



# **PSYCHOLOGICAL FEATURES OF THE ACTUALIZATION OF RESOURCEFULNESS AND VITALITY OF THE INDIVIDUAL:**

CONCEPTUALIZATION AND DEVELOPMENT



# **Psychological features of the actualization of resourcefulness and vitality of the individual: conceptualization and development**

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Monograph

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## FACTORS OF PROFESSIONAL BURNOUT OF PRIMARY SCHOOL TEACHERS IN WAR CONDITIONS

The military events taking place in Ukraine and, as a result, significant socio-economic changes are a stress that affects the individual's performance of his professional activity and his attitude towards it.

Thanks to professional activity, a person realizes himself as a person, creates conditions for meeting his needs (biological, social and spiritual). In the process of labour activity, various physical and mental qualities of the individual are activated, development and harmonization takes place, and a certain level of its social adaptability is achieved. However, it is also possible to have a negative impact of work factors on the individual, and as a result, a change in professional behaviour, the emergence of psychological problems, and the formation of psychosomatic disorders. Professional burnout, deformation, professional limitation of the individual arises precisely as a result of non-compliance with the requirements of the psychological qualities of the individual and subsequently distorts the expected work results. Therefore, the main task facing the country in this difficult period of life is the regulation of consciousness, mental processes and qualities of a person in the process of work, which is a condition for its adequate performance.

The topic of professional burnout *in the teaching community needs support and attention now more than ever*. Educators face high emotional stress every day, especially during the war: stress, anxiety, fear for their own lives and the lives of loved ones, uncertainty about the future, etc. The remote format of work is even more exhausting, so teachers should take care of their professional stability now because the emotional state of the teacher directly affects the emotional state of students and the atmosphere in the classroom. And it is not only about methods and tools for remote work with students. This can be achieved under the condition of a high level of professional competence, the presence of developed professional abilities.

The effectiveness of a specialist's activity is determined, firstly, by professional knowledge, abilities, and skills, and secondly, by his personal characteristics (attitude to his work, level of his adaptability, mental state). Foremost, it is about supporting the emotional resource of teachers, understanding the challenges to which they respond every day in a difficult period for the country. The pedagogical activity of a specialist is saturated with stressful factors and requires powerful reserves of self-regulation and self-regulation and, according to socio-demographic studies, it belongs to the most emotionally stressful types of work (L. Danylenko, L. Karamushka, M. Kovtunovych, S. Malikh, etc.). The professional burnout of an educator and the issue of his psychological health is an urgent problem of modern pedagogical psychology (N. Golovanova, Ya. Kolominsky, etc.), occupational health psychology (H. Nikiforov, etc.), safety psychology (I. Baeva etc.) etc.

Researchers note that professional burnout leads to significant negative consequences, such as deterioration of mental and physical health, violation of the system of interpersonal interaction, decrease in the efficiency of professional activity, development of negative instructions towards colleagues and students, etc. (N. Samoukina, O. Semizdralova etc.)<sup>455</sup>. The insufficient level of psychological culture, development of communication skills and self-regulation skills leads to the fact that a significant part of teachers suffer from the consequences of stress – various somatic and neuropsychological disorders (L. Karamushka, O. Hrytsuk, etc.)<sup>456</sup>.

The leading role in the formation of the personality is the role of the teacher, and firstly the teacher of the elementary level, who lays the fundamental foundations of spirituality, education, culture and life experience of the child. That's why society puts more legal and moral responsibility

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<sup>455</sup> Корольчук М. С., Корольчук В. М., Березовська Л. І. (2017) Професійне вигорання працівників освіти: монографія. 304 с.

<sup>456</sup> Грицук О.В. (2012) Психологічні чинники емоційного вигорання вчителів.

Освітній менеджмент: навчальний посібник / За ред. Л. Даниленко, Л. Карамушки. 2003. 400 с.

Технології роботи організаційних психологів: навч. посіб. для студентів вищ. навч. закладів / за наук. ред. Л. М. Карамушки. 2005. 366 с.

on the primary school teacher, puts forward demands for professional competences, level of personal self-development, psychological well-being.

In this connection, the issue of studying the problem of professional burnout, which has a negative impact on the psychophysical health and effectiveness of the primary school teacher in difficult living conditions, is acute.

The analysis of scientific research indicates that the problem of the "professional burnout" syndrome is reflected in the works of both domestic and foreign scientists, in particular: the content and structure of the syndrome (M. Burysh, G. Dion, L. Karamushka, N. Levytska, G. Lozhkin, M. Leiter, K. Maslach, S. Maksimenko, L. Malec, E. Maher, V. Orel, M. Smulson, T. Formanyuk, F. Storli, B. Perlman, E. Hartman, R. Schwab, H. J. Vodopyanova, S. Jackson, K. Maslach, J. Grinberg, T. Ronginska, A. Rukavyshnikov, A. Serebryakova, O. Starchenkova, etc.), means of prevention and correction (O. Kozlova, K. Kondo, D. Trunov, H. J. Freudenberger). Manifestations of professional stress and professional burnout among employees of educational institutions were studied by T. Zaichikova, N. Nazaruk, O. Baranov, V. Zenkovskiy, L. Kolesnikova, Yu. Lviv, and A. Shafranov.

Formulation of the goals of the article. The purpose of the article is the scientific study of the problem of professional burnout of primary school teachers in wartime conditions.

Presentation of the main research material. Professional burnout (from the English "burnout" – "burnout", the terms "burnout syndrome", "emotional burnout syndrome" are also used) is a reaction of the body and psyche of a person who occurs as a result of long-term exposure to medium-intensity stresses caused by his professional activity and is the result of uncontrolled long-term stress. At the same time, as a type and prerequisite of professional deformation of the personality, it is also a mental state characterized by the emergence of a feeling of emotional emptiness and fatigue caused by work, and combines emotional emptiness, depersonalization, reduction or complete levelling of professional achievements<sup>457</sup>.

First described the phenomenon of "burnout" in 1969. A study of psychological problems among employees of correctional programs for the social rehabilitation of adult young people who committed criminal offences and were required to undergo such programs was conducted. The problem of burnout was investigated in 1974 by H. Freudenberger, an American psychiatrist who worked in the system of alternative medical care for the population<sup>458</sup>. H. Freudenberger introduced the term "staff burn-out" (from English – professional burnout), which he used to describe the mental state of workers in auxiliary professions after long and intensive contact with clients (patients)<sup>459</sup>. Scientists mostly consider burnout as a result of the influence of a complex of stressogenic factors<sup>460</sup>. So, in particular, V. Boyko characterizes it as a developed mechanism of psychological protection of the individual in the form of partial or complete exclusion of emotions (reduction of their energy), as a reaction to certain psycho-traumatic influences (acquired stereotype of emotional, most often professional, behaviour)<sup>461</sup>.

According to the definition of N. Bulatevych, professional burnout is a psychogenic disorder that is associated with professional maladaptation, with the teacher's style of behaviour in the educational environment<sup>462</sup>. V. Orel defines burnout as "a state of physical, emotional and mental exhaustion that manifests itself in professions of the social sphere" and emphasizes individual and organizational factors of burnout<sup>463</sup>.

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<sup>457</sup> Синдром «професійного вигоряння» та професійна кар'єра працівників освітніх організацій: гендерні аспекти: навч. посіб. для студ. вищ. навч. закл. та слухачів ін-тів післядипломної освіти / за наук. ред. С. Д. Максименка, Л. М. Карамушки, Т. В. Зайчикової. 2004. 264 с.

<sup>458</sup> Жогно Ю. П. (2009) Психологічні особливості емоційного вигоряння педагогів, 242 с.

<sup>459</sup> Ibidem.

<sup>460</sup> Технології роботи організаційних психологів: навч. посіб. для студентів вищ. навч. закладів / за наук. ред. Л. М. Карамушки. 2005. 366 с.

<sup>461</sup> Булатевич Н. М. (2004) Синдром емоційного вигоряння вчителя. 195 с.

<sup>462</sup> Ibidem.

<sup>463</sup> Грицук О. В. (2012) Збереження професійного здоров'я вчителів як проблема сучасної психології.

Professional burnout syndrome, according to researcher N. E. Vodopyanova, is "...professional destruction of the personality, which manifests itself in the form of persistent mental experiences, as well as changes in the quality, structure and content of professional activity..."<sup>464</sup>

In Ukraine, the Center for Scientific Research on Professional Burnout (head: Professor S. D. Maksymenko) determined that burnout is a "reaction arising from long-term professional stress of medium intensity" and at the same time the result of the third stage of the course of the stress process, which is characterized by a persistent and uncontrolled level excitation. According to S. D. Maksymenko, professional burnout, as a consequence of uncontrolled stress, is caused by a continuous or progressive imbalance in conditions of intense activity<sup>465</sup>.

The South American researcher S. Maslach started the practice of diagnosing the phenomenon of professional burnout, noted the main factors and consequences, revealed the scientific and methodological foundations of the prevention of burnout syndrome<sup>466</sup>. The scientist wrote that this is a problem of social inconsistency between what a person can give for work and what work requires of him. The greater this discrepancy, the stronger the potential for probable burnout<sup>467</sup>.

Pedagogical activity is one of the types of professional activity that most deforms a person's personality. The specificity of a teacher's professional activity is characterized by responsibility for the development of the young generation, active interpersonal interaction, excessive emotional tension of pedagogical work, and in wartime, also numerous stress factors, high dynamism, lack of time, psychological and physical overload, the complexity of pedagogical situations, which arise due to the lack of appropriate conditions for rehabilitation in educational institutions, insufficient psychological competence of teachers in matters of health, means of its preservation and restoration, etc. (L. M. Mitina, I. A. Baeva)<sup>468</sup>. In such circumstances, not every teacher can adapt, act constructively, effectively embody his professional activity and social role and, as a result, loses his creative spirit regarding the subject and product of his work. All these factors exert a destructive influence on the emotional sphere of the teacher. He has an increasing number of affective disorders, feelings of dissatisfaction with himself and his life, difficulties in establishing contacts with students, colleagues, and surrounding people. These symptoms have a negative impact on the entire professional activity of the teacher, the results of his work deteriorate, and the level of satisfaction with his own activity decreases. In this way, changes occur in the teacher's motivational sphere and the syndrome of professional burnout develops.

Based on the theoretical analysis of approaches to the problem of professional burnout of teachers, we defined the syndrome of "professional burnout" as a complex multi-component, staged, dynamic formation, a long-term stress reaction, which arises as a result of the impact on the specialist of monotonous neuropsychological loads in professional activities, which associated with interpersonal communication and accompanied by emotional saturation and cognitive complexity, a protective reaction in the form of partial/complete exclusion of emotions in response to psychotraumatic influences, as well as a positive (creative "burning") and negative (exhaustion, distress, form of maladaptation) phenomenon, in the process of its emergence, significant destructive changes occur in professional and personal development, mechanisms of self-regulation and ensuring work capacity.

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<sup>464</sup> Корольчук М. С., Корольчук В. М., Березовська Л. І. (2017) Професійне вигорання працівників освіти: монографія. 304 с.

<sup>465</sup> Пастух Л. (2022) Актуальні питання психологічної підтримки та підвищення стресостійкості педагогів в умовах дистанційної освіти та воєнного стану. С. 50-55.

<sup>466</sup> Maslach C. (1993) Burnout: A multidimensional perspective // Professional burnout: Recent developments in the theory and research. P. 19-32.

<sup>467</sup> Хайрулін О. М. (2015) Психологія професійного вигорання військовослужбовців: монографія / за наук. ред. А. В. Фурмана. 220 с.

<sup>468</sup> Корольчук М. С., Корольчук В. М., Березовська Л. І. (2017) Професійне вигорання працівників освіти: монографія. 304 с.

Thus, the syndrome of professional burnout of teachers in the difficult conditions of war can be defined as a state of physical, mental and above all emotional exhaustion caused by a long stay in emotionally overloaded situations.

The main theoretical and practical approaches to studying the factors of professional burnout are:

1. The individual approach singles out personality characteristics as factors of burnout, in particular, features of the motivational and emotional spheres, socio-demographic characteristics (age, level of education, work experience, etc.) and personality features (endurance, locus of control, style of overcoming a frustrating situation, self-esteem, etc. (M. Borisova, T. Valkova, etc.).

2. The interpersonal approach assumes that the main cause of burnout is the specialist's interpersonal relationships with subjects of professional activity (C. Maslach, W. Schaufeli, M. Leiter, N. Bulatevych, etc.).

3. The organizational approach singles out certain factors of the professional environment as determinants of professional burnout – features of the organizational structure, mode of operation, nature of leadership, etc. (N. Vodopyanova, Yu. Vidanova, E. Hartma, etc.).

W. Schaufeli, C. Maslach and M. Leiter note the following determinants of professional burnout.<sup>469</sup>

1) inconsistency of the requirements of professional activity with the individual resources of the employee (exaggerated requirements for his personality, overloaded work schedule, lack of time and resources to perform tasks);

2) inconsistency between the employee's desire for a certain independence while achieving the proper work result in conditions of inadequate administration;

3) violation of the balance of rewards and efforts in the organization;

4) inconsistency of the individual's expectations regarding relationships with the environment, colleagues, friends; too intensive work process, artificial isolation of employees, constantly unresolved conflicts, lack of team unity, trust and social support;

5) lack of management control over the replenishment of current labour resources of employees;

6) presence of a conflict of values.

V. Orel distinguishes two groups of factors that lead to the occurrence of professional burnout:

1) organizational, which include conditions of professional activity (shortage of time, length of working day, etc.), content of work (intensity of professional communication, participation in decision-making, etc.), socio-psychological features (relationships in the organization, presence of social support) and role features (role conflicts, role ambivalence, etc.);

2) individual, which includes socio-demographic (age, gender, marital status, length of service, social origin, etc.) and personal characteristics (endurance, locus of control, coping strategies, self-esteem, etc.)<sup>470</sup>.

According to the researcher V. Boyk, the factors of professional burnout are divided into two blocks: internal, which relate to the individual characteristics of the professionals themselves, and external, which characterize the peculiarities of professional activity. The external ones include: 1) intense psycho-emotional activity; 2) destabilizing organization of activities; 3) increased responsibility for the performance of assigned duties; 4) unfavourable psychological atmosphere of professional activity; 5) a psychologically difficult contingent with whom you have to communicate during the implementation of the activity. Internal factors include: 1) tendency

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<sup>469</sup> Wilmar B. Schaufeli, Christina Maslach and Tadeusz Marek (1993) Professional burnout: recent developments in theory and research.

<sup>470</sup> Грицук О. В. (2012) Психологічні чинники емоційного вигорання вчителів.

to emotional rigidity; 2) intense perception and experience of the circumstances of the activity; 3) weak motivation of emotional return to activity; 4) moral defects and personal disorientation<sup>471</sup>.

T. Zaychikova, based on research results, reveals the model of the determinants of the syndrome of "professional burnout" of educators, which includes: 1) socio-economic determinants (economic instability; complex political processes; intensification of professional activity; social status of the profession; level of social protection; level of remuneration in this field, etc.); 2) socio-psychological determinants (desire to work in the chosen organization or field of activity; the employee's attitude to relationships in the team; work efficiency factors; work motives; team conflict; satisfaction with team life, etc.); 3) individual and psychological determinants (personal: level of anxiety, aggressiveness, frustration, rigidity, level of subjective control, etc.; socio-demographic and professional: age, gender, experience of professional activity, family status, etc.)<sup>472</sup>.

N. Bulatevych identified two groups of factors that cause professional burnout among teachers: primary – individual (cover socio-demographic characteristics, personal attributes and the degree of formation of the teacher's pedagogical skills) and secondary – organizational (act, refracted through the format of personal factors, provoke and strengthen the factors of the internal plan)<sup>473</sup>.

It is also worth noting that the factors affecting burnout are individual features of the nervous system and temperament. Educators with a weak nervous system and those whose individual characteristics do not match the requirements of the current social situation burn out faster, that is, those who cannot withstand war events.

So, let's define the main determinants that lead to the emergence of the syndrome of "professional burnout" of primary school teachers:

1) external (organizational): chronically intense psycho-emotional activity, constant contradictions in strategic and tactical leadership, excessive demands on employees, lack of objective criteria for evaluating work results, ineffective system of motivating and stimulating personnel, psychologically difficult contingent of students, imbalance between intellectual and energy expenditure and moral and material reward, role conflicts;

2) in *internal (individual)*: low self-esteem, self-doubt, high demands on oneself; inadequate emotional response in conflict situations, daily mental overload, excessively intense perception and experience of events of professional activity, difficulties in professional communication, lack of time management skills, selfless help, high responsibility for students, etc.

The occurrence of professional burnout among education workers occurs due to individual reasons and reasons related to organizational working conditions, which act, refracted through the prism of personal factors, as factors that provoke and strengthen the occurrence and development of burnout of education workers.

In the scientific literature, several main approaches to the study of professional burnout are distinguished. Representatives of the first consider professional burnout as a state of physical, mental and, above all, emotional exhaustion, caused by a long stay in emotionally overloaded communication situations; therefore, professional burnout is interpreted as a "chronic fatigue" syndrome.

The second approach considers professional burnout as a two-dimensional model consisting, firstly, of emotional exhaustion, and secondly, of depersonalization, that is, a worsening of the attitude towards others and sometimes towards oneself.

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<sup>471</sup> Корольчук М. С., Корольчук В. М., Березовська Л. І. (2017) Професійне вигорання працівників освіти: монографія. 304 с.

<sup>472</sup> Синдром «професійного вигорання» та професійна кар'єра працівників освітніх організацій: гендерні аспекти: навч. посіб. для студ. вищ. навч. закл. та слухачів ін-тів післядипломної освіти / за наук. ред. С. Д. Максименка, Л. М. Карамушки, Т. В. Зайчикової. 2004. 264 с.

<sup>473</sup> Булатевич Н. М. (2004) Синдром емоційного вигорання вчителя. 195 с.

The third approach considers the syndrome of professional burnout as a three-component system, which includes emotional exhaustion, depersonalization, and reduction of one's own personal achievements<sup>474</sup>.

D. Spagnol and R. Capiuto consider professional burnout from the point of view of the presence of three levels and three stages. Thus, the first degree is characterized by moderate, short-lived and random signs of this process, manifested in a mild form and expressed by self-care, for example, by relaxing or organizing breaks at work.

In the second stage of professional burnout, symptoms appear more regularly, are more protracted, and are more difficult to correct. The usual methods of relaxation are ineffective here. A teacher can feel exhausted even after a good night's sleep and after a weekend, and he needs extra efforts to take care of himself.

In the third stage of professional burnout, the signs and symptoms are chronic. Physical and psychological problems may arise. Attempts to take care of yourself are usually not effective, and professional help may not provide quick relief. The teacher begins to doubt the value of his work, profession and life.

K. Maslach also notes that the manifestations of professional burnout can have three stages. In the first stage, the individual is emotionally and physically exhausted and may complain of constant headaches, colds, etc. The second stage of professional burnout is characterized by two sets of symptoms.

Teachers may develop a negative attitude towards the people with whom he works, or, on the contrary, he may have negative thoughts about himself because of the feelings that appear towards others. To avoid these negative feelings, the employee "goes deep into himself", performs only the minimum amount of work and does not communicate with anyone. Signs and symptoms of one or both groups may also appear. The final stage – complete professional burnout – happens, as K. Maslach believes, not often, but acquires signs of complete disgust for everything in the world. The worker is offended at himself and at all of humanity, life seems beyond his control, he is unable to react emotionally to events, to focus on problems.

In the first two stages of professional burnout, a person can "recover", but to return to a normal life, he must either learn to live with what is, or change the situation. K. Maslach emphasizes that a person who has completely "burned out" probably will not change, however, to definitively confirm this, additional research is needed.

The most systematic and comprehensive approach to analysing the syndrome of professional burnout is the approach of the scientist V. Boyko, who developed his own classification of symptoms inherent in various components of professional burnout. This is how the researcher characterizes the components of the mentioned syndrome.

The first component – "tension" – is characterized by a feeling of emotional exhaustion, fatigue caused by one's own professional activity. It manifests itself in such symptoms as experiencing circumstances that traumatize the psyche, dissatisfaction with oneself, being "backed into a corner", anxiety and depression.

The second component – "resistance" – is characterized by excessive emotional exhaustion, which provokes the emergence and development of defensive reactions that make a person emotionally closed, detached, indifferent. Against such a background, any emotional involvement in professional affairs and communications causes a person to feel overworked.

This is manifested in such symptoms as inadequate selective emotional response, emotional and moral disorientation, expansion of the sphere of emotional economy, reduction of professional duties.

The third component – "exhaustion" – is characterized by a person's psychophysical over fatigue, desolation, the levelling of one's own professional achievements, a violation of professional communications, the development of a cynical attitude towards those with whom one has

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<sup>474</sup> Олійник І. В. (2017) Причини виникнення та профілактика синдрому професійного вигорання у педагогів. Вісник Університету імені Альфреда Нобеля. Серія: Педагогіка і психологія. № 1. С. 118-125.

to communicate on work issues, the development of psychosomatic disorders. Symptoms such as emotional deficit, emotional alienation, personal alienation (depersonalization), psychosomatic and psychovegetative disorders are revealed here<sup>475</sup>.

So, according to V. Boiko, the burnout syndrome has three components, each of which consists of four symptoms.

Despite some differences, all of the above approaches to understanding the essence and structure of the professional burnout syndrome have a lot in common.

Researchers name five key groups of symptoms characteristic of emotional burnout syndrome.

1. Physical symptoms (physical fatigue, exhaustion; weight change; insomnia; poor general health, irregular breathing, nausea, dizziness, etc.; increased blood pressure; ulcers and inflammatory skin diseases; diseases of the cardiovascular system).

2. Emotional symptoms (lack of emotions; pessimism, cynicism and callousness in work and personal life; indifference; feelings of helplessness and hopelessness; aggressiveness, irritability; anxiety, increased irrational worry, inability to concentrate; depression, guilt; hysteria; loss of ideals, professional prospects; increased depersonalization; feelings of loneliness).

3. Behavioural symptoms: fatigue appears during training; indifference to food; little physical activity; justifying the use of tobacco, alcohol, drugs; accidents – falls, injuries, accidents, etc.; impulsive emotional behaviour.

4. Intellectual symptoms (decreased interest in new theories and ideas in learning, in alternative approaches to solving problems; boredom, longing, apathy, loss of interest in life; greater inclination to a pattern than to a creative approach; indifference to innovations; little participation or refusal to participate in developmental experiments; formal performance of work).

5. Social symptoms (low social activity; decreased interest in leisure time, hobbies; limitation of social contacts; feeling of isolation, misunderstanding of others; feeling of lack of support from family, friends, colleagues<sup>476</sup>).

Thus, the syndrome of emotional burnout is characterized by a combination of symptoms of disturbance in the mental, somatic and social spheres of life.

However, the most common classification of symptoms is their division into three main groups: psychophysical, socio-psychological, and behavioural.

Psychophysical symptoms of professional burnout include such as:

- a feeling of constant fatigue, which does not go away not only in the evenings, but also in the morning, immediately after sleep (a symptom of chronic fatigue);
- feeling of emotional and physical exhaustion;
- decrease in receptivity and reactivity to changes in the external environment (absence of reaction of curiosity to the factor of novelty or reaction of fear to a dangerous situation);
- general asthenia (weakness, decreased activity and energy, deterioration of blood biochemistry and hormonal parameters);
- frequent unexplained headaches; permanent disorders of the gastrointestinal tract;
- sudden weight loss or weight gain;
- complete or partial insomnia (quick falling asleep and absence or, conversely, inability to fall asleep);
- constant inhibited, drowsy state and desire to sleep throughout the day;
- suffocation or shortness of breath during physical or emotional stress;

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<sup>475</sup> Maslach C. (1993) Burnout: A multidimensional perspective // Professional burnout: Recent developments in the theory and research. P. 19-32.

Wilmar B. Schaufeli, Christina Maslach and Tadeusz Marek (1993) Professional burnout: recent developments in theory and research.

<sup>476</sup> Олійник І. В. (2017) Причини виникнення та профілактика синдрому професійного вигорання у педагогів. Вісник Університету імені Альфреда Нобеля. Серія: Педагогіка і психологія. № 1. С. 118-125.

- noticeable decrease in external and internal sensory sensitivity;
- deterioration of vision, hearing, smell and touch, loss of internal bodily sensations.

Social and psychological symptoms of professional burnout include such unpleasant feelings and reactions as:

- indifference, boredom, passivity and depression (decreased emotional tone, feeling depressed);
- increased irritability at insignificant, small events;
- frequent nervous "breakdowns" (bursts of unmotivated anger or refusal to communicate, "withdrawal");
- constant experience of negative emotions for which there are no reasons in the external situation (feelings of guilt, resentment, suspicion, shame, stiffness);
- a feeling of unconscious restlessness and increased anxiety;
- a feeling of hyperresponsibility and a constant feeling of fear that a person "won't make it";
- a general negative attitude towards life and professional prospects.

Behavioural symptoms of professional burnout include the following acts and forms of employee behaviour:

- the feeling that the work is becoming more and more difficult, and it is more and more difficult to perform it;
- the employee noticeably changes their work schedule;
- regardless of the objective necessity, the employee constantly takes work home, but does not do it at home;
- the manager refuses to make decisions, formulating various reasons for explanations to himself and others;
- feeling of futility, disbelief in improvement, decreased enthusiasm for work, indifference to results;
- failure to complete important, priority tasks and "obsessing" over small details; spending a large part of the working time on unconscious or subconscious performance of automatic and elementary actions that does not correspond to official requirements;
- distance from employees and customers, increase in inadequate criticality;
- alcohol abuse, use of narcotic drugs<sup>477</sup>.

So, professional burnout is a combination of a number of interrelated symptoms, however, at this point, there is no single point of view on the symptoms of emotional burnout. It should be noted that the symptoms, which include the syndrome of emotional burnout, do not all appear at the same time, since there are individual variations and the individual situation of professional development can intensify or smooth out their impact.

The analysis of the scientific literature on the specified problem made it possible to single out the main properties of professional burnout as a specific type of professional destruction:

- 1) related to the emotional exhaustion of the individual, which means the feeling of emotional devastation and fatigue caused by the activity itself;
- 2) leads to special forms of personality depersonalization, manifested in a cynical attitude towards the activity and its subjects;
- 3) is accompanied by reduction and underestimation by the specialist of his professional achievements, which is associated with the emergence of a feeling of incompetence in his professional field, focusing on failures;

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<sup>477</sup> Коняхіна А. В., Гаврик І. Л., Гриценко Н. В., Гутенко Д. М., Коропченко Н. М., Обравит О. М., Полякова В. С., Сухомлин Л. Г., Усик Ю. С., Чорний О. І. Емоційне вигорання педагогів. Методичні рекомендації. 60 с.

4) is a purely professional phenomenon, that is, it is fixed and manifested in specific conditions of professional activity and development;

5) exerts a negative influence on all aspects of the personality and its behaviour, reducing, as a final result, the efficiency of professional activity and satisfaction with activity;

6) is irreversible – it cannot be completely overcome during special forms of influence, it is only possible to slow down development;

7) is a regression of professional development, as it affects the personality as a whole, destroys it and exerts a negative influence on the effectiveness of professional activity;

8) is a general professional phenomenon which is not limited to only one professional sphere, but also manifests itself in non-professional life;

9) is realized by the subject – this is manifested in his reproduction of his main symptoms and desire to change work, as well as the realization of this desire;

10) exerts a significant influence on the main parameters of professional activity and professional identity;

11) may appear at the beginning of professional development as a result of a mismatch between the requirements of the profession and the demands of the individual.

Today's education is undergoing profound changes and is forced to adapt to the new realities of learning in conditions of military aggression. Irreversible changes took place in all spheres of life in Ukrainian society, which required new approaches to solving problems of an educational nature, in particular, the issue of modernization of the educational environment in which training and education of a harmoniously developed personality is carried out. Learning conditions in educational institutions have also changed. Schools are forced to teach students in different formats, without power supply, with breaks between air raids (as a result of bombings). The combination of various technologies in the educational process of elementary schools of general secondary education institutions, considering the expediency of their implementation, is one of the main tasks of a modern teacher.

A full-scale war limited children's ability to physically attend school. School administrations and local communities set themselves the main task of making the educational process safe without losing quality. Thus, educators are forced to look for new teaching formats.

Distance education has its advantages, but at the same time, during the research carried out by the State Service for the Quality of Education together with the project "Support of Governmental Reforms in Ukraine" (SURGe)<sup>478</sup>, the disadvantages of such training, which affect its effectiveness, were named by teachers:

- lack of live communication;
- children's inability to learn independently;
- lack of full distance courses on school platforms (since the main type of activity remains synchronous learning (zoom lessons), while asynchronous learning (independent work) – without proper pedagogical support).

Currently, Ukraine has introduced the practice of mixed education, that is, a combination of face-to-face and distance education.

Let's reveal the main models of blended learning:

*Rotational model* – "rotations" of students at school with "rotations" of various types of student activities – online and offline. From the rotation, it is necessary to carry out a safe evacuation of students in the event of an air raid, that is, to reduce the number of children who are in the school at the same time to the number that the shelter can accommodate.

*Flexible model* – students work according to an individually adjusted schedule, mostly online, and the teacher is an instructor who coordinates their activities and advises them. The teacher can provide consultations both face-to-face and online in synchronous mode.

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<sup>478</sup> Дослідження Державної служби якості освіти спільно з проектом «Супровід урядових реформ в Україні» (SURGe).

*A personally oriented model* – learning according to individual educational trajectories (students study face-to-face and simultaneously work with external electronic resources, online courses).

*The model of the enriched virtual environment* is the main work in online mode for distance courses. At the same time, a student can attend certain classes, or certain classes are held for students of the entire class (for communities where the school is destroyed or damaged as a result of military actions, but there is an equipped digital hub or other premises that can be used for classes<sup>479</sup>).

Undoubtedly, in such a situation, the organization of the educational process is complicated and the load on the teacher is increased.

As a result of the war, the education system suffers both direct and long-term negative effects, namely:

- physical danger for teachers and students (illegal detention, "disappearance", torture of teachers; numerous deaths of education workers, students and administrators due to explosions and shootings);

- damage and destruction of educational infrastructure (destruction of educational buildings by explosions);

- decrease in children's enrolment and school attendance;

- increasing level of violence in schools;

- decrease in the level of efficiency and quality of education;

- difficulties with the selection of teachers due to insecurity and migration;

- decrease in the level of state and private financing of education;

- suppression of teachers' freedom of speech through threats, which in turn can negatively affect the quality of education (in the temporarily occupied territory);

- impaired ability or unwillingness/refusal of students to learn (lack of motivation due to stressful conditions reduces the desire to get an education; refugee children need time to adapt to a new environment, which also reduces the desire to attend school);

- mental and psychiatric disorders of children and teachers who have symptoms of post-traumatic stress such as emotional instability, difficulty sleeping and terror, withdrawal and suspiciousness, irritability, aggressiveness, anxious excitement, loss of ability to concentrate, passivity, depression, paranoia, increased risk of suicide.

So, it can be noted that the main stressful factors in the activity of a teacher in a remote form in war conditions are: responsibility for the health and learning results of children, the need to constantly confirm one's own level of qualification, tension and variability of working conditions, emotionality of work, constant work of attention, the need for continuous logical and psychological analysis of situations, work with people, conflict situations among students. Therefore, high requirements are placed on the personality of a pedagogical worker.

*From cities*, the organization of the educational process, complex conditions of professional activity, individual characteristics determine the nature of the functional state of the human body and, as a result, the efficiency and quality of its professional activity.

The emotional state of pedagogical workers affects their well-being, motivation, creativity, satisfaction with professional activity, social relationships, in particular with students, and the learning process as a whole. The emotional resources of a person who finds himself in a difficult life situation are gradually depleted. It is important, in our opinion, to provide appropriate psychological assistance to teachers to overcome negative mental states (overcoming anxiety, aggressiveness, apathy, sadness, etc.); prevention and overcoming of professional and emotional burnout.

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<sup>479</sup> Змішане навчання: як організувати якісний освітній процес в умовах війни НУШ (2022).

As noted by psychologist S. Royz, right now, for children and students, pedagogues are much more than teachers. They should be based assuming that any adult who communicates with a child, who can feel stability, whose face has preserved liveliness, who finds the strength to look into the eyes, can explain what is happening, can withstand the gaze of someone who is difficult, to endure stress is a beacon and a source of healing. Therefore, it is essential for today's teachers to demonstrate their own calmness and poise to the participants of the educational process – this is the easiest way to help students calm down, who, according to their age, feel a lot of stress. This affects the reduction of cognitive and educational activities, attentiveness, memorization; negative behavioural changes, etc.<sup>480</sup>

It is known that it is the emotional component of an individual's life activity that largely determines the perception of oneself and the environment as positive or negative, provides a sense of security and allows one to reveal all one's resources and, therefore, improve the quality of life as a whole.

Recently, we have been living in a world where it is not known what will happen tomorrow, and we constantly have to adapt to new circumstances. All this leads to the fact that people exhaust their internal resources and many experience burnout syndrome

Therefore, the profession of a modern teacher needs a special attitude to these forced changes, the ability to adequately perceive the needs of society and adjust one's work accordingly. This ability requires many fundamentally different professional skills, abilities, personal qualities and appropriate thinking.

As a result of Russia's direct aggression in Ukraine, there was an urgent need for social and psychological support and support for entire social groups, including the pedagogical community. Loss of psycho-emotional balance of human relations, threat to the favourable development of the younger generation, exacerbation of pathological processes in the life of society as a whole. To minimize the destructive consequences of traumatic situations, to promote the preservation of mental health, psychological help and psychological support of victims is necessary both in the conditions of an extreme / emergency and after returning from the risk zone. Psychological assistance and psychological support are important components of minimal response (immediately in an extreme situation) and complex response (at the stage of stabilization and early recovery).

Under such conditions, the role of the psychological service in the education system to ensure timely and systematic provision of psychological and socio-pedagogical support to all participants in the educational process in accordance with the goals and objectives of the education system is significantly increasing. The provision of a psychologically comfortable educational environment for all students and the provision of a quality educational process for children with psychological trauma, the provision of competencies to pedagogical workers in working with children with psychological trauma, the provision of support for pedagogical workers and the involvement of parents in the educational process<sup>31</sup> are of great importance<sup>481</sup>.

Psychological prevention of professional deformations is based on the formation of self-efficacy, confidence in one's own strengths, the ability to correctly calculate one's resources and replenish them in time, the skills of adequate assessment of the results of one's own activities (reflection).

Let's consider some areas of preventive and psychocorrective work to prevent and overcome the syndrome of professional burnout.

In the process of preventive work to prevent professional burnout, the following actions may be appropriate: identifying one's own style of response to a stressful situation, expanding the behavioural repertoire, practising the skills of constructive interaction, working to change the attitude, teaching stress-relieving techniques, etc.

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<sup>480</sup> Пастух Л. (2022) Актуальні питання психологічної підтримки та підвищення стресостійкості педагогів в умовах дистанційної освіти та воєнного стану. С.50.

<sup>481</sup> Освіта України в умовах воєнного стану. Інноваційна та проєктна діяльність: Науково-методичний збірник / за загальною ред. С. М. Шкарлета. 2022. С.11.

The central psychological formation of the personality, which ensures the prevention of the syndrome of emotional burnout in teachers, is autopsychological competence, which is the ability to navigate in the intra-individual space, manage it and change it, improving and developing one's personality and professionalism.

The effectiveness of prevention of emotional burnout syndrome among teachers is determined, firstly, by a set of psychological conditions:

- interpsychological (psychologicalization of the environment around the teacher – longitudinal psychodiagnosis of those components of the personality that turned out to be the most vulnerable and psychological-pedagogical counselling, which includes psychological-pedagogical enlightenment and psychological trainings);

- intrapsychological (formation of autopsychological competence in teachers).

In their activities, it is important for psychological service specialists to focus on the fact that the main goal is to increase their adaptive personal resources, the level of stress resistance, and emotional self-regulation skills within the framework of psychological support for teachers; increasing the level of psychological readiness of teachers to carry out pedagogical activities in the conditions of challenges caused by the state of war. At the same time, it is important to provide individual psychological support for teachers based on their requests and needs.

**Conclusions.** The modern educational system requires the teacher to respond quickly to daily events, the accuracy of his actions and the proper level of formation of his emotional sphere. In connection with the great emotional intensity of the teacher's professional activity, non-standard pedagogical situations, responsibility and complexity, the risk of developing the syndrome of "professional burnout" increases. As a result of the emotional stress that occurs in the teacher in the process of carrying out his professional activity, there is a further decrease in the stability of mental functions and a decrease in work capacity. The lack of personal resources, mental regulation of the teacher, the effects of superhuman and long-term stressors can cause professional burnout. The teacher, as a subject of the educational process, influences the personality through the prism of the formation of his own actual and holistic sphere, that is why, if he is prone to emotional burnout, he needs not only psychotherapeutic help, but also the acquisition of constructive skills of self-regulation of the subjective personal sphere.

Manifestations of various levels of the professional burnout syndrome require further systematic, planned psychological work on their prevention or prevention to minimize the professional deformation of teachers

But even in such difficult realities of life, the teachers of our country try to be indomitable, competitive, improve and deepen professional competences, develop non-standard and flexible thinking, the ability to be creative, the ability to adapt to rapid changes in living conditions, etc. Our teachers continue not only to teach, but also to form a versatile, spiritually, intellectually, creative personality, adapted to the modern realities of life, socially mature, who successfully assimilates the valuable normative experience of generations.

Prospects for further research are related to the development of a psychological-pedagogical training program for primary school teachers to prevent and overcome the manifestations of professional burnout.

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## ANNOTATION

### **Iryna Bulakh. HUMANISTIC STRATEGY FOR THE DEVELOPMENT OF PERSONALITY SUSTAINABILITY DURING THE ADULT PERIOD**

The article analyzes the humanistic strategies that determine the formation of such moral and spiritual qualities of the personality in the period of growing up as respect for people, responsibility for their actions, compassion for others, self-discipline, self-regulation, gaining confidence, striving for self-realization and resilience. It is noted that psychologists lay internal resources at the basis of the personal growth of a young person, on the basis of which in the present and future life he will be able to make a moral choice, make decisions in extreme situations, be responsible, and overcome unrest, survive crises, accept the blows of fate, and at the same time continue to create a life of dignity and show resilience in any uncertain, problematic or unpredictable situations and responsibly reproduce, support and develop a young person in the process of life.

### **Valentyna Voloshyna. THE INTEGRAL OF PROFESSIONAL VALUE AS THE BASIS OF THE RESOURCES OF THE FUTURE PSYCHOLOGIST**

The war, as a multifaceted factor destabilizing the socio-political conditions of life of Ukrainians, determined their experience of collective trauma, the signs of which are increasingly affecting the daily life of all age groups of society. Negative emotions, a situation of uncertainty, a sense of insecurity, forced separation from relatives, loss of loved ones, fear, depressive states, anxiety and many other things lead to reorientation of life plans, motivations, reassessment of personal significance, own capacity and level of opportunities, restructuring of the hierarchy of needs and value system both for Ukrainians who are in the country, and those who were forced to become an internally or externally displaced person. Everyone finds their own resources in order to live, fight, help the army and the state defend the right to a dignified existence of the Ukrainian nation in the family of European nations. The research problem is formulated from the position that in these difficult conditions, psychologists as representatives of the helping profession must not only find resources to help others, but also actualize the resources of their own vitality, which are provided by the integral of professional value.

### **Olha Kovalova. PSYCHOLOGICAL DETERMINANTS AND PREDICTORS OF THE DEVELOPMENT OF PERSONAL RESILIENCE**

In the monograph section, the theoretical and methodological prerequisites for studying human viability are considered and trends in the formation of scientific ideas about this phenomenon are identified. An analysis of historical background has shown that the emergence of a general psychological concept of human viability is due to the natural stadial development of psychological science. This stadiality corresponds to the dynamics of scientific knowledge, which develops in the direction from classical to post-non-classical ideas about the mental, from the study of simple adaptive systems to the knowledge of complex self-organizing ones. Among the latter is a person – a spiritual being, realizing his spirituality as an essential way of life inherent only to him. A complex of predictors of human viability has been identified. Positive predictors of viability (positive ideas about human nature, cognitive needs) act as components of the integral essential quality of a person, his spirituality, which has a significant positive impact on human viability. Negative predictors predetermine a decrease in human viability. Rigidity forms a negative attitude towards life as a dynamic, constantly changing process. The individual-psychological manifestations of a person's viability are studied in the context of the dynamics of his social existence. It is shown that the viability of a person as an individual ability is characterized by qualitatively peculiar features that can be detected at various levels.

**Maria Kazanzhy. FACILITATIVITY AS A BASIS AND MEANS OF ACTUALIZATION OF RESOURCEFULNESS AND RESILIENCE OF THE INDIVIDUAL**

The article presents the results of the analysis of the theoretical and methodological foundations of the study of psychological resourcefulness and resilience in the context of personality facilitation. The essence of these definitions is determined, their correlation with the psychological potential of the individual is outlined. An extensive list of psychological features that contribute to human resilience and are resources for actualization is highlighted. Among them are the ability to self-regulation, self-attitude, meaningful life orientations, etc. The empirical study has determined the relationship between resilience, personal resourcefulness and the facilitative potential of the individual. Comparison of the psychological resources of the subjects with different levels of development of the facilitative potential allowed to establish that the parameters of the actualization component of the facilitative potential in stressful situations remain practically unchanged, and the need-motivational component even increases, which is associated with the unrealized (or insufficient realization) of this need. It has been established that human values and assistance to another person remain quite stable, despite unfavorable external influences and the need to use one's own strengths and resources to support oneself in difficult situations. Therefore, it is quite obvious that the core characteristics of a person that form his or her individual moral and value core have not been transformed under the influence of unfavorable conditions.

**Svitlana Sytnik. PERSONAL DETERMINANTS OF BEHAVIOR IN A CONFLICT SITUATION**

The monograph section presents the results of an empirical study of personal determinants of behavior in a conflict situation. Based on the results of the regression analysis, it was determined that empathy is the most important factor for solving complex communication tasks related to conflict. The level of its development and its combination with other personal determinants of behavior in a conflict situation are decisive for the choice of certain forms: internality and insufficient development of empathic abilities – for competition; the cumulative effect of faith in people, confidence and lack of empathy – for compromise; interaction of empathy with externality and confidence – to avoid; empathy – for adjustment.

**Oksana Vdovichenko. PREVENTIVE-CORRECTIVE SYSTEM OF RISK IN ADOLESCENTS**

Adolescent individuals became the subjects of the preventive and corrective risk system. According to the results of our research, adolescence (13-16) is the most pronounced and sensitive for the development of personal risk. Adolescents at the age of 13-14 are characterized by pronounced qualitative components of risk-taking, indicators of propensity to extreme risk-taking behavior, meaningful signs of risk-taking in various spheres of life. However, the peak of manifestations of all identified indicators is attributed to the age of 15 years. The developed system consists of two blocks: preventive and corrective. First, a preventive block is held jointly for 13-14- and 15-year-olds, then corrective work continues only for 15-year-olds. Psychoprophylaxis, psychodiagnostics, psychological counseling, and psychocorrection are defined as types of activity. Forms of system implementation – conversations, individual consultations, express diagnostics, optional "Risk-Control", psychological training "Risk+".

**Alla Dushka. PRINCIPLES OF CONSTRUCTION AND GENERAL CHARACTERISTICS OF THE SYSTEM OF PSYCHOLOGICAL CORRECTION OF CHILDREN WITH AUTISTIC SPECTRUM DISORDERS**

The section of the monograph deals with issues of a systematic approach to the organization of psychological support and psychological correction of children with autism spectrum disorders. The author analyzes in detail the symptoms of ASD in children of different ages. The system of implementation of special diagnostic cards to facilitate diagnosis in the process of determining

the diagnosis is also presented. The analysis of the literature showed that the principles of ASD diagnosis consist in the analysis of the anamnestic data of the results of observing the subject in various life situations (behavioral characteristics) and the diagnostic apparatus. As a result of the analysis of scientific sources and his own research, in the process of longitudinal observation of children with ASD, the author developed a questionnaire for parents, which includes anamnestic, biographical or historical information, the results of a psychological examination, clinical and somatic examination data and a number of specific additional information. The author proposed a model of psychological correctional work with children with ASD, consisting of two main parts: theoretical and practical. Each of the parts is a complete synthesis of the knowledge included in it, which allows determining the algorithm of action. As the analysis of the literature showed, game activity affects all spheres of a child's mental activity. This provision was confirmed in the results of the system of correctional work with children with ASD.

**Yulia Shevchenko. DIRECTIONS OF FORMING A TOLERANT ATTITUDE OF YOUNGER SCHOOL STUDENTS TOWARDS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

The purpose of the study is to reveal the directions forming a tolerant attitude of younger schoolchildren towards children with special educational needs and to describe the diagnostic toolkit for identifying the levels of tolerant attitude of primary school students towards children with special educational needs. Criteria and levels of the formation of a tolerant attitude towards children with special educational needs are proposed. A program for forming a tolerant attitude towards children with special educational needs in the conditions of inclusive education among primary school students has been developed. The expediency of choosing special mechanisms for forming a tolerant attitude of younger schoolchildren towards children with special educational needs has been proven.

**Victoriia Nazarevych. THE TOY THERAPY ROOM AS A METHOD OF PREVENTING OSTRACISM TOWARD INTERNALLY DISPLACED PEOPLE**

The article is devoted to discovering the effectiveness of “the toy therapy room” as a method of prevention of ostracism toward internally displaced people. Particular attention is paid to the analysis and description of the method's peculiarities and advantages in a military aggression situation. One thousand two hundred internally displaced people aged from 3 to 18 years old took part in the current research. All of them were victims of military aggression in Ukraine. Most of them demonstrated high fear, trait, and state anxiety. It was believed that the increased anxiety and fear might lead to disruptive and deviant behaviors. Consequently, disruptive and deviant behavior may result in ostracism.

**Natalia Falko. PSYCHOLOGICAL SUPPORT OF MILITARY PERSONNEL IN THE ACTIVITIES OF THE DEPUTY COMMANDER OF THE UNIT (SUBDIVISION) FOR MORAL AND PSYCHOLOGICAL SUPPORT**

The scientific article is devoted to the analysis of approaches and methods of complex organization of psychological support of military personnel. The work examines the activities of the deputy commander of the unit (unit) for moral and psychological support in the implementation of the main areas of psychological support of combat operations, adaptation of servicemen, resocialization, psychological correction and rehabilitation. The work analyzes the main tasks and measures performed by the deputy commander for moral and psychological support (psychologist) during the psychological support of the performance of tasks by the personnel of the military unit (unit). Special attention is paid to the analysis of the mechanisms of psychological support of military personnel in crisis and extreme situations. Prospective directions for the reformation of the process of psychological support of military personnel in the conditions of the post-war development of the country are determined.

**Olesia Prokofieva. PSYCHOLOGICAL REHABILITATION BY MEANS OF THE "MINNESOTA MODEL OF RECOVERY" AS A WAY OF DEVELOPING RESILIENCE IN CHEMICALLY DEPENDENT PERSONS**

Today addictive behavior is a significant problem for a considerable number of people in developed countries as millions of people all over the world use drugs. The aim of the work is to establish the effectiveness of the "Minnesota Model of Recovery" in psychological rehabilitation of chemically addicted persons. The author gives a theoretical analysis of the features of psychological rehabilitation of chemically addicted persons, focusing on the psychological features of chemically addicted persons, determinants of the formation of chemical addiction of the individual. The author also analyzes and summarizes the psychological features of the rehabilitation of persons with chemical addiction. The author cites the methodology and results of diagnostics of psychological features of chemically addicted people, determinants of the addiction. The author considers psychological rehabilitation of chemically addicted people by means of "Minnesota model of recovery", gives results of the formative experiment. The practical significance of the results obtained: the program "Minnesota recovery model" as a means of psychological rehabilitation of chemically addicted people will be useful to workers of psychological services and rehabilitation centers for chemically addicted people.

**Liliia Kobylnik. ACTUALIZATION OF PSYCHOLOGICAL RESOURCES OF THE SUBJECTIVE WELL-BEING OF THE INDIVIDUAL**

The chapter formulates the relevance of the problem of the subjective well-being of the individual in modern conditions. Attention is drawn to the fact that not all people adequately respond to emerging problems, their personal and professional self-realization is complicated by objective and subjective factors, which leads to the appearance of signs of emotional burnout and a sense of loss of subjective well-being. The author outlines the main approaches to understanding the phenomenon of personal well-being, namely: hedonistic and eudemonistic; personal-psychological and social-psychological factors of the subjective well-being of the individual are analyzed. The chapter offers a generalized classification of psychological resources of subjective well-being of a person (personal, family, social resources and life force resource). An experimental study of the level of well-being of buyers was conducted. Ways to strengthen this phenomenon through successful social and psychological adaptation are highlighted; compliance with rules that will help maintain positivity in life; self-realization of the individual in all spheres of life.

**Svitlana Shevchenko. ASSERTIVE BEHAVIOR AS A NEOPLASM OF THE PROCESS OF FORMING RESOURCEFULNESS AND VITALITY OF THE INDIVIDUAL**

The article is devoted to the study of such a psychological phenomenon as assertiveness, which allows you to protect your rights and interests without violating the rights and interests of others and preserve your own resourcefulness and vitality. According to the author, preserving one's own resourcefulness and vitality in modern life situations is one of the urgent issues of today, as it affects interpersonal relationships and self-realization and psychological well-being. In the work, a theoretical analysis of the problem of the formation of assertive personality behavior was carried out, the concept of assertiveness as a component of resourcefulness and vitality of the personality was revealed, the peculiarities of assertive behavior were experimentally investigated, the effectiveness of training on the formation of assertive behavior was substantiated, and determined. The author concludes that the development of assertiveness of the individual involves the formation of the ability to have spontaneous reactions, intelligent expression of emotions, the ability to speak directly about one's wishes and demands, the ability to express one's own point of view without fear of objection, using argumentation, to insist on one's point of view in situations when any which argumentation turns out to be superfluous in such a way that the rights of other people are not violated. It was determined that a promising direction of research

can be the study of peculiarities in the development of assertiveness and assertive behaviour in children of different age groups: the direction of profiled training, the use of improved assertiveness trainings for the development of the level of assertive behavior; the use of other means and methods to improve and develop the level of assertive behavior.

**Nataliya Huz. THE PROBLEM OF PERSONALITY RESOURCE ACTIVATION AS A MEANS OF OVERCOMING COMPLEX LIFE SITUATIONS**

The article is devoted to the theoretical analysis of the process of activation of the individual's resourcefulness in the conditions of overcoming difficult life situations. The approaches of scientists to the determination of the levels and types of psychological resources of an individual, the development of constructive coping strategies for overcoming stressors are considered. A theoretical overview of some modern concepts of psychological resources is presented, various definitive positions regarding the psychological interpretation of the basic concept are considered. Constructs that are similar to the phenomenon in terms of content are analyzed within the framework of other psychological theories, such as "life experience", "adaptive and personal potential", "reserve", "personal capital", "coping", etc. It is noted about the integrative nature of resources as a system of individual human properties aimed at the implementation of life support functions; system organization and mutually determined connection with the rational, emotional-sensory, motivational-value and behavioral components of the subject's self-awareness. The psychological essence of psychological resources and coping strategies of behavior is analyzed in the context of activity, adaptation, social-mediated and other scientific paradigms.

**Halyna Datsun. EMOTIONAL AND PROFESSIONAL BURNOUT AMONG TEACHERS OF HIGHER EDUCATIONAL INSTITUTIONS IN THE CONDITIONS OF MARTIAL LAW IN UKRAINE**

The article presents the results of the analysis of the theoretical and methodological bases of the problem of emotional and professional burnout of lecturers of higher education institutions as psychological phenomena, an empirical study of the causes of their occurrence and the peculiarities of their manifestation. Emotional burnout is an indicator of the lecturer's psychosocial state, and his psychosocial well-being is an indicator of the state of the university's human capital. For higher institution the quality of the teaching staff determines the quality of its scientific and educational activity. The analysis of psychological literature made it possible to single out the determinants and factors of the occurrence of emotional burnout, in particular, those ones caused by the peculiarities of the course of professional activity. As a result of empirical studies, characteristic methods of personal organization of teachers who are less prone to emotional burnout compared to their more vulnerable colleagues have been determined. They are characterized by the ability to manage effectively their emotional sphere, including anxiety, which is typical in the conditions of martial law in Ukraine. Moreover, this is not rigid self-control, but a manifestation of the regulatory capabilities of a mature personality, which allows to find the conflict-free ways of interacting with the professional environment.

**Volodymyr Huz. FACTORS OF PROFESSIONAL BURNOUT OF PRIMARY SCHOOL TEACHERS IN WAR CONDITIONS**

The article analyzes the specifics of the impact of stressogenic factors, internal and external determinants on the occurrence of professional burnout among primary school teachers in wartime conditions. The theoretical analysis of the literature on the topic of the study allows us to formulate a theoretical position according to which it can be said that any profession initiates the formation of professional deformations of the personality, and socio-economic professions of the "person – person" type are considered the most vulnerable and can initiate the emotional burnout syndrome in a professional. The nature and degree of expression depend on the nature, content of the activity, the prestige of the profession and the individual psychological characteristics of the individual. The considered features of the pedagogical activity of primary school teachers, which are related

to their personal characteristics that contribute to the formation of the phenomenon of professional burnout. The impact of martial law, distance learning, and high demands on the personality of primary school teachers, which can also be a prerequisite for professional burnout, are considered separately.

**Tetiana Mostova. PRESENTATION OF EXPERIMENTAL RESEARCH AND DETERMINATION OF PSYCHOLOGICAL METHODS OF OVERCOMING THE PROFESSIONAL FRUSTRATION OF PRIMARY SCHOOL TEACHERS IN TODAY'S CONDITIONS**

The article presents a theoretical-empirical analysis of the study of the peculiarities of the manifestation of professional frustration of primary school teachers in the conditions of the transformation of the educational space. As part of the theoretical analysis, the etiology of the concept of frustration from psychoanalytic, existential and humanistic approaches is considered. Factors that influence the occurrence of sensory loss and frustration among primary school teachers are analyzed. Within the framework of the ascertaining study, the factors affecting the occurrence of frustration among the post school teacher were identified. Based on the results obtained from the empirical data, taking into account the integrated theoretical and methodological provisions on personality development, formulated within the framework of humanistic, positive and transcultural approaches, the principles of hope, balance and harmonization, counseling and self-help, postulated as natural phenomena in humanistic psychology, positive and transcultural of psychotherapy, a structural model of psychological conditions for overcoming professional frustration of primary school teachers was developed and presented, as well as a program for them to overcome professional frustration.

**Tamara Bratyshko. FORMATION OF LIFE RESILIENCE OF A TEACHER'S PERSONALITY AND PRESERVATION OF MENTAL HEALTH IN TODAY'S CONDITIONS**

The realities of our world today make us think about how to live, what will happen next. This year is filled with many events that significantly affect a person, his personality. Events and realities that now affect a person can be very diverse, this is due to many factors, including: military actions in the country, political and socio-economic transformations, deterioration of social living conditions, ecological state of the environment, etc. All these and many other factors affect a person's emotional well-being and psychological health. Regardless of the status of a person, the situation affects the personality and contributes to the formation of a certain level of resilience, and the teacher is no exception, but one still has to work somehow. Life in today's society can rightfully be called stressful. The teacher's ability to successfully overcome obstacles and adverse environmental conditions, while maintaining resistance to stressors and emotional balance, that is, vitality, is one of the extremely important properties in today's conditions, which ensures adequate adaptation of the individual in the present.

**Hanna Varina. PSYCHOLOGICAL DETERMINANTS OF THE DEVELOPMENT OF RESILIENCE AND CONSTRUCTIVE COPING STRATEGIES IN INTERNALLY DISPLACED INDIVIDUALS**

The section is devoted to the theoretical and empirical study of the characteristics of the manifestation of resilience and coping strategies of the behavior of IDPs in war conditions, a program for updating the resources of resilience and constructive coping strategies of individual behavior in the process of adaptation to new socio-cultural conditions was developed and tested. A theoretical analysis of the etiology of resilience and coping strategies of individual behavior in difficult life circumstances was carried out. Psychological features of forcibly displaced persons are analyzed in the work. The empirical block in the work is presented by the results of ascertaining and formative research. According to the results of the ascertaining study, the dominance of a negative emotional state in forcibly displaced persons and a low level of vitality and

non-constructive strategies of behavior were revealed. High level of stress and depletion of adaptive resources, increased level of anxiety, negative impact of emotional reactions of the individual on activities and interpersonal relations are the consequence of forced changes in the everyday life of forcibly displaced persons. As part of the formative study, the program "Sustainability and constructive coping strategies of behavior: a vector of successful IDPs" was tested with the implementation of elements of augmented reality. In the process of implementing the program, the effectiveness of integrating the components of augmented reality into the structure of classical training has been proven. According to the results of the formative stage of research and the integration of elements of augmented reality into the training program, we discovered a positive dynamic in the development of resilience and constructive coping strategies of behavior in forcibly displaced persons, a decrease in the level of manifestation of destructive stress, mastery of emotional and physical self-regulation skills, which actualizes the emergence of adaptive resources of the individual.

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