

mony and balance, as well as the coordination and the positive impact of innovation processes on the quality of education at the university.

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FEATURES OF FORMING THE SYNDROME OF «BURNOUT» IN THE PROCESS OF PEDAGOGICAL ACTIVITY

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There were singled out basic reasons and the structure of «burnout» syndrome (BS) in the process of pedagogical activity. Emotional burnout is an acquired stereotype of emotional, more often professional, behavior. The reduction of professional duties can be considered as the final stage breach of business relations culture. There was carried out an examination of features of forming the «burnout» syndrome within pedagogues with different length of pedagogical service. Received information testifies to the fact that formedness of phases and symptoms of BS correlates negatively with the length of pedagogical service. To the basic strategies of BS prevention there belong: timely complex diagnosis of health condition within pedagogues, forming of emotional self-regulative mechanisms.

Sociocultural situation and goals of education set up a claim to pedagogue's activity, making it polyfunctional and complex. The important moments of pedagogical work are: pedagogical activity, as organizational activity and as understanding of student's consciousness; and also communication and reflection of student's state. In society pedagogue also has a culturological function, he is a bearer of modern «syncretic» or communicative culture, the main value of which is the dialogue and organization of understanding (L.D. Stolyarenko). Carrying out his functions, pedagogue receive the psycho-emotional overload, and the result is efficiency impairing of professional activity. An effect of objective and subjective factors cause the feeling of dissatisfaction and emptiness, accumulation of fatigue, low assessment of one's own professional competence, what leads to exhaustion and burnout (N.E. Vodopyanova, E.F. Zeyer, N.V. Kuzmina, A.K. Markova, L.M. Mitina, V.E. Oryol). Professional stress or the «burnout» syndrome accumulates, and as the result a person is not able to release accumulated destructive energy completely, then this energy begins to ruin the human.

Since the main reason of BS is psychological, mental overfatigue, it is considered to be multidimensional phenomenon, which is expressed in psy-

chological and physiological reactions to the wide range of situations at the labour activity of person, at the same time negative consequences of professional stress are examined in different aspects: influence on work results, mental and physical health of pedagogues [3].

The burnout syndrome is one of the most serious problems for ones who work at «man-man» system. On the one hand, «burnout» allows person to dose and economically spend energy resources, on the other, there can appear its dysfunctional consequences – exhaustion of emotionally-energetic and personal resources as the result of inner negative emotions' accumulation without appropriate «unload» or «release» [2]. This syndrome includes three basic components: emotional exhaustion – the feeling of emotional emptiness, caused by one's own work; depersonalization – cynical, indifferent attitude to labour and objects of one's work; and reduction of professional achievements – origin of incompetence feeling of one's professional sphere, awareness of failure, lowering of personal achievements (Maslach and Jackson) [6]. By «reduction» is understood the «simplification». At the professional activity, which supposes communication with people, reduction show itself in attempts to facilitate or reduce duties which require emotional efforts [2]. Pedagogue consciously or unconsciously approaches to mental comfort, lowering of pressure of external conditions in the result of emotional, professional behavior stereotype's changing. Resisting to an increased pressure, trying not to bring it up to extreme exhaustion, pedagogue lower the pressure of external conditions by means of selectivity of emotions and simplification of professional goals.

Reduction affects negatively the discharge of professional activity and pedagogue's relations, that is shown in: loss of interest in student as a person, teacher reduces his work to formal carrying out of lesson, ignoring educational function; desire for facilitation and simplification of duties, which require emotional efforts; absence of opposition to external conditions, planning and professional activity goal setting, self modification for the sake of their achieving. Having emotional efforts and focusing on oneself, pedagogue reduces expression of participation, attention, has inner necessity to «curtail» the situations of communication, limit oneself to exceptionally business contacts, not to pass into more deep personal aspect [2].

Nowadays there is no single opinion on BS structure, but one can say that it is considered to be a personal deformation as a result of emotionally complicated and intense relations at «man-man» system.

The aim of research is to specify the features of BS forming within the pedagogues of comprehensive schools with different length of pedagogical service.

Methods of research. The method of diagnosis of emotional burnout degree of Boyko V.V. allows to diagnose main symptoms of «emotional burnout»

and to define which phase of stress development they belong to: «effort», «resistance», «exhaustion» [4]. At the phase of effort there can be singled out following symptoms: «experience of psycho traumatic circumstances (social stress)», «dissatisfaction by oneself», «exhaustion in cage», «alarm and depression». There are typical syndromes for the resistance phase: «inadequate selective emotional reaction», «emotional-moral disorientation», «broadening of emotion's economy sphere», «reduction of professional duties». The phase of exhaustion is composed from: «emotional deficit», «emotional detachment», «personal detachment (depersonalization)», «psychosomatic and psychovegetative abnormalities».

zation)», «psychosomatic and psychovegetative abnormalities».

Results of research and their discussion. By the length of pedagogical service there were singled out following subgroups: under 5 years, 6–10 years, 11–20 years, 21–30 years, more than 30 years. At the group of test there is prevalence of pedagogues with the length of service from 21 to 30 years – 44,33%. The best evidence of BS forming is observed at the group of pedagogues with the service length under 5 years. Low degree of BS forming is noted within pedagogues with 21–30 years of pedagogical service (Table).

Average values and standard deflections ($M \pm m$) of burnout syndrome forming degree at the groups of pedagogues with different service length

| Length of service | Phase of effort | Phase of resistance | Phase of exhaustion |
|-------------------|-----------------|---------------------|---------------------|
| Under 5 years | 79,74 ± 8,99 | 58,73 ± 2,90 | 48,35 ± 9,18 |
| 6–10 years | 60,27 ± 7,48 | 47,69 ± 10,85 | 41,33 ± 8,19 |
| 11–20 years | 57,20 ± 19,66 | 47,70 ± 17,27 | 37,74 ± 14,20 |
| 21–30 years | 48,23 ± 16,43 | 41,06 ± 14,83 | 34,14 ± 14,56 |
| Более 30 years | 56,20 ± 20,23 | 46,43 ± 16,70 | 43,37 ± 14,83 |

Statistic facts show that at the group of pedagogues with under 5 years service length there were formed following symptoms at the phase of effort of emotional burnout: experience of social stress, dissatisfaction by oneself, «exhaustion in cage»; the symptom «alarm and depression» is forming. The prevailing symptoms are the experience of social stress and dissatisfaction by oneself. At the group of pedagogues with service length from 21 to 30 years the symptoms of effort phase are at the stage of forming. Within the pedagogues with under 5 years service length the symptoms of the resistance phase of BS are at the process of forming. The minimal forming of resistance phase symptoms is observed within pedagogues with the length of service from 21 to 30 years. Within the pedagogues with under 5 years service length there are forming such syndromes as: emotional and personal detachment, emotional deficit, psychosomatic and psychovegetative abnormalities. These symptoms haven't been formed within the pedagogues with the length of service from 21 to 30 years. The pedagogues with more than 30 years service length have symptoms of «emotional detachment», «emotional deficit».

Carried out dispersion analysis of received results allowed to define the influence of service length on the forming of symptoms and phases of burnout syndrome. The BS phases forming degree reduces with the increase of pedagogical service length, reaching its minimal values within the pedagogues with the service length from 21 to 30 years.

Thereby, we have reveal following laws: forming of emotional burnout syndrome correlates

negatively with the length of pedagogical service; within the pedagogues with under 5 years service length there is the biggest evidence of symptoms and phases of BS forming: the prevail symptoms of BS within the pedagogues with under 5 years service length are «the experience of social stress» and «dissatisfaction by oneself»; the dispersion of values of phases and symptoms of «emotional burnout» syndrome correlates negatively with the length of pedagogical service.

Conclusion

The basic strategy of BS prevention:

1. Psychophysiological, psychological and medical diagnostics.
2. Revealing of psychoemotional effort and improving of health condition and feeling of teachers.
3. Lowering of negative emotional experience, its transformation into positive emotions.
4. Acquaintance with the techniques of self-government and self-regulation of emotional states.
5. Forming of healthy way of life and harmonious professional activity necessity [1, 3, 5].

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ROLE OF LANGUAGE, THINKING AND VALUE SYSTEM AS PRIORITIES OF HIGHER EDUCATION

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Values system and orientations determine the individual's vital activity and they are the main line of the people's behavior, the definition of life goals and construction of plans.

Social norms are also a necessary part of the culture. They define specific orientations already in people's behavior, and patterns of behavior. As noted by V. Plakhov, «social norms created in the course of social evolution are the means for fixing the constantly changing public relations».

Values and world outlook aspects must constitute the substance of education. Of the many available in this connection **problems** it is **important to highlight the followings**:

Firstly, the problems of correcting the value orientation of students as future professional potential of society and **transform the mentality of the individual and of a society** on the basis of strengthening the national cultural values, which are inseparable from patriotism and civic engagement. In the broad meaning the word «mentality» is a kind of genetic code of the society, people, humanity, predicting the course of history. From a philosophical-methodological point of view mentality is the form and method of reflection of what is happening, which is a kind of reaction or reflection of consciousness expressed in behavior.

Hence the **mental (individual) experience is a criterion basis (a peculiar choice filter) of a man relation to the World, which determines the methodology of algorithm of his activities**. National education is closely linked to identity, self-determination in social communities, types of culture, values. The concept of identity works currently in sociology, philosophy, psychology and pedagogy. Ethnosociologists emphasize that identification is the real mechanisms of a person's awareness as a community representative.

In our view, the mental experience can become necessary mediator of parts of the whole teaching process formed the qualities and properties of the person, including, and mental abilities.

If intellect correlates with features of the organization of individual mental experience, it can

be assumed that every student «is filled in» by his own experience, which determines the nature of his intellectual activity in certain specific situations. Hence **an axiomatic conclusion** that each individual objectively needs to create conditions conducive to intellectual growth through maximum enrichment of his mental experience is legitimate. In **humanistically oriented education** the inner experience is considered to be as a **context for teaching**, in particular, it encourages intuitive quality, imagination, expression of feelings, the accumulated life experiences outside the school. *As we know, these qualities are cultivated by traditional pedagogy. It is important that today modern pedagogy tends to regard the mental approach as a fundamental principle of modeling new pedagogical systems, activating the cognitive activity of students.*

Secondly, we should look at the formation **attitudes of world outlook and values orientation**.

Solving the principal learning objectives as a man and his relationship to the world requires a holistic worldview. As we know, worldview education is integral. Relationship of its components and their combinations is fundamentally important. Outlook involves a complex interaction of diverse knowledge, beliefs, feelings, attitudes, aspirations and hopes of the individual. Connecting in outlook, they are seen to be more or less complete understanding of the world and themselves. Everyday life and practical, professional, scientific generalized knowledge composes world outlook and plays a major role. The deeper knowledge is, the richer outlook may be formed. A world outlook is an indicator of maturity of the individual, rather, a man in his personal development becomes a personality only when he forms a certain world view, outside of which he is not a personality at all in the proper meaning of the word.

The degree of cognitive richness, validity, reasonableness, internal consistency of a worldview is different. But knowledge never fills the entire field of world view. In addition to knowledge a certain **system of values** play the important role in the world view. World outlook is may be represented as a complex world, intense, contradictory unity of knowledge and values. In value consciousness moral, aesthetic, philosophical ideals are formed. Important concepts of value consciousness are the concepts of good and evil, beauty and ugliness. Through the relationship with the norms, ideals the evaluation – assessing the value of what is happening occurs. System of value orientations is important for the individual and the general world outlook.

The third aspect of the consideration of the priorities of education is related to the problem of **addiction world outlook** and its component such as a **national consciousness**. In fact both of these aspects as self-comprehension – consciousness and values are inseparable and they are the characteristics of a multifaceted process: the formation of personality in a poly-cultural environment. National