are expressed. The article also expresses the scientific proposal and practical recommendations formulated by the author on this issue.

Keywords

Depersonalization, activity, psychosomatic, stress, syndrome..

O'QITUVCHILARDA HISSIY CHARCHASH SINDROMI

Annotatsiya

O'qituvchilarda hissiy charchash sindromi sifatida talqin etilishi bo'yicha ilmiy tadqiqotlarning tavsiyalari ifodalangan. Shuningdek, maqolada mazkur masala yuzasidan muallif tomonidan shakllantirilgan ilmiy taklif va amaliy tavsiyalar ham o'z ifodasini topgan

Kalit so'zlar.

Depersonalizatsiya, faoliyat, psixosomatik, stress, sindrom.

One of the difficulties of pedagogical work is its high mental tension, emotional saturation, which leads to emotional exhaustion (V. V. Boyko, N. Ye. Vodopyanova, N. A. Vorobieva, V. V. Kustova, K. Maslach, T. A. Formanyuk).

Emotional exhaustion is a state of physical, emotional and mental exhaustion, including emotional exhaustion, depersonalization and a decrease in professional achievements.

Emotional exhaustion is a feeling of emotional emptiness and fatigue resulting from one's own work.

Depersonalization characterizes a careless attitude towards one's work and its objects, which is manifested in an indifferent attitude towards children. A decrease in professional achievements is manifested in a sense of incompetence in the profession, in the awareness of one's own failures.

There are mainly two large groups of factors that provoke emotional exhaustion of teachers.

1. External factors - organizational, characterizing the conditions and content of activity:

- chronic intensive psycho-emotional activity in constant communication with students, parents and colleagues;

- unclear organization of work, lack of equipment, conflicting requirements for activity;

- increased responsibility associated with responsibility for the life and health of children;

- nervous situation in an educational institution;

- psychologically difficult contingent. Children are unpredictable, they can be different: naughty, capricious, aggressive, very active or sluggish.

2. Internal factors - personal, distinguishing the teacher himself and his personality:

- emotional rigidity;

- intensive internalization of professional activity situations (perception and experience);

- weak motivation for emotional return, manifested by indifference and emotional rudeness;

- moral defects or disorientation;

- workaholism;

- lack of psychological resources.

K. Maslach identified three types of signs of fatigue: physical, behavioral and psychological.

These symptoms can manifest themselves to varying degrees and with different frequencies. Thus, three stages of emotional exhaustion are distinguished.

The first stage - nervous tension - occurs in an unstable environment, chronic emotional stress. Symptoms are characterized by a mild, rather than prolonged, manifestation. Stress is relieved by rest and breaks at work.

Signs of emotional exhaustion

- Fatigue
- Feeling tired
- Sensitivity to changes in the external environment
- Asthenia
- Headaches
- Gastrointestinal diseases
- Weight problems
- Insomnia
- Work seems to be getting harder
- Avoidance of work
- Lateness at work
- Decreased enthusiasm
- Excessive attention to details
- Withdrawal from students and colleagues
- Inability to make decisions
- Abuse of alcohol, drugs
- Boredom, sadness, hopelessness, guilt, lack of demand
- Nervousness
- Suspicion
- Rigidity
- Uncertainty
- Pessimism

The second stage - resistance (resistance) - occurs with a more regular and prolonged course of symptoms. Teachers strive to overcome the symptoms, protect themselves from unpleasant impressions.

The third stage - fatigue - is characterized by depletion of mental resources, a decrease in emotional tone, symptoms become chronic, mental and physical problems develop.

Modern teachers in almost 100% of cases demonstrate manifestations of emotional fatigue. This applies to teachers, kindergarten teachers and educational leaders, and even students of higher pedagogical universities, which is confirmed by the publications of scientists. Teachers note the strong severity of all external factors that provoke emotional fatigue, especially constant changes in the content of education, the requirements for maintaining documents, the discrepancy between time requirements and the material condition of technical means.

Knowledge of the features of the emergence, course, development of emotional fatigue allows psychologists to identify this problem in a timely manner and provide psychological assistance to teachers. It consists in the formation of psychological, methodological and social competence, individual counseling, and the development of emotional flexibility. The effectiveness of goal-setting, relaxation, self-regulation, and cognitive restructuring training is

especially emphasized (N. Ye. Vodopyanova, N. A. Vorobieva, V. V. Kustova, D. A. Kutuzova, A. V. Rakitskaya, T. A. Serga).

Experts believe that people may experience a syndrome called professional burnout syndrome, identified in the 70s by the American researcher H. Freudenberg. The term “burnout” describes the mental state of healthy people who are in intensive and close contact with victims in the process of providing qualified assistance. This includes people working in the “human-human” system: teachers, doctors, lawyers, psychologists, social workers, rescuers and firefighters. They are constantly forced to confront the negative emotions of their victims and involuntarily enter into them, as a result of which they experience high emotional stress. Burnout syndrome was defined by Freudenberg as “defeat, exhaustion and exhaustion caused by excessive demands on a person’s resources and strengths.” In another definition, burnout is considered not as an incentive for the work performed by a person, but rather as a state of waiting for punishment. This condition occurs as a result of a lack of motivation and controlled results or a lack of competence. According to the methodology for studying burnout syndrome, 3 main symptoms are indicated: Emotional exhaustion, depersonalization, negative perception in the professional sphere.

Emotional exhaustion is understood as fatigue from one’s own work. The following manifestations of emotional burnout are described:

- asthenia – states of constant fatigue, weakness, nervous exhaustion;
- a depressed mood background that quickly becomes alarming;
- incomplete contact, a sense of guilt;
- disruption of the sleep pattern caused by the daily work schedule, night work;
- short-term psychogenic reactions in the form of recurring fantasies, thoughts, hesitations and even phobias.

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