

FEATURES OF PROFESSIONAL AND EMOTIONAL BURNOUT OF ACADEMIC STAFF DUE TO THE WAR CONDITION IN UKRAINE

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Abstract. *A person's emotional state is one of the determining factors of professional life, and full-fledged mental health is the key to professional activity. The professional activity of academic staff (hereinafter AS) comprises variety different situations which arise every day with high emotional tension, intensity of interpersonal communication, and the need to resolve these conflict situations. Considering this, the problem of detection, prevention and overcoming of professional and emotional burnout is always relevant. This problem is exacerbated due to the war, when Ukrainians are under constant stress. The article elaborates scientific material on the essence of "professional and emotional burnout" syndrome; the next stages and signs of professional burnout have been highlighted, which, to some extent, emphasized and complemented previous studies, and also, in some aspects, differed significantly, emphasizing the terrible war consequences. It has been developed and implemented psychological tools for professional stress assessment and prevention as one of the main sources of reduced work efficiency and violations of teachers' mental and physical health, and therefore their emotional burnout; ways of its prevention have been proposed in the article. The authors proclaim that if professional and emotional burnout occurs due to the war, this problem needs more attention and specific measures. The authors pay special attention to objective and subjective risk factors and offer a number of measures to eliminate them.*

Keywords: *emotional burnout syndrome (EBS), professional burnout, adaptation syndrome, mental balance, depersonalization, reduction of personal achievements, rigidity.*

Introduction. The war in Ukraine has become, without exaggeration, the most difficult trial in the entire history of its independent existence. Terrible events, which every Ukrainian witnesses today, caused enormous stress and, as a result, led to a significant deterioration of the general physical condition and mental well-being of the population. War is an extreme situation, that is, one that goes beyond ordinary, normal, human experience. For some people, this situation is hyperextreme: the internal loads it causes often exceed the capabilities of a human body,

destroy habitual behavior, and can cause dangerous health consequences. The war events shook many people with so-called transgenerational traumas, family histories, because more than one generation of our ancestors had to experience the horrors of war, hunger, and inhuman suffering [9]. Support during this difficult time is extremely necessary for all Ukrainians without an exception.

In previous publications [13], we focused in details on the information load that characterizes the modern century. Its rapid change of social, political, economic,

moral-spiritual, human values poses an incredible number of problems for the individual. One of them is a well-founded professional choice, the development of a professional's personality. Not only a person's physical life depends on its positive solution, but also his own emotional well-being and personal self-affirmation. Unfortunately, professional activity often brings its own negative corrections to a person's professional activity. He/she becomes indifferent to his/her previously favorite professional activity, work efficiency decreases, communication with a professional group is devalued, professional tasks are performed at the reproductive level, anxiety increases and negative emotional experiences prevail. Psychologists state that the impact of professional burnout due to the internal accumulation of negative emotions by a person leads to the depletion of personal, emotional and energy resources. Emotional well-being of a specialist is one of the professional life determining factors, and full-fledged mental health is an important condition of professional activity [2].

Professional activity of academic staff (hereinafter AS) lies in the fact that every day there are a lot of different situations due to high emotional tension, the need to resolve conflict situations and the intensity of interpersonal relations. Therefore, academics expend a lot of energy to establish trustworthy relationships with students, colleagues at work, authority, as well as to maintain calm and manage emotional emotions in business communication. Importantly, in previous publications we examined in details the problems of detection, prevention and management of professional and emotional abuse of AS.

Thus, **the purpose of research is** to continue to investigate the specificity of the syndrome of "professional and emotional burnout" of AS, in order to emphasize the national problem itself, even during the war. The following tasks have been

decided upon: • to elevate scientific material to the essence of the syndrome of "professional and emotional exhaustion" in times of peace and war; • to analyze the causes and characteristics of the indicated syndrome; • to develop and introduce psychological methods for the assessment and prevention of occupational stress, as one of the main causes of decreased efficiency and damage to the mental and physical health of professionals, and therefore emotional well-being early; • how to accept the new reality and protect yourself from emotional problems.

Analysis of recent research and publications. The term "professional burnout" (in English – "burnout") was invented by the American psychiatrist H. J. Freudenberger in 1974. It was inspired to identify the mental state of healthy people who are constantly in an emotionally charged atmosphere due to the fact that their professional activity involves intense stressful situations.

Further investigation of this phenomenon involved the professional activities of medical personnel and social workers [3, 7, 8, 9]. Both foreign and national psychologists have been involved in this issues investigation.

The thought-provoking concept of "vigor" is respected by G. Selye, who is aware that stress and paralytic adaptation syndrome is a physiological reaction of the human body, which results from the influx of physical, chemical and organic officials. The author sees three stages of stress: 1) stage of anxiety; 2) stage of resistance – the stage of maximum adaptation and transformation to emotional stability; 3) the third stage – if, for a long time, external officials are exposed to stress, and this, in turn, provokes the syndrome of "professional addiction".

At the end of the 20th century the problem of burnout takes on scientific contours. In 1976, the American social psychologist K. Maslach, who is considered

one of the most authoritative scientists in this field, joined the study of the "burnout" phenomenon. Researcher K. Maslach introduced new characteristics to the syndrome of "burnout". It is a syndrome of physical and emotional exhaustion, which is characterized by the development of negative self-esteem, a negative attitude to work, and a loss of understanding and compassion in relation to clients or patients [1]. In foreign scientific literature, the dynamic development of the presented issues is clearly traced. If Freudenberger describes the conditions that are necessary for the formation of burnout, such as: intensive communication with patients (clients) in an emotionally charged atmosphere when providing professional help, that is, when performing one's professional duties, then K. Maslach points to changes that are already taking place directly from a specialist.

The term "wearout" is quite common, which translated from English into Ukrainian means «зношуватися, вимотуватися, виснажуватися».

The following concepts are used to define the phenomenon of "burnout": mental burnout syndrome, psychological burnout, emotional burnout, professional burnout.

Teaching activity is associated with stressful factors that cause various professional stresses, as a result of which the syndrome of professional burnout occurs. Future teachers already during their studies at a higher pedagogical educational institution should acquire knowledge about the manifestations of the specified syndrome, the causes of its occurrence, and have practical skills in its prevention.

As O. Hlavatska notes in her research, "the risk of occupational burnout depends not only on age, but also on the employee gender". Females, their number is much bigger among professionals in this field, in addition to dealing with daily professional stress, need to manage their

house life and find time for family and children [3].

In the International Statistical Classification of Diseases and Related Health Problems (ICD-10), the syndrome of emotional burnout is under the Chapter Z.73.0 "Stress associated with difficulties in maintaining a normal lifestyle." The syndrome of emotional burnout is a hidden problem, since it develops practically imperceptibly, it can lead to serious social (reduction in the quality of work, care from a specialty, increase in professional mistakes, etc.) and medical consequences (development of depression, addiction to psychoactive substances, suicides).

The occurrence of burnout syndrome is associated with age, gender, national and cultural aspects of the personality, as well as with physiological signs – the type of nervous system, excitability and level of resistance to stress and frustration [5].

According to the WHO (2001) definition, "burnout syndrome is a physical, emotional or motivational exhaustion characterized by impaired productivity at work and fatigue, insomnia, increased susceptibility to somatic diseases, as well as the use of alcohol or other psychoactive substances for the purpose of obtaining temporary relief, which tends to develop physiological dependence and (in many cases) suicidal behavior. This syndrome is usually regarded as a stress reaction in response to ruthless production and emotional demands, which originate from a person's excessive dedication to his work with the accompanying disregard for family life or recreation.

Today, the burnout syndrome is considered as a long-term stress reaction that occurs as a result of the effect on a person of chronic occupational stress of medium intensity. In this regard, we consider the burnout syndrome as "professional burnout", which potentiates the deformation of the professional's personality.

During the war, the burnout syndrome increases several times.

Nataliya Maruta, Doctor of Medical Sciences, professor, deputy director for research work of the state institution "Institute of Neurology, Psychiatry and Narcology of the National Medical Academy of Sciences of Ukraine" (Kharkiv), emphasizes that modern directions and possibilities of emotional burnout syndrome prevention (EBS) – a problem that was relevant even in peacetime, and in connection with military aggression became even more acute. EBS is observed in 30–90 % of medical specialists 21–78 % of pedagogical specialists; prevalence among female physicians is higher in most specialties (45 % compared to 33 % for males). According to the statistics, 26 % of doctors periodically have suicidal thoughts, and 8 % often have suicidal thoughts. Since the most stressful aspect for doctors is the lack of therapeutic success, the high-risk group for the development of EBS includes those specialists whose work is related to patients with chronic diseases, incurable or dying patients (reanimatologists, anesthesiologists, oncologists), low risk – for specialists, who treat diseases with a generally favorable prognosis (obstetricians-gynecologists, otorhinolaryngologists, ophthalmologists). Such studies were not conducted among AS [11].

In the pathogenesis of EBS, external (professional) and internal (existential) stressors play such a role, which negatively affect the doctor's job satisfaction, reduce the level of professional self-realization, which leads to emotional burnout. The main concepts of EBS are distinguished. They are: psychodynamic (choosing a profession is a form of protection against anxiety and powerlessness), interpersonal (burnout as a result of the number of contacts) and integrative (unfavorable work organization, unsatisfactory means of combating stress).

Olena Haustova, Doctor of Medical Sciences, professor of the Department of Medical Psychology, Psychosomatic Medicine and Psychotherapy of the National Medical University named after O. O. Bohomoltca (Kyiv), in his report "Distress, anxiety, depression: what to treat first?" notes that the war our society is currently experiencing, even in combination with the post-COVID-19 situation, is the "perfect incubator" for the growing public health burden of mental disorders. War becomes a life experience not only for military personnel, but also for the civilian population. In modern wars, civilians suffer even more, being subjected not only to physical, but also severe psychological, social, and environmental torture. Analysis of the war history shows that the war intensity index has been increasing with each century, in general, there has been a shift in warfare from traditional cross-border wars led by troops to wars focused on local communities and civilians, making them more vulnerable and involved in war. The totality of military conflicts in terms of the number of countries participating in them, the population involved in the wars, and the territory covered by the wars has increased significantly. Psychogenic disorders during military operations occupy a special place due to the fact that they can occur in a large number of people at the same time. This determines the need for operational assessment of the victim condition, a prognosis of the disorders that are detected, as well as the implementation of all possible (in specific extreme conditions) corrective and therapeutic measures.

Patients with manifestations of persistent somatization in the form of atypical pain of various localization, resistant to the action of painkillers, with chronic fatigue, impaired esophageal motility, non-ulcer dyspepsia, etc., often turn to general practitioners and neurologists. The duration of such symptoms exceeds 6 months, which

leads to a violation of life quality. In addition, symptoms of autonomic arousal can be noted in such patients. All types of mental reactions significantly reduce person's physical, mental and social well-being, destroying his biopsychosocial health [9].

Volodymyr Mavrodiy, Doctor of Medical Sciences, professor, deputy director of the "Into-Sana" clinic (Odesa), emphasizes the importance of maintaining mental balance in patients with cardiovascular diseases. Thus, the risk of developing a myocardial heart attack and stroke in the presence of PTSD significantly increases, as evidenced by the data of a large registry of war veterans, as well as rescuers who were involved in the elimination of the consequences of the terrorist attack on September 11, 2001 in New York. According to the American Heart Association in 2021, depression increases the risk of hypertension and stroke by about 1.5 times, anxiety is associated with an increased risk of coronary heart disease by 1.4 times, and stroke by 1.7 times, angina pectoris – 5 times [10].

Results of the research. Just half a century ago, it was believed that specialists in so-called dangerous professions are subject to professional burnout: police, rescuers and others whose work is associated with daily risk. And also, those who work with people. But in 2022, the eleventh revision of the International Classification of Diseases and Health Problems (ICD – 11) was adopted, in which professional (emotional) burnout is determined by a syndrome, that is, the real clinical state of the patient's health. Therefore, when conducting the latest research, we focused on determining the causes of this syndrome, comparing them in peacetime and wartime, and, most importantly, to offer recommendations for the prevention of professional and emotional burnout during wartime.

In previous studies, we evaluated the characteristics of professional burnout

of teachers of various faculties working at the National University of Life and Environmental Sciences of Ukraine. Repeated experiments began a year after the start of the full-scale war, in which the following methods were used: L. Piskunova's questionnaire (Appendix 1) to determine subjective and objective factors of professional exhaustion; test of twenty statements (M. Kuhn, T. McPartland; Modification by T. V. Rumiantseva); Lüscher's color test. Test for "Your level of anxiety, stress and depression (IDR-ASD Test).

As in previous studies, time periods were followed when the condition of teachers worsened, which we called the period of "Constant chronic stress". If earlier the period of the session was clearly distinguished as the most stressful period for teachers, then the latest results have changed significantly. Regardless of when the research was conducted, periods of different workloads were taken into account, the psycho-emotional state of teachers practically did not change and corresponded to a state of constant chronic stress.

It should be noted that the teachers who took part in testing provided results during 2023 – the research was conducted with the same respondents, the testing was conducted regardless of employment, namely: the beginning of September, the end of November, December, April, and the end of May. For comparison, the results of testing conducted in the middle or end of August were used. November, December, May are the months that we attribute to the "stressful period". The research group was dominated by women aged 35 – 50. In general, the experience of the studied group ranged from 10 to 20 years (25 years – 15 % of respondents).

Based on the results of the questionnaire and the "Test of twenty statements", it was possible to conditionally divide the subjects according to psycho-

physiological features. A group of introverts and extroverts was selected. Also, due to personal acquaintance and joint long-term work, a group was selected, which we designated as “professional pedantry”. Respondents who were assigned to this group had certain characteristics of character: maximalism, perfection of work performance, categorical judgments, increased responsibility and tendency to sacrifice one’s own interests, tendency to idealize the surrounding world, readiness to defend one’s principles and beliefs, underestimation of one’s strengths and capabilities.

Based on the obtained test results, the following stages and signs of professional burnout were highlighted, which, to some extent, emphasized and complemented previous studies, and also, in some aspects, differed significantly, emphasizing the terrible consequences of war:

- *Physiological signals.* Excessive enthusiasm for the work process, which leads to desolation and exhaustion of emotional resources, caused by one’s own work. We distinguished such a stage in previous studies. At the moment, none of the respondents showed excessive enthusiasm for work, on the contrary, almost all of them have complex symptoms of EBS – physical, emotional, behavioral, social – aggression, irritation towards students, ignoring, coldness of emotional reactions, rejection of a personal approach, anxiety, low motivation, fear of incompetence, deterioration of short-term memory, reduced concentration of attention, difficulties in performing complex tasks, reduced daily activity and other manifestations.

- *Alienation.* Loss of interest in work. Apathy, constant inhibition. In relations with colleagues, detachment is felt. In the pre-war period, 63 % of respondents’ self-esteem decreased during the “stressful period”. In 37 %, the level of self-esteem remained unchanged in subsequent

periods. Recent studies have shown a decrease in self-esteem in 43 % of teachers. In the stage of “alienation”, as in previous studies, teachers with 5–8 years of experience also found themselves, which causes concern, since this state is more difficult to notice than the emotional state of teachers with considerable experience. Young teachers, in general, do not understand the risk themselves, issuing their own body response as part of becoming a professional teacher.

- *Exhaustion.* Constant feeling of anxiety, apathy, outbursts of irritation are becoming more and more often. Psychosomatic reactions, as a protective system of the body are aggravated – bouts of nausea, stomach pain, loss or excess weight. Aggressiveness to management innovations, or even to some basic assignment. As the respondents describe, even text messages in professional Viber groups are recalled by the body with an accelerated heartbeat. It should be noted that according to these signs, 78 % of the respondents were in the “exhaustion” stage, and this condition was characterized by them as chronic during the year, the emotional state during this period did not change. This, in turn, leads to a decrease in teacher productivity, deterioration of physical health, and psychosocial difficulties; for students, this means a decrease in the quality of education, a decrease in commitment to learning, a distrustful attitude towards education in general, and conflicts with teachers.

- *Disappointment and irreversibility.* The final stage, characterized by depression, exacerbation of chronic diseases, and any dependence, whether on drugs, nicotine, caffeine, or alcohol, which gradually increases. A sharp transition from psychomotor excitement to inhibition; feelings of inferiority or unreasonable guilt; recurrent thoughts of death. In recent studies, among the teachers who took part in the survey, there were respondents whose

answers proved just the last stage, this causes concern, as at this stage a person has to say goodbye to work and is unlikely to be able to cope without psychoanalysis.

Comparing the stages and signs of professional burnout of AS in the pre-war and war periods, it was noted that during the war, the stages of the professional burnout syndrome were practically not identified. It is difficult to find the border where one stage ends and another begins. Signs of one or another stage appear together, which, as a result, makes it much more difficult to recognize the danger of a person's psycho-emotional state.

Having analyzed a large amount of material, namely advice, measures to prevent both emotional and professional burnout during the war, we drew attention to objective and subjective risk factors and would like to propose a number of measures at the interpersonal (improving team relations) and individual (personal reactions and level of health) level. In order to avoid the development of emotional burnout, you should set achievable goals, take care of your rest, get a good sleep of at least eight hours, learn to distract yourself, switch gears, and share your feelings.

Prevention of professional burnout syndrome should take place at the organizational level (monitoring of the psychological state of employees, clear explanation of job instructions, conducting preventive conversations and stimulating internal motivation, establishing constructive communications, conducting training classes, creating a positive moral and psychological climate in the team),

Social and psychological risk factors include:

➤ Financial and social component – social guarantees and the ability to provide for the family, confidence and the ability to restore resources. It should be noted that the use of rest for additional income deprives the body of the opportunity

to fully recover. For the teachers of our university, the possibility of additional earnings is reduced to a minimum, since the busyness of teaching and students' self-study activity checking makes this impossible. We also draw attention to the fact that the teacher cannot have one and a half or two workload schedules; then the person either burns out or enters the stage of depersonalization – a cynical, indifferent, inhumane attitude towards work and students, with the exception of teachers who cope with such a load, take twice as long to recover. This turns on psychological protection, which protects a person from burnout, turning him into a robot.

➤ Chaotic organization of activities – unclear organization and planning of work, conflicting information, demanding completion of tasks for “yesterday” in the mode of everyday activities, “bureaucratic hierarchy” of task urgency.

➤ Psychological atmosphere of professional activity. Conflict with colleagues and authority. Prevention of professional burnout largely depends on management. Therefore, the head of any department should use the following methods:

- In the team, experienced teachers teach young colleagues to support them at the initial stage of work; the manager must pay attention to the corporate culture; training and development of employees.

- The teacher must attend advanced training courses, conferences, seminars, and master classes. In this way, the teacher will not only improve his training, but also feel needed. Constant improve the working condition: equipped classrooms, laboratories, flexible schedule, if this does not interfere with the work process. A full social package, first of all, a mandatory medical examination at any hospital, paid for by the university.

Discussion. The syndrome of professional burnout belongs, in most cases,

to personal deformation. This is the reaction of academic staff to stresses caused by professional activities, including physical, psychological, psychophysiological and behavioral components. Representatives of professions whose activities involve intensive communication sooner or later begin to experience the following symptoms: fatigue, low self-esteem, health complaints, loss of sense of humor, loss of strength. Social responsibility for the quality of teaching, overwork, inadequate salary, work with a large flow of information add stress even to experienced teachers and lead to professional burnout.

S. Kachmarchyk in her work notes that in order to prevent stressful conditions, teachers should clearly plan their professional activities, evenly distribute the load; it is necessary to maintain order at your workplace so that at any time you can easily find the necessary documents, lecture notes, assignments for students, examination sheets, etc.; it is useful to alternate work with rest during the working day; it is important to have rest after a working day, on weekends, on vacation, «disconnect» from thoughts about their teaching activities; you do not need «to get hung up» on pedagogical work, but in your

free time to be interested in news, to engage in hobbies, travel, etc.; at first signs of stressful situation, it is advisable to «relax», rest, shift attention to something positive; in conditions of severe stress, it is necessary to consult a psychologist, warn your authority [12].

But, if professional and emotional burnout occurs during the war, this problem requires more specific measures:

- Pay more attention to physical activity, due to the release of stress hormones, mood swings are not so frequent.
- Use breathing practices for relaxation.
- Plan your day. Of course, war makes our lives quite unpredictable, which adds stress and tension. Planning, at least those moments that depend specifically on you, has a pronounced calming effect.
- Control the time you spend on news. Viewing news for more than 20 minutes will give you extra anxiety in the evening.
- Pay enough attention to your family and friends. In such an anxious time, it is worth enlisting the support of loved ones. This you will help both them and yourself to experience difficult moments.

Appendix 1.

Questionnaire to determine personal emotional state

Gender _____
 Age _____
 Work experience _____
 Extroversion yes\no
 Introversion yes\no

Characteristics		Points										
Personal characteristics:												
p	Reactivity ¹											
p	Rigidity ²											

p	Authoritarianism																		
p	Self-esteem																		
p	Workaholicism																		
p	Satisfaction degree with the profession																		
p	Satisfaction degree with professional growth																		
Physical characteristics																			
ph	Feeling tired																		
ph	Sleep disorders																		
ph	No strength to work																		
ph	Apathy																		
ph	Depression																		
ph	Flash of irritation																		
ph	Feeling of discomfort																		
ph	Frequent headaches																		
ph	Overweight																		
0 ph	Insomnia																		
1 ph	Addiction to nicotine, caffeine, alcohol																		
2 ph	Permanent disorders of the gastrointestinal tract																		
3 ph	Constant inhibited sleepy state, the desire to sleep throughout the day																		
Socio-psychological characteristics																			
s	Desolation																		
s	Negative professional attitude																		
s	Unwillingness to predict positive results in own life and profession																		

s	Increasing tension in communication with work colleagues, friends and acquaintances																			
s	Emotional devastation																			
s	Feeling of guilt and uselessness																			
s	Inability to make a decision																			
s	Increasing inadequate criticality																			
s	Indifference																			
0 s	Feelings of guilt, insecurity, insults, suspicions																			
Behavioral characteristics																				
b	Deformation of relations with others																			
b	Cynical attitude to work																			
b	Painful and obsessive awareness of professional incompetence in own professional sphere																			
b	Lack of effectiveness awareness																			
b	Tendency to negatively evaluate oneself, own professional achievements and successes																			
b	Limitation of possible ways of professional growth																			
b	Feeling that the work is becoming more and more difficult to do																			
b	Changing your work schedule (come to work early and leave late or, conversely, come to work late and leave early)																			
b	Regardless of the need, take work home, but do not do it at home																			
0 b	Indifference to results																			
1 b	Spending most of the working time on performing automatic and elementary actions																			

2 b	Suspension from employees and students																			
3 b	Desire to change professional activity																			

Other

¹**Reactivity** is a feature of an individual's reaction to stimuli, which is manifested in the pace, strength and form of the response, and most clearly in emotional vulnerability, and is reflected in the attitude of the individual to the surrounding reality and to himself.

²**Rigidity** – difficulty or inability to reorganize when performing tasks, if the circumstances require it.

Methodology of working out the test questionnaire

1. \sum characteristics (p) – 6 (if 4p \geq 5 points) – 5 (if 5p \geq 4-8 points) – 5 (if 6p \geq 5) – 6 (if 7p \geq 5)

2. \sum characteristic (ph) – 5 (if 11ph – this characteristic was manifested in the last 5 years)

3. \sum characteristic (s)

4. \sum characteristic (b) – 5 (if 7b \geq 6 points (only if you are 45 years old))

General calculations: \sum (p) + \sum (ph) + \sum (s) + \sum (b)

90 – 100 – “Physiological signals”

101 – 280 – “Alienation”

281 – 320 – “Exhaustion”.

> 321 – “Disappointment and irreversibility”.

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ОСОБЛИВОСТІ ПРОФЕСІЙНОГО ТА ЕМОЦІЙНОГО ВИГОРАННЯ ПЕДАГОГІЧНОГО ПЕРСОНАЛУ ВНАСЛІДОК ВОЄННИХ ДІЙ В УКРАЇНІ

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Анотація. Емоційний стан людини є одним із визначальних чинників професійного життя, а повноцінне психічне здоров'я – це запорука успішної професійної діяльності. Професійна діяльність науково-педагогічних працівників (НПП) складається з різноманітних ситуацій, які щоденно виникають у супроводі високої емоційної напруги, інтенсивності міжособистісного спілкування та необхідності вирішення конфліктних ситуацій. З огляду на це проблема виявлення, профілактики та подолання професійного та емоційного вигорання є завжди актуальною. Ця проблема загострюється через війну, під час якої українці перебувають у постійному стресі. У статті опрацьовано науковий матеріал щодо сутності синдрому «професійного та емоційного вигорання»; виділено послідовні етапи та ознаки професійного вигорання, які певною мірою підкреслили та доповнили попередні дослідження, а також у деяких аспектах суттєво відрізнялися, зосереджуючи увагу на жаклих наслідках війни для українського народу. Розроблено та впроваджено психологічний інструментарій оцінювання та профілактики професійного стресу як одного з основних джерел зниження ефективності праці та порушень психічного та фізичного здоров'я педагогів, а отже, їх емоційного вигорання. У статті авторами запропоновано шляхи його профілактики. Автори стверджують, що, оскільки на разі професійне та емоційне вигорання відбувається внаслідок воєнних дій на території України, ця проблема потребує більшої уваги та конкретних заходів. Автори приділяють особливу увагу об'єктивним і суб'єктивним факторам ризику та пропонують низку заходів щодо їх усунення.

Ключові слова: синдром емоційного вигорання (СЕВ), професійне вигорання, адаптаційний синдром, психічна рівновага, деперсоналізація, зниження особистісних досягнень, ригідність.