DETERMINATION AND RESEARCH OF THE MENTAL HEALTH DYNAMICS AMONG TEACHERS OF HIGHER EDUCATION WITH DIFFERENT PLACES OF PROFESSIONAL ACTIVITY

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Purpose of the study: The article deals with the problem of teacher burnout of higher education institutions in the process of carrying out his professional activity. Over rapid pace of life and neglecting own needs, people often make people who, in addition to endless challenges and obsessive ideas, do everything quickly and thoroughly, leading to the emergence of a syndrome of emotional (professional) burnout.

Methodology: The data of this research particularly are Sharabi’s works published during 1980s as crucial period of his intellectual journey.

Results: The article reveals the results of an empirical study aimed at identifying the dependence of mental burnout on the length of professional experience. The research was conducted using questionnaire O. Rukavishnikov’s "Definition of mental burnout" and questionnaires for specialists (author M. Kokun). The indexes of mental burnout among teachers with different pedagogical experiences are determined. It was found that the symptoms of mental burnout take place both at the beginning of and during the professional activity, and thus the tendency of reducing the tendency to mental burnout after 20 years of work in the specialty is traced. The high indicators of the professional motivation phase have been received, which may indicate higher expectations of teachers about the profession in general and the work in progress, in particular.

Applications of this study: This research can be used for the universities, teachers, and students.

Novelty/Originality of this study: The urgency of the choice of this problem is conditioned by the fact that frequent changes in the field of higher education in recent years have raised demands both on the professional competence of the teacher and on his personal component. Those or other forms of personally-professional deformations of the teacher reflected in his interaction with students and colleagues and may have a destructive tone in communication, attitude to the subject, assessment of their own results.
References