

CHAPTER «PSYCHOLOGICAL SCIENCES»

EMOTIONAL TENSION IN THE PROFESSIONAL ACTIVITY OF TEACHERS IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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DOI: <https://doi.org/10.30525/978-9934-26-077-3-2>

Abstract. The state of mental tension arises when a person performs productive activity in difficult conditions and has a strong impact on his or her performance. The nature of this influence is determined by the situation itself, as well as the characteristics of the individual, his or her motivation and so on. In general, the importance of a component in the overall structure of tension, the dynamics of its changes is determined by what place it occupies in the structure of a particular activity. In the process of certain activity, various relationships, which include people and events, there are internal properties of the individual, which become his or her stable formations and begin to participate in the regulation of mental states and behavior in difficult conditions. Based on the concept of «tension» as a mental state, we talk about emotional tension in the professional activity of teachers as a state that is expressed in the characteristics of experiences and behavior and is objectively caused by such difficulties that cannot be overcome. The syndrome or phenomenon of «burnout» is manifested as a state of physical and mental exhaustion caused by emotional stress, which in turn leads to stress when working with people. Emotional burnout is a mechanism of psychological protection developed by a person in the

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form of complete or partial exclusion of emotions in response to traumatic influences. The results allowed us to develop guidelines for the prevention of emotional burnout of teachers in an inclusive educational environment in order to prevent and assist teachers who are prone to «emotional burnout». The presented methodical recommendations are only the first step in the further in-depth study of the problem of emotional burnout of teachers in professional activity.

1. Introduction

In the context of modern reform changes in general secondary education in Ukraine, one of the important aspects is the inclusion of children with special educational needs in the process of obtaining education in general secondary education institutions with inclusive classes. The teacher is the determining person who should guarantee the implementation of inclusive education in general secondary education. After all, the teacher has the greatest responsibility in providing quality and special individually oriented education for students with special educational needs. It is clear that such responsibility carries with it certain requirements to the general professional and psychological, in particular, psycho-emotional readiness of such teacher to work and preservation of these opportunities in the course of his further activity. The issue of preserving the emotional stability of teachers of inclusive education in the light of active modern implementation of the ideas of inclusion in Ukrainian society today remains open, which determines the extreme urgency of this problem.

Today, the phenomenon of emotional tension is considered as a set of numerous emotional factors that are both objective and subjective. Situations of emotional overload associated with high levels of emotional tension disrupt pedagogical activities, which are complex, creative activities. Repetition of situations of professional stress leads to exhaustion of the nervous system of teachers, emotional breakdowns and mental illness. As a result, in his daily work, the teacher is constantly faced with the need to manage emotional states, which causes the problem of finding the most effective ways of emotional regulation and self-regulation of the teacher in stressful situations of professional activity.

Thus, based on the above problem of professional activity of teachers of inclusive educational environment, which differs significantly in different

educational institutions with its educational content and psychological readiness to work, we try to study the emotional sphere of teachers, which is expressed by their mental tension in professional activities.

2. Emotional tension in the professional activity of a teacher in various educational institutions

Given the general emotional tension of pedagogical work, a significant number of researchers consider it as a component of emotional stability of the teacher, his constructive ability, which at the same time forms a real specialist. The emotional stability of the teacher is manifested in how patient and persistent the teacher is in carrying out his plans, how he is characterized by endurance and self-control, even in the most stressful situations, how he is able to restrain himself in negative emotional influences from others.

In the process of pedagogical activity, emotional stability reduces negative emotional influences, prevents stress and promotes the emergence of readiness to act in tense situations. The scientist emphasizes that this is one of the psychological factors of reliability, efficiency and success of activities in extreme circumstances of professional activity of a teacher [7]. We fully agree with this opinion of the scientist, because this view of the problem is especially important in the subject of our study, because the psychological, in particular, the emotional sphere of the teacher in an inclusive education is particularly stressful.

For educators in the field of inclusive education, the ability to maintain emotional stability in conditions of constant emotional stress is especially important, as their activities are associated with constant increased psycho-emotional stress due to the work of children with abnormal physical or mental development due to congenital or acquired disorders, and the process of their socialization in the classroom, which is especially noticeable for professionals with only a classical pedagogical education. It should be noted that such specialists can first be attributed to the class teacher, because it is he who usually «takes a hit» when one or more students with special needs come to class. In addition to the class teacher, other members of the professional team and the school support team for inclusive students can also feel the significant emotional strain caused by working in an inclusive environment. Among them are subject teachers, assistant teachers,

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pedagogues-psychologists, social pedagogues, correctional pedagogues and other specialists of close support of such students.

In addition to performing their usual functional duties, each of the specialists is also subject to special, «inclusive» professional requirements that he must meet. He must have the skills and abilities that must be implemented simultaneously with the main activity.

It should be borne in mind that not every teacher involved in the process of accompanying children with special educational needs in a secondary school has the appropriate professional psychological or correctional training to work taking into account the peculiarities of development, behavior and educational needs of such students. If the teacher has not been well prepared and motivated in this aspect to work with students with such characteristics, he may feel, depending on the situation and personal characteristics, anxiety, fear, irritability or helplessness in the process of working with the class, where there is such a child, or directly with her. Depending on the circumstances, he may also feel angry about not being able to avoid working with such a student, his or her characteristics, or his or her family. Note that the requirements of the parents of such a student, for example, to the special status of the child or to pay more attention to it can bother the teacher no less, and in some cases more than working with the child. The unavailability of other children's usual ways of mastering educational material in working with a child with psychophysical development leads to the need to constantly seek special approaches to learning, overcoming difficulties in educational work. There is not always a tolerant attitude of other children and their parents to such a child or his defect, to his special status in the classroom. Accordingly, the educator must become at the same time a mediator between such children, parents and the special child, must reconcile and unite all parties. The combination of these problems can deplete the nervous system of the teacher, greatly overload or, conversely, inhibit the mechanisms of adaptation of the body and psyche.

It should be noted that, in accordance with current legislation, teachers, including those who work in inclusive conditions, as well as other participants in the educational process, within the school should be provided with psychological support. Full-time practical psychologists provide such support. But often school psychologists who have a classical professional education also lack specific knowledge and skills, or the ability

to use them professionally and correctly in their work, in particular in the issue of psycho-emotional support and stabilization of those teachers who work closely with inclusive students and experience internal difficulties associated with the emotional component of their activities, as well as to stabilize their own emotional well-being. Therefore, they, like other educators, can be part of a target group that needs to master the skills of maintaining emotional stability and preventing the emergence of possible negative emotional states associated with the inclusive educational process.

Our review of literary sources has shown that science is quite widely represented issues of regulation of their own activities and emotional and volitional sphere of teachers. There is also a sufficient amount of scientific and methodological materials on training professionals to work in an inclusive environment. At the same time, it turned out that comprehensive work on the problem of preserving the emotional stability of secondary school teachers who already work with children with special educational needs in inclusive classes is practically not covered in scientific research.

3. Psychological factors of emotional burnout of teachers in an inclusive educational environment

At the present stage of development of society, the problem of the emotional burnout syndrome of teachers in an inclusive educational environment is especially relevant. This makes it necessary to consider the hidden mechanisms of professional activity, which can lead to the fact that professionals cease to cope with their responsibilities, lose their creative mood about the subject and product of their work.

The sample consisted of 55 teachers. In the course of the empirical research, we will use the notation – group A – 26 teachers of inclusive educational environment, and group B – 29 teachers of secondary school.

There is a large number of studies on this problem, but an integrated, generalized, generally accepted model of emotional burnout, supported by systematic research, has not yet been created.

First, emotional burnout is a protective reaction to stress. Foreign researchers describe it as a psychological state of healthy people who are in an emotionally tense atmosphere in the performance of their professional duties. Secondly, emotional burnout occurs in conditions of intense communication. It manifests itself as communicative fatigue, inability to

empathize. Third, burnout is characteristic of social professions, where the subject is constantly involved in the problems of a partner who is experiencing emotional distress.

Symptoms of emotional burnout indicate features of prolonged stress and mental overload, which lead to the complete disintegration of various mental areas and, above all, emotional [4]. Emotional burnout is directly related to psychological stress, namely, it is an appropriate response to prolonged stress of interpersonal communication.

There are three stages of stress [1]: anxiety, resistance (resistance) and exhaustion. At emotional burnout, the same stages become known. During the first stage, the tension is created by a chronic psycho-emotional atmosphere, a destabilizing situation; increased responsibility, complex contingent. Nervous tension is a harbinger and trigger in the formation of emotional burnout. The stage of resistance is characterized by the fact that the individual tries to protect himself from unpleasant impressions, strives for psychological comfort and tries to reduce the pressure of external circumstances with the means at his disposal. At the stage of exhaustion, there is a decrease in mental resources, emotional tone because the resistance was ineffective. Emotional protection in the form of burnout becomes an integral attribute of personality.

Teachers of an inclusive educational environment are a special risk group in terms of emotional burnout. Teachers are the category of professionals who are most prone to burnout due to the specifics of professional activity. The main factors that cause teachers to burn out include daily mental overload, selfless help, high responsibility for students, imbalance between intellectual and energy costs and moral and material rewards, role conflicts. In addition, low pay with a relatively low social status of the teacher also contribute to emotional burnout. Repetition of situations of professional stress in the daily work of the teacher leads to the need to manage emotional states, which causes the problem of finding the most effective ways of emotional regulation and self-regulation of the teacher in stressful situations of professional activity [9].

The content of the work of teachers in an inclusive educational environment as a group of factors includes quantitative and qualitative aspects of working with students: their number, the degree of depth of communication. A large number of students in the classroom can lead to

a lack of basic control, which will contribute to burnout. Teachers also often have to deal with children from socially disadvantaged families. Any critical situation with students, regardless of its specifics, negatively affects teachers and can be a factor in burnout.

The analysis of the interaction between the socio-psychological relations of teachers to the object of their work can be carried out in two directions: the position of employees in relation to students and the behavior of students themselves. There is a relationship between this characteristic and burnout. This dependence may be due to the specifics of the activity itself. Thus, teachers who are characterized by the presence of a caring strategy in the relationship with students, as well as those who do not use repressive and situational tactics, show a high level of burnout. On the other hand, the atmosphere in the team of students and their attitude to the teacher and the learning process can provoke burnout in teachers.

As for individual factors, this group includes socio-demographic and personal characteristics. It is noted that of all the socio-demographic characteristics, age and experience have the closest connection with burnout. The reason for the decline in the professional activity of adult teachers is a pedagogical crisis. The reasons for this crisis are: the teacher's desire to use new advances in science and the inability to implement them in a short time; lack of student feedback; discrepancies between the expected result and the actual one; the emergence of patterns in the work, in the awareness that you need to change the situation, but how to change it the teacher does not know; the possibility of isolating the teacher in the teaching staff, when his innovations are not supported by colleagues.

Teachers who make very high demands on themselves run the risk of «burning out». In their imagination, a real teacher is a model of professional invulnerability and perfection. They associate their work with a special purpose, mission, so teachers disappear the line between work and private life.

Causes of emotional burnout. Constant contact with people requires huge emotional costs for representatives of such professions as managers at various levels, salespeople, sales representatives, personnel managers, and over time, they develop and develop symptoms of fatigue and devastation. The desire to be the best in everything, as well as an increased tendency to empathy, monotony and routine, as well as the suppression of emotionality, lack of emotional support from management and colleagues, low-paid

work often lead to this state. The reason is also the lack of opportunity for negative emotions at work. The teacher experiences these emotions within himself, and it is necessary to learn not to accumulate negative feelings, but to live them.

Signs of emotional burnout. Emotional burnout at work is manifested in mental, emotional exhaustion, personal detachment, physical fatigue, as well as reduced satisfaction with the work performed. Psychologists believe that burnout is a mechanism to protect humanity from stress. Most often, this term defines professional exhaustion, which occurs under the influence of stress, fears, depression and manifests itself in the form of such signs as despair, feelings of helplessness, avoidance. Addiction to nicotine, alcohol, caffeine; chronic fatigue, back pain, high blood pressure, headaches, tachycardia, negative lifestyle, sexual disorders, insomnia, avoidance of informal contact, inability to relax, decreased immunity, abandonment of hobbies, boredom, indifference and envy, conflicts with colleagues, rigid thinking, aggression, lack of imagination, lack of initiative.

Summing up, it should be noted that based on the realities of modern life, the problem of emotional burnout of teachers in the current environment of inclusive education requires further consideration and experimental research.

4. Procedure and methods of empirical research

Based on the goals and objectives of our study, we have developed a program of empirical research on emotional burnout in the professional activities of teachers in an inclusive educational environment.

The diagnostic unit of our study consisted of the following techniques:

1. Methodology «Diagnosis of the level of emotional burnout» V. Boyko [2], which contains 84 questions, which are proposed to answer in the form of «yes» or «no». The obtained answers are compared with the key of the method: 1) the sum of points is determined separately for each of the 12 symptoms of «burnout»; 2) the sum of indicators of symptoms for each of 3 phases of formation of «burnout» is calculated; 3) the final indicator of the syndrome of «emotional burnout» is calculated – the sum of indicators for all 12 symptoms.

Each of the phases of «burnout» – tension (reaction to external and internal factors), resistance (methods of psychological protection), exhaustion (state

of the nervous system) contains 4 indicators, the evaluation of which is in the range from 0 to 30 points: 9 or less – not a symptom; 10-15 points – a symptom in the formation stage; 16 and more – folded. Symptoms with scores of 20 or more are dominant in the phase or throughout the syndrome of «emotional burnout». The technique allows you to see the leading symptoms of «burnout».

The next step in interpreting the results of the survey is to understand the indicators of the phases of stress development. In each of them, the assessment is possible in the range from 0 to 120 points. Quantitative indicators can be judged only on the extent to which each phase was formed to a greater or lesser extent: 36 points or less – the phase was not formed; 37-60 points – phase in the stage of formation; 61 and more points – the phase is formed.

Methodology «Assessment of mental activation, interest, emotional tone, tension and comfort» M. Kurgansky, T. Nemchin [8], which allows because of self-assessment of the subject's mental state, to determine the level of its severity. The subject in the study process independently assesses his condition, determining the severity of its individual features on a 7-point system.

The severity of each mental state is referred to as high, medium or low. On each scale, you can score 3 to 21 points. The high level of mental activation, interest, emotional tone and comfort is in the range from 3 to 8 points, medium – from 9 to 15 points, the low – from 16 to 21 points. The degree of severity is high when the number of points scored from 16 to 21, medium – at 9-15 points, and low – at 3-8 points.

Methods for assessing neuropsychological tension, asthenia, low mood T. Nemchin [3], which allows you to assess the mental state of the individual, which affects its productivity.

Nervous and mental tension is determined by the answers of the subjects to 30 questions related to this condition. The points are calculated according to the key – answer «a» – 1 point, answer «b» – 2 points, answer «c» – 3 points. The minimum number of points is 30 and the maximum is 90 points. The range of weak or «detentive» neuropsychiatric stress is in the range from 30 to 50 points, moderate or «intense» – from 51 to 70 points and excessive or «extensive» – from 71 to 90 points.

The asthenic scale consists of 30 assertion points that reflect the characteristics of the asthenic condition. Counting points by key – for the

answer «yes» in the column «no, not true» – 1 point, in the column «maybe so» – 2 points, in the column «true» – 3 points, and in the column «completely true» – 4 ball. The whole range includes from 30 to 120 points. In this case, the range from 30 to 50 points – shows the absence of asthenia, the range from 51 to 75 points – mild asthenia, from 76 to 100 points – moderate asthenia, from 101 to 120 points – severe asthenia. Thus, the results of each subject suggest one of the 4 levels of asthenia.

The scale of low mood – subdepression includes 20 statements that characterize the manifestation of low mood (10 «direct» questions and 10 – reverse questions). Each answer is evaluated from 1 to 4 points. The points scored on the direct and inverse questions are summed, and the obtained «raw» score is translated into a scale using the formula:

$$O' = \text{-----} \times 100$$

The whole range of scale scores is divided into 4 zones: below 50 points – now there is no low mood; from 51 to 59 points – a slight but pronounced decrease in mood; from 60 to 69 points – a significant decrease in mood; and above 70 points – a deep decrease in mood (subdepression).

The FPI questionnaire (form B) is used to diagnose states and personality traits that are of primary importance for the process of social adaptation and regulation of behavior.

The FPI questionnaire contains 12 scales containing 114 questions to be answered «yes» or «no». 1-9 scales are the main (basic), and 10-12 – integrating scales:

- scale 1 (neuroticism);
- scale 2 (spontaneous aggression);
- scale 3 (depression);
- scale 4 (irritability);
- scale 5 (sociability);
- scale 6 (balance);
- scale 7 (reactive aggression);
- scale 8 (shyness);
- scale 9 (openness);
- scale 10 (extraversion-introversion);
- scale 11 (emotional lability);
- scale 12 (masculinism-feminism);

The obtained data on scales are checked by key and translated into points: 1-3 – low level; 4-6 points – average level; 7-9 points – high level.

Test for professional and pedagogical sociability of V. Kan-Kalik and N. Nikandrov [6], in which it is proposed to answer 15 questions. For each «yes» there are 2 points, «sometimes» – 1 point, «no» – 0 points. Counting the total number of points allows the content of the severity of the teacher's sociability. You can supplement the results of this test with a program to study professional and pedagogical sociability. In the affirmative form of answers to each of the items of the program (35 questions) 1 point is obtained, which means a high level of sociability required for the successful performance of professional functions.

Methods of diagnosing the type of emotional reaction to the influence of environmental stimuli V. Boyko [5]. The subject is offered a series of questions with answer options «a», «b», or «c». When processing the results, two parameters are taken into account: 1) «euphoric activity on the outside» – a, «refractory activity on the inside» – b, and «dysphoric activity on the outside» – c; 2) the nature of incentives: positive – have a positive personal meaning or social significance (good weather, joy in the soul, a compliment from others, a joke); ambivalent (or neutral) – they are dual in nature, they can be found either positive or negative meaning – it all depends on the attitudes of the individual, his tendency to attribute to things, phenomena, people good or bad qualities (ambivalent as stimuli communication partners, television, and even life in general); negative – negative meaning and significance (feeling tired, you need to pass an intellectual test, a difficult situation in life).

The highest number of points on options «a», «b» and «c» indicates the dominant type of emotional reaction in the subjects.

Fixation of indicators for each of the proposed methods was an experimental material for the interpretation and generalization of data.

5. Analysis of research results

Each diagnostic stage (3 stages) of our study included the specified set of methods, and the method of diagnosing the level of emotional burnout of teachers was the basis for the presented samples in group A and group B due to the severity of phases of emotional burnout of teachers recorded during the year.

Thus, according to this method, we obtained the following results: the average group indicators of each of the phases of the phenomenon of emotional burnout (tension, resistance, exhaustion) in each of the groups are presented in Table 1.

Table 1

Average group indicators for the phases of emotional burnout in group A and group B

	group A			group B		
	stage 1	stage 2	stage 3	stage 1	stage 2	stage 3
tension	82,5	80,57	90,07	39,13	46,0	85,31
resistance	55,92	43,07	41,57	85,27	81,75	54,72
exhaustion	44,26	60,45	97,80	68,06	79,93	78,20

Such results indicate that all phases of emotional burnout are in the phase of formation or are already formed. At the same time, there is a certain pattern of manifestation of a particular phase of emotional burnout in each of the groups.

These data show that the tendency to express the phases of emotional burnout in group A and in group B is different: in group A in the 1st and 2nd stages the dominant phase is stress (average group indicators indicate its constant formation); and in group B – at the 1st and 2nd stages resistance dominates (according to the average group indicators the phase is in the mode of formation); in addition, in group A at the 3rd stage the stress phase is replaced by the depletion phase (group average indicators also characterize its formation), and in group B at the 3rd stage the stress phase is expressed (according to group indicators it is characterized as formed).

Such results allow us to assert the tendency of the manifestation of the phases of emotional burnout in-group A during the school year the phases of stress and exhaustion are pronounced, and in-group B – the phases of resistance and stress.

We found it interesting that the phase of tension (in terms of its constant formation) dominates in group A in the 1st and 2nd phases, while in group B the tension appears only at the end of the school year. Thus, our further study concerns the study of the gradual manifestation of the personal properties of the mental state of teachers and their communicative characteristics of emotional response to events.

To this end, we conducted a parallel diagnosis using the above methods, which served as material for testing the hypothetical position of the thesis.

Because of a systematic method of assessing mental activation, interest, emotional tone, tension and comfort, we obtained the following average group indicators.

Table 2

Average group indicators of methods for assessing mental activation, interest, emotional tone, tension and comfort

	group A			group B		
	stage 1	stage 2	stage 3	stage 1	stage 2	stage 3
emotional activation	7,53	12,11	7,30	7,24	6,37	8,82
interest	8,07	12,07	6,46	5,00	5,82	6,93
emotional tone	12,73	13,5	13,65	5,51	5,79	10,37
tension	12,5	10,69	19,92	6,06	7,89	13,65
comfort	12,88	12,15	9,30	12,31	13,48	14,06

Such group average indicators indicate significant differences in group A and group B in terms of self-assessment of mental states.

The following results were interesting in terms of the dominance of mental states in groups: in group A at the 1st stage of the study the dominant position is occupied by mental activation, and in group B – interest; at the 2nd stage in group A interest is allocated, and in group B – emotional tone; at the 3rd stage in group A and in group the dominant position is occupied by interest. It should be added that the highest indicators of tension are recorded in-group A with a tendency to increase during the year, while in-group B this trend is expressed only in the 3rd stage. As for the mental state of comfort, the average group indicators show that teachers from group B feel more comfortable than teachers from group A.

Thus, the content of emotional burnout of teachers (tension, resistance, exhaustion) working in different educational institutions, as a professional stereotype of behavior is accompanied by personal properties of mental state, a generalized model of which we present in the table.

Peculiarities of studying the communicative characteristics of emotional response to events of teachers of group A and group B shows that with a fairly high level of personal and professional communication, teachers of

Gradual support of the phases of emotional burnout mental states of teachers in group A and group B

the content of the phases of emotional burnout in group A			the content of the phases of emotional burnout in group B		
stage 1 – voltage phase	stage 2 – voltage phase	stage 3 – depletion phase	stage 1 – phase resistance	stage 2 – resistance phase	stage 3 – voltage phase
mental activation; nervous and mental stress	interest; nervous and mental stress	interest; asthenic condition	interest; nervous and mental stress	emotional tone; nervous and mental stress	interest; asthenic condition

both groups have a dysphoric form of response to environmental events, which is expressed in their general trend of perception negative color.

6. Methodical recommendations for the prevention of emotional burnout of teachers in an inclusive educational environment

The general picture of the conducted research allows us to present a number of recommendations on preventive prevention of «emotional burnout» of teachers of inclusive educational environment, which can equally be used by a psychologist. The most optimal options for the psychologist’s work with teachers are the practical elements of autogenic training and suggestive pedagogy.

Autogenic training as a method of therapeutic self-suggestion was developed and proposed for the treatment of Schulte’s neuroses in 1932. Numerous modifications of autogenic training are based on the use of mainly six standard exercises of the first level, which contribute to the appearance and deepening of the feeling of heaviness, heat and cold, rest in certain parts of the body, leading to relaxation, against which self-suggestion formula.

These formulas take into account human complaints and symptoms of a disease. The therapeutic effectiveness of autogenic training is explained both by the action of relaxation and purposeful self-suggestion against its background; the effectiveness of the latter in the state of relaxation is probably higher due to the presence of mild hypnotic phase states.

The therapeutic effect of autogenic training is based on other mechanisms, including reducing the reactivity of hypothalamic formations in relation to

various stimuli, as well as the intensity of hypothalamic cortical discharges, accompanied by a decrease in emotional and autonomic excitability and weakening of neurotic manifestations.

Thus, with regard to guidelines for the prevention of emotional burnout of teachers in an inclusive educational environment, based on the results of our empirical study, we see the mandatory use of autogenic training and elements of suggestive pedagogy in individual work with teachers who due to the specifics of professional activities experiencing the phenomenon of «emotional burnout». The task of the psychologist is to prevent, and in case of its occurrence and alleviate the experience.

7. Conclusions

Considering the problem of studying the phenomenon of «emotional burnout» in the professional activities of teachers in an inclusive educational environment, we see its consideration in the context of mental tension as a special state of man. The state of mental tension arises when a person performs productive activities in difficult conditions and has a strong impact on its effectiveness. The nature of this influence is determined by the situation itself, as well as the characteristics of the individual, his motivation and so on. In general, the importance of a component in the overall structure of tension, the dynamics of its changes is determined by what place it occupies in the structure of a particular activity. In the process of certain activities, various relationships, which include people and events, there are internal properties of the individual, which become its stable formations and begin to participate in the regulation of mental states and behavior in difficult conditions.

Based on the concept of «tension» as a mental state, we talk about emotional tension in the professional activities of teachers as a state that is expressed in the characteristics of experiences and behavior and is objectively caused by such difficulties that cannot be overcome.

The syndrome or phenomenon of «burnout» is manifested as a state of physical and mental exhaustion caused by emotional stress, which in turn leads to stress when working with people. Emotional burnout is a mechanism of psychological protection developed by a person in the form of complete or partial exclusion of emotions in response to traumatic influences.

The phenomenon of emotional burnout in teachers working in different educational institutions has a different tendency: in-group A during the school year are pronounced phases of stress (1st and 2nd stage) and exhaustion (3rd stage), in group B – phase of resistance (1st and 2nd stage) and voltage (3rd stage). We traced the pattern of emotional burnout in teachers working in different educational institutions: so in group A teachers the support of the stress phase (1st and 2nd stage) differs significantly from the stress phase in group B teachers (stage 3) indicators of nervous dominance – Mental stress, interest and mental activation in group A and the dominant indicators of asthenic state in group B. We explain this point with pronounced and distinct symptoms of emotional burnout in group A and group B: in-group A the symptoms of self-dissatisfaction and high anxiety predominate, and in-group B – symptoms of experiencing traumatic circumstances and a state close to «cage». Appear after long-term manifestation of phases of resistance to emotional burnout, which in-group B were accompanied by symptoms of inadequate selective emotional response, expansion of the scope of saving emotions and reducing professional responsibilities. It is clear that in-group A after the phases of stress (2 stages) there is exhaustion, where the symptoms of emotional alienation begin to stand out and psychosomatic and psychovegetative disorders appear. As for the forms of emotional response to environmental events, the lack of differences in the recorded indicators is due to the general emotional mood of teachers in both group A and group B – teachers complain about their dissatisfaction with working conditions both morally and materially. Therefore, we have not been able to confirm this hypothetical position.

The results allowed us to develop guidelines for the prevention of emotional burnout of teachers in an inclusive educational environment in order to prevent and assist teachers who are prone to «emotional burnout». The presented methodical recommendations are only the first step in the further in-depth study of the problem of emotional burnout of teachers in professional activity.

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