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Матеріали друкуються в авторській редакції. Відповідальність за зміст, правдивість наведених наукових результатів дослідження несуть автори опублікованих матеріалів.



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PROFESSIONAL BURNOUT OF HIGHER EDUCATION TEACHERS IN THE PROCESS OF LANGUAGE TRAINING FOR FOREIGN CITIZENS

Relevance of the problem. In recent years, researchers have been increasingly discussing the phenomenon of professional burnout among workers. Various terms are used to describe this phenomenon, such as "professional burnout," "job burnout," "emotional burnout," and so on. An analysis of the scientific literature has convinced us of the appropriateness of using the term "professional burnout" as the most adequate one.

In scientific literature, this phenomenon is described as a combination of negative experiences associated with work, the team, and the organization as a whole. Its specificity lies in its development primarily among professionals in the social sphere, including educators. N.V. Samoukina and Yu.P. Platonov understand

professional burnout as a syndrome that develops against the background of chronic stress and leads to the depletion of emotional, energetic, and personal resources of an individual. This reaction of the psychological sphere encompasses emotional emptiness, depersonalization, and the reduction of professional achievements.

Researchers such as V. Boyko, N. Vodopyanova, L. Dika, Yu. Drozdova, Ye. Ilyin, T. Zaychikova, L. Karamushka, M. Korolchuk, A. Pavlova, P. Platonov and N. Samoukina have dedicated their studies to the problem of prevention and overcoming of professional burnout.

The term "burnout" was first introduced by American psychiatrist H. Freudenberger in 1974 to describe the mental state of healthy individuals working in the "person-to-person" system. Currently, this term holds diagnostic status in the International Classification of Diseases and is associated with difficulties in managing one's own life.

There are both general causes that contribute to the occurrence of "professional burnout" across all categories of workers, as well as specific factors related to the nature of their work, social prestige of the profession, and personal characteristics.

The general causes include intensive communication with various individuals, including those with a negative attitude; work under unstable conditions and unpredictable circumstances; living in megacities with intense interaction and communication with a large number of strangers; lack of time and resources to support one's own health, and so on.

The specific causes can include professional issues (career advancement) and working conditions (low salary levels, lack of necessary equipment or resources for quality work), the negative influence of clients who tend to address their own psychological problems through interaction with a specialist.

According to the information provided by N. Samoukina, the symptoms indicating the development of burnout syndrome can be categorized into three groups: psycho-physical, socio-psychological, and behavioural. Psycho-physical symptoms of burnout include feelings of chronic fatigue, emotional and physical exhaustion, decreased reactivity to changes in the external environment, general asthenization,

frequent headaches, persistent gastrointestinal disorders, rapid weight changes, insomnia, sluggishness, drowsiness throughout the day, shortness of breath, breathing difficulties during physical or emotional exertion, and noticeable decrease in external and internal sensory sensitivity.

The socio-psychological symptoms of burnout include the following feelings and reactions: reduced emotional tone, depression, cynicism, and callousness not only in work but also in personal life, increased irritability, frequent nervous breakdowns, constant experience of negative emotions without apparent cause in the external situation, a sense of unconscious unease and heightened anxiety, feelings of hyper-responsibility and constant fear of "not coping," overall negative attitude towards life and professional prospects, feelings of lack of support from family, friends, and colleagues, awareness of making a wrong choice, and so on.

The behavioural symptoms of burnout include the following patterns of behaviour: noticeable changes in work schedule (arriving early and leaving late or, conversely, arriving late and attempting to leave as early as possible), constantly taking work home without actually doing it, decreased enthusiasm towards work and indifference towards results, failure to accomplish important and prioritized tasks and getting stuck on trivial details, spending a significant portion of work time on unconscious execution of automatic and elementary actions, distancing oneself from colleagues and clients, increased inappropriate criticism, alcohol abuse, loss of interest in alternative problem-solving approaches, performing work in a formal manner, decreased activity in leisure and hobbies, and limiting social interactions.

Three factors play a significant role in the development of burnout syndrome: personal, role-related, and organizational factors.

Taking into account the personal factor allows us to identify which employees are at a higher risk of developing the described syndrome. Firstly, employees who are required to engage in extensive and intensive communication with different people are more prone to burnout. Introverted individuals, whose individual psychological characteristics do not align with the communicative demands of their profession, are particularly susceptible to burning out quickly. Secondly, individuals who experience

constant internal conflicts related to their work are more likely to develop burnout. This includes individuals who made a mistaken professional choice or, for example, women who experience internal conflict between work and family. Thirdly, employees whose professional activities take place under conditions of acute instability and chronic fear of job loss are more susceptible to burnout. Fourthly, burnout can develop in the presence of chronic stress when a person is placed in new and unfamiliar circumstances where they are expected to perform at a high level of efficiency. Finally, burnout syndrome is more commonly observed in residents of large cities who live in conditions of forced interaction with a large number of strangers.

Employees with the following characteristics tend to experience less risk to their health and a lower degree of decreased effectiveness when it comes to burnout syndrome. Firstly, individuals who have good health and consciously take care of their physical well-being are less susceptible to burnout. Secondly, individuals with high self-esteem, self-confidence, and belief in their own abilities and professional qualities are less prone to burnout. It is also worth noting that burnout is less dangerous for individuals who have experience in successfully overcoming professional stress and have the ability to adapt constructively in demanding conditions. Additionally, individuals with high levels of plasticity, openness, sociability, and independence tend to be resilient to burnout. Lastly, an important characteristic of individuals resistant to burnout is their ability to form and maintain positive attitudes and values towards themselves, others, and life in general.

Another important factor in the development of emotional burnout is the organizational factor. This refers to the destabilization of work activities and an unfavourable psychological atmosphere within the organization. It includes unclear organization and planning of work, significant bureaucratization, long hours of work with complex and ambiguous tasks, and conflicts both between supervisors and subordinates and among colleagues. Additionally, situations characterized by a lack of coordination, absence of integrated efforts, and existing competition contribute to the development of burnout, particularly when successful outcomes depend on coordinated actions. In the context of our study, another significant factor that contributes to the

burnout syndrome is dealing with a psychologically challenging population, such as seriously ill individuals, conflict-prone customers, or "difficult" adolescents, among others.

The conducted research and our own experience have convinced us that the profession of a teacher belongs to those that are significantly susceptible to the influence of "burnout." This is associated with a high degree of emotional burden, mental strain, and subsequent stress. Additionally, this profession falls into the category of altruistic professions, which further increases the likelihood of burnout.

Analysis of scientific sources on the research topic has revealed (and the author's own experience confirms) that the development of the burnout syndrome in higher education teachers is facilitated by a demanding work pace involving numerous, not always meaningful tasks. Insufficient recognition and rewards for their work (both financial and non-financial), frequent unwarranted criticism from management on various grounds, sudden changes in tasks, and unclear distribution of responsibilities are all contributing factors. Additionally, a sense of being undervalued and unimportant also plays a role in the development of burnout.

Furthermore, a teacher who works with international students also faces health risks associated with contact with students who may be carriers of dangerous, sometimes exotic diseases that are not common in Ukraine, such as AIDS, tuberculosis, malaria, tropical fevers, and typhoid fever. The risk of increased emotional strain arises when interacting with students who come from conflict zones in the East and have lost family members or experienced chronic psychological and emotional stress.

Among the negative factors from the student body that increase the likelihood of professional burnout among language teachers, one can also include the low preparation level of foreign students alongside inflated expectations for adequate assessment; biased, inadequate, or sometimes negative attitudes of foreign students (mostly from Arab countries) towards female teachers, their teaching style, behaviour, dressing style, and language proficiency (referring to foreign language proficiency); low motivation of foreign students to attend classes and constant lateness; lack of discipline, audacious, or even aggressive behaviour.

In conclusion, we can state that the issue of professional burnout among language teachers working with foreign students is relevant. The analysis of theoretical sources reveals further prospects for scientific work, which we see in identifying and systematizing measures aimed at preventing, overcoming, and addressing this dangerous phenomenon.

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MEDICAL TERMINOLOGY - HIGHLY SPECIALIZED VOCABULARY IN UKRAINIAN LANGUAGE CLASSES AS A FOREIGN LANGUAGE

The relevance of this study is due to the fact that foreign citizens receive medical education in Ukraine.

The aim of the study is to find out the feasibility of studying medical texts and medical terminology by foreign students in Ukrainian as a foreign language classes.