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THE PROBLEM OF PROFESSIONAL BURNOUT OF FOREIGN LANGUAGE TEACHERS AT KRASNOYARSK SAU AND THE SOLUTION METHODS

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The article discusses the reasons for professional burnout of the foreign language teachers at Krasnoyarsk SAU, its stages and symptoms, as well as gives the ideas of how to overcome the consequences of this negative phenomenon.

Key words: *burnout, teacher, foreign language, psychology, consequences.*

ПРОБЛЕМА ПРОФЕССИОНАЛЬНОГО ВЫГОРАНИЯ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА В КРАСНОЯРСКОМ ГАУ И СПОСОБЫ ЕГО ПРЕОДОЛЕНИЯ

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В статье рассматриваются причины профессионального выгорания преподавателей иностранного языка в Красноярском ГАУ, его этапы и симптомы, а также даются представления о том, как преодолеть последствия этого негативного явления.

Ключевые слова: *выгорание, преподаватель, иностранный язык, психология, последствия.*

The issue of the professional burnout has become really urgent for many professions in recent years. It is not surprising as the pace of our life, development of educational and informational technologies is going faster and faster. Moreover, the rich information environment sets higher demands on the individual as a subject of work.

Speaking about the profession of a foreign language teacher we should mention that the success of a person in professional teaching depends on the degree of compliance with many requirements. The remuneration system for the Krasnoyarsk SAU teachers now includes the so-called “effective contract” which presupposes conducting not only teaching activity but also scientific activity which is assessed in points. The amount of points is really small (for example the citation of the teacher in the system of Russian Index of Scientific Citation is equal to 0,1 point, the publication of the scientific article – 0,6 points, etc.). The foreign language teachers have to develop a great number of Moodle complexes [1, p. 289-291], [2, p. 162-163] (which in author’s private opinion really don’t help to develop *speaking and communicative abilities* of the students, because the foreign language is a specific discipline indeed that can’t be taught with distant technologies), publish a lot of papers which sometimes distract from the very process of teaching. The number of

people in the group of students learning a foreign language shouldn't exceed 12 people in order to achieve good results in communicative skills mastery. But unfortunately this number is more than 20-25 people in the group.

That's why it is not surprising, that in an effort to master the rapidly changing competencies the foreign language teacher is faced with a great emotional workload. Professional burnout, first of all, is typical to people of "helping" professions. These include the activities of teachers who are forced by the nature of the service a lot and intensively communicate with different people. It is no coincidence that the first researcher of this phenomenon Christina Maslach says that: "Emotional burnout is the payment for sympathy". Numerous studies show that the teaching profession is one of those that are more susceptible to the influence of "burnout". This is due to the fact that the professional work of the teacher is characterized by a very high emotional workload.

Professional burnout is a syndrome that develops against the background of chronic stress and leads to the depletion of emotional, energy and personal resources of the working person. Burnout syndrome is a process of gradual loss of emotional, cognitive and physical energy, manifested in symptoms of emotional, mental exhaustion, physical fatigue as a result of accumulated chronic stress. It is characterized by a decrease in satisfaction from the work performed, a sense of lack of time for the planned day of the case and the desire to take work home.

Professional burnout occurs as a result of internal accumulation of negative emotions without appropriate "discharge" or "release" from them. Even when the foreign language teachers have their vacation, they have to work, develop and publish in order to comply with requirements of the "effective contract". It leads to the exhaustion of emotionally-energetic and personal resources of the person. From the point of view of the concept of stress, professional burnout is a distress or the third stage of the general adaptation syndrome – the stage of exhaustion. Among the main reasons for emotional burnout are the specifics of teaching: the time that people spend on preparing lectures, seminars, articles for participation in conferences at various levels. One of the reasons for this condition is a large amount of documentation that must be maintained. Constantly changing educational standards require constant changes in the working programs, sometimes twice or three times a year.

The problem of formation of resistance to emotional burnout among teachers is given sufficient attention from psychology. Professional burnout syndrome goes through a number of stages. *The first stage* of this syndrome is characterized by forgetting some details and trifles. This can be manifested in the periodic forgetting of filling in the documents, the implementation of scheduled for the day of some current affairs, and so on. In addition, there may be some failure in the process of performing motor actions. Depending on the type of activity, the intensity of stress and psychological characteristics of the first stage of professional burnout can last from 3 to 5 years.

The second stage of the burnout syndrome is characterized by a significant loss of interest in work and communication, both with colleagues and with family members. Especially people do not want in any way to contact with those who have

to face the nature of their activities. It can be superiors, students, etc. At this stage, the teacher may often have the feeling that “the week lasts unbearably long”, “Thursday seems Friday” and so on. By the end of the working week, such a person has apathy, and somatic symptoms appear, such as lack of strength, lack of energy, headaches in the evenings and insomnia or, on the contrary, an irresistible desire to sleep. Such people are prone to colds and show increased irritability. This stage of professional burnout depends on many factors and can last from 5 to 15 years.

The third stage is characterized by complete personal burnout, accompanied by the loss of any interest in work and life. The emotional indifference, feeling of continuous decline of forces and loss of sharpness of thinking is peculiar to the person. Such people seek privacy. All contacts are limited to pets and solitary walks in nature. The duration of this stage can last for 20 years.

In addition, professional burnout is accompanied by psychophysical, socio-psychological and behavioral symptoms. *Psychophysical symptoms* are manifested in a feeling of constant fatigue not only in the evenings but also in the mornings, a feeling of emotional and physical exhaustion, a sharp loss or a sharp increase in weight, the desire to sleep throughout the working day. There is also a decrease in susceptibility and reactivity due to changes in the environment, i.e. the lack of curiosity reaction to the novelty factor or fear reaction to a dangerous situation. Psychophysical symptoms include weakness, decreased activity and energy, possibly deterioration of vision, hearing, blood biochemistry and hormonal parameters. *Socio-psychological symptoms* are manifested in indifference, boredom, passivity and depression, increased irritability for minor events, frequent nervous breakdowns. This group of symptoms is characterized by a constant experience of negative emotions, for which there are no reasons in the external situation, for example, guilt, resentment, shame, suspicion, stiffness, as well as a sense of unconscious anxiety and increased anxiety and a general negative attitude to life and professional prospects of the type “no matter how hard you try, you still will not succeed”. *Behavioral symptoms* include the feeling that work is becoming harder and harder and that it is becoming harder and harder to do. Often teachers take work home, but it is not actually done at home. They note decrease in enthusiasm in relation to work, difficulties in decision-making, distancing from colleagues and students in themselves.

In connection with the abovementioned the issues of prevention of professional burnout become relevant. To overcome this syndrome, the teacher needs to know the mechanisms of its formation and take into account the importance of personal, role and organizational factors. A personal factor plays an important role in the prevention of negative experiences, expressed in a sense of importance of their activities, satisfaction with their professional growth, the ability to improve their skills. Role and organizational factors largely depend on the socio-psychological climate in the team. A clear distribution of responsibilities and additional loads in the Department protects from the development of emotional burnout and allows teachers to show independence in work, which ultimately leads to an awareness of the importance of the work performed and responsibility for their work.

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