

EMOTIONAL BURNING OF PRESCHOOL TEACHERS: FACTORS OF DEVELOPMENT, DIAGNOSTICS, PREVENTION OF ART THERAPY AND SELF-IDENTIFICATION

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Abstract: The article examines the actual aspect of health in the profession of preschool teacher. The authors have shown that the day-to-day psychological work of a caregiver requires the development of effective methods of preventing occupational stress in order to preserve the psychological health of the caregiver's personality and to find ways to overcome emotional burnout. The factors of the development of teachers' emotional burnout in modern preschool institutions have been established. The essence of the concepts of «emotional burnout» and «professional burnout» has been clarified. With the help of diagnostic methods of research the indicators of emotional burnout levels, strong-willed self-regulation, manifestations of anxiety, resistance self-esteem to stress were revealed. The methods of mathematical and statistical processing were applied: Pearson's morning correlation coefficient was used to establish a correlation between the level of emotional burnout, anxiety, stress resistance and the level of volitional self-regulation of the specialist's personality; Mann-Whitney U-test for comparison of two independent samples (tutors with different work experience (from 1 to 10 years) and (more than 10 years)); Wilcoxon T-test to confirm the effectiveness of preventive work. The results of the statistical analysis of the data showed that the risk of developing symptoms of emotional burnout does not depend on the age or length of caregivers' work, and it is proved that there is a relationship between the level of willful self-regulation of the caregiver's personality, his anxiety, stress, and risk of emotional burnout, namely, the higher the level of anxiety of the specialist with excessive control of the manifestation of their own emotions and insufficient level of stress resistance, the higher the risk of forming symptoms of emotional burnout. Valuable in the work is the developed and implemented preventive comprehensive program «Emotional Recovery» to prevent the development of emotional burnout syndrome and includes the following blocks: diagnostic, educational, corrective, monitoring unit of results. Within the framework of the program implementation, developmental and correction training was tested, in which the main means of influence on the educators were techniques from different directions of art therapy (iso-therapy, sand therapy, fairy-tale therapy, music therapy, make-up therapy, body art therapy, and metaphors) methods of self-knowledge and perception. As a result of the testing, the developed programs have brought about positive changes in the system of emotional state of the caregivers: emotional stability, initiative, creativity in business, ability to conduct dialogue, to predict the results of activity, etc.

Keywords: emotional burnout, professional burnout, emotional burnout syndrome, stress, exhaustion, preschool educators, art therapy.

1 Introduction

The present state of our society, which is determined by externally objective factors – crises and problems in different spheres of social life and characterized as transitional, cannot but affect the subjective experiences of the situation by society members, which eventually transform into an objective factor – rapid deterioration of human health. Today, the list of professions whose representatives are exposed to this danger is greatly expanded. For example, studies conducted in different countries show that a particular «at-risk» group, together with representatives of the extreme professions, is also representatives of the assisting professions, which include pedagogical workers and educators of pre-school education institutions (hereinafter PEI). The caregiver's profession is fraught with many stressors, including social assessment, uncertainty, daily strenuous psychological work (working with young children, high responsibility for their lives and health), demand for them from the community, high demands from parents of pupils and so on.

It should be noted that quite often caregivers, not only those who have a long enough working experience, but also young professionals who have been working for 3–5 years, determine the presence of such mental states that destabilize their professional activity: sadness, frustration, depression, laziness, frustration, chronic fatigue. Due to such activities as high dynamism, lack of time, workload, complexity of pedagogical situations that arise, role ambiguity, social assessment, the need for frequent and close contacts, interaction with different social

groups. Unfortunately, very little attention is paid to preventing these negative states and finding the most effective means of overcoming them.

Theoretical aspects of the study of the problem are related to the definition of the of «emotional burnout» concept, basic approaches to the analysis of its components and stages, personal and social conditionality of the risk of the formation of this syndrome, diagnostic methods, as well as methods of prevention and implementation of a preventive program. In modern psychological and pedagogical science, the question remains, what is the main cause of emotional burnout specifically in educators: personal traits, characteristics of the activity, features of interpersonal interaction or factors of the working environment? The solution to this problem is important, first of all, for the development of preventing occupational stress methods in order to preserve the psychological health of the caregiver's personality and to find effective ways to overcome this syndrome.

The desire to find ways to restore the psychological state of caregivers identified the problem of the study. In theory, it is a problem to justify the psychological and pedagogical conditions that provide the caregiver to overcome the emotional burnout syndrome. In practical terms—questions of development and approbation of psychological and pedagogical technologies that help prevent the emergence of emotional burnout syndrome in caregivers.

Aims of the research work are to activate the solution of the problem of timely diagnosis of emotional burnout of preschool teachers and to confirm the effectiveness of a comprehensive prevention program.

The purpose of its clarification of concepts is «emotional burnout» and «professional burnout»; identify and characterize the main causes of emotional burnout in caregivers in the course of professional activity; to present the results of the implementation of a preventive program aimed at preventing the formation of emotional burnout syndrome in pre-school teachers.

2 Materials and Methods

The study was conducted on the basis of pre-school educational institutions № 14 «Teremok», № 24 «Lastivka», № 36 «Berizka» of the combined type of Melitopol City Council of Zaporizhzhia region, Municipal Institution of Education «Educational Complex №72 School I – III degrees – preschool school (kindergarten)» Dniprovka city council. The study involved 66 pedagogical staff of pre-school institutions aged 24 to 58 years. In accordance with the stated purpose, the analysis of psychological and pedagogical scientific literature was applied in order to determine the essence of the concept of «emotional burnout», «professional burnout» and to analyze the main causes, stages, symptoms of its manifestation. Diagnostic techniques were applied («Methodology for diagnosing the level of emotional burnout» (V. Boyko), «Methodology for the study of volitional self-regulation» (A. Zverkov–E. Eidman test questionnaire), «Anxiety display» (J. Taylor), «Self-assessment of resistance to stress») in order to identify the level of formation of emotional burnout syndrome in caregivers and determine the role in this process of personality and psychological characteristics of professionals. Mathematical and statistical data processing methods were used to analyze the results of the study using SPSS Statistics (version 21.0). The Pearson rank correlation coefficient was applied (to identify the relationship between anxiety, stress, and volitional regulation with emotional burnout in caregivers). For comparison of two independent samples (tutors with different work experience – 1 group (from 1 to 10 years), 2 group (more than 10 years) we used Mann-Whitney U-test, and to confirm the effectiveness of preventive work – T-test Wilcoxon.

3 Results and Discussion

The experimental study was conducted during 2017–2019 in three stages (ascertaining, forming and controlling) on the basis of four PEI. In the first stage, a diagnostic examination of caregivers was conducted to determine the level of emotional burnout formation. The level of anxiety, stress resistance, and volitional self-regulation were further investigated to determine their influence on the process of emotional burnout formation.

The results of our research showed that for one-third of caregivers (31,8%) the phase of development of stress «stress» is at the stage «formed», in 43,9% this phase is not formed yet, and for 24,3% it is at the stage of formation. 36,4% of educators have a phase of development of stress «resistance» at the stage «formed», in 25,7% this phase is not formed yet, and for 37,9% it is at the stage of formation. Also, for a third of caregivers (33,4%), the stage of development of the stress of «exhaustion» is at the stage «formed», in 34,8% this phase is not formed yet, and for 31,8% it is at the stage of formation. Therefore, we can say that all these symptoms were found in the milestones of the respondents, but with different percentages. It is advisable to emphasize that a third of caregivers have high rates of these symptoms.

For a deeper analysis of the results of the study of the level of «emotional burnout» of caregivers, we further analyzed the results of symptoms on all stages of stress. Thus, in 21,2% of the educators, the symptom of «experiencing psycho-traumatic circumstances» is already dominant, and for 13,6% of the respondents, this symptom is already complete. The «dissatisfaction with self» symptom is dominant in 9,1% of caregivers and the prevailing symptom in 15,2%. Symptoms of «caged» and «anxiety and depression» for 13,6% are already complete, and 18,2% are dominant.

With regard to the symptoms of the «resistance» stress phase, this phase is represented by the following symptoms: «inadequate selective emotional response», «emotional-ethical disorientation», «expansion of the sphere of saving emotions», «reduction of professional responsibilities». Analyzing the levels of manifestation of symptoms, we can say that the most pronounced symptoms in the pre-school children of our sample are the following: «inadequate selective emotional response» (for 24,3% of caregivers already formed a symptom, for 36,4% it is dominant), «expanding the sphere of saving emotions» (for 21,2% of pre-school teachers it is already a symptom, and for 19,7% it is dominant), «reduction of professional responsibilities» (for 18,2% of pre-school teachers it is already a formed symptom, for 27,3% it is dominant). The most pronounced symptoms in the phase of development of stress «exhaustion» of pre-school teachers according to the results of our survey are the following: «emotional deficit» (for 27,3% of pre-school teachers it is already a formed symptom, and for 18,2% it is dominant), «emotional alienation» (for 15,2% of caregivers it is already a symptom, and for 13,6% it is dominant), a symptom of «personal alienation (depersonalization)» in 10,6% of caregivers is a symptom already formed, and for 12,1% it is a dominant symptom.

We note that the symptom of «psychosomatic and psycho-autonomic disorders» is not manifested in most caregivers (59,1%), but there is a certain proportion of respondents who have already formed this symptom (12,1%) and are dominant (also 10,6%).

In our study, we were interested in determining whether the length of pre-school teachers' work influences the level of emotional burnout syndrome, that is, whether the risk of this syndrome increases over time, or whether it is independent of experience. For this purpose, we divided the tutors into two groups – the first group included tutors with work experience of up to 10 years, and the second – with work experience of more than 10 years. Subsequently, a statistical analysis of the data was performed using the Mann-Whitney U test. According to the results of the statistical analysis of the data using the Mann-Whitney U-test when comparing group 1 (caregivers with work

experience up to 10 years) and group 2 (pre-school teachers with work experience over 10 years), according to which the empirical values that would be in the area of significance (differences at $p \leq 0,05$) and confirm the presence of differences between these groups, were not isolated: so we obtained the following indicators for all symptoms of emotional burnout: «experiencing psycho-traumatic circumstances» ($U=230,5$; $g=0,794$), «dissatisfaction with yourself» ($U=233,0$; $p=0,839$), «caged» ($U=229,5$; $p=0,774$), «anxiety and depression» ($U=221,0$; $p=0,624$), «inadequate selective emotional response» ($U=203,5$; $p=0,366$), «emotional and ethical disorientation» ($U=219,5$; $p=0,602$), «expanding the sphere of saving emotions» ($U=241,0$; $p=0,990$), «reduction of professional responsibilities» ($U=228,0$; $p=0,748$), «emotional deficit» ($U=204,5$; $p=0,377$), «emotional estrangement» ($U=228,0$; $p=0,749$), «personal alienation (depersonalization)» ($U=226,0$; $p=0,714$), and «psychosomatic and psycho-autonomic disorders» ($U=222,5$; $p=0,652$). Thus, the results of the statistical analysis of the data showed that the risk of forming symptoms of emotional burnout does not depend on age or length of service.

Within the framework of the study, we assumed that the level of emotional burnout of caregivers is influenced by the following characteristics: the level of volitional self-regulation of the personality of specialists, the level of anxiety and emotional stability. In order to confirm this assumption, we were diagnosed with caregivers using the following techniques: «Methodology of the volitional self-regulation study», «Manifestation study of anxiety» (J. Taylor scale), «Self-assessment of resistance to stress»). Pearson's linear correlation coefficient was used to determine the correlation relationships available. Thus, the analysis of the data made it possible to distinguish between the symptoms of emotional burnout and the level of volitional self-regulation, anxiety and stress resistance, namely:

- Between «experiencing psycho-traumatic circumstances» and anxiety ($r=0,512$; $p \leq 0,01$) and stress resistance ($r=0,384$; $p \leq 0,05$), the higher the level of anxiety and the lower the level of personality stress, the stronger the impact on the caregiver psycho-traumatic situation;

- Between «dissatisfaction with self» and persistence ($r=0,345$; $p \leq 0,05$), which means that the more the educator is dissatisfied with himself, the higher his persistence level;
- Between «driven into a cell» and anxiety ($r=0,405$; $p \leq 0,01$) and stress resistance ($r=0,339$; $p \leq 0,05$), the higher the caregiver experiences anxiety and the less stress he has, the greater the risk find yourself in an intellectual and emotional stuck;
- Between anxiety and depression ($r=0,900$, $p \leq 0,01$), which confirms the reliability of the results obtained;
- Between «inadequate selective emotional response» and persistence ($r=0,658$, $p \leq 0,01$) and stress resistance ($r=0,685$, $p \leq 0,01$), the more often the caregiver shows persistence and, to a lesser degree, can resist stress, more often he resorts to inadequate electoral emotional response;
- Between «emotional and ethical disorientation» and general self-regulation ($r=0,412$, $p \leq 0,01$), self-control ($r=0,553$, $p \leq 0,01$) anxiety ($r=0,361$, $p \leq 0,05$) and stress resistance ($r=0,574$, $p \leq 0,01$), the more the teacher controls his behavior, he is anxious and has low levels of stress resistance, the more often he has inadequate reactions to others;
- Between «expanding the sphere of emotion savings» and persistence ($r=0,695$, $p \leq 0,01$) and stress resistance ($r=0,530$, $p \leq 0,01$), if the pre-school teacher is overly self-persistent and has low levels of stress resistance, «to save emotions» outside of their professional sphere – in communication with relatives and loved ones. Thus, the teachers, who restrain his emotions at work in dealing with the pupils and colleagues, often either «breaks» at home with loved ones, showing aggression and inflammation, or, conversely, closes, becomes silent and excessively restrained;
- Between «reduction of professional responsibilities» and general self-regulation ($r=0,607$, $p \leq 0,01$), self-control ($r=$

0,551, $p \leq 0,01$) anxiety ($r = 0,449$, $p \leq 0,01$) and stress resistance ($r = 0,631$, $p \leq 0,01$), that is, the higher the level of control in the pre-school of his behavior, the higher the level of anxiety and the lower the level of stress resistance, the higher his desire to reduce and ease his professional responsibilities;

- Between «emotional deficit» and persistence ($r = 0,824$, $p \leq 0,01$) and stress resistance ($r = 0,522$, $p \leq 0,01$) the more persistent the educator is to himself and the lower his stress level, the higher the risk depersonalization (the pre-school increasingly shows positive emotions, and more often – negative ones), the person becomes more harsh, rude, irritable and so on;
- Between «estranged estrangement» and self-control ($r = 0,318$, $p \leq 0,05$), the more the caregiver controls his own emotions and his behavior, the more he excludes emotions from his own professional activity;
- Between «personal alienation» and perseverance ($r = 0,463$, $p \leq 0,01$), the more persistent the teacher is, the less interesting the pedagogical activity becomes to him, he ceases to be fun and less social for the educator's value;
- Between «psychosomatic and psycho-vegetative disorders» and persistence ($r = 0,482$, $p \leq 0,01$), which means that the more a caregiver demands from himself, the higher his risk of psychomatic and psycho-vegetative disorders;

Summarizing all of the above, it can be argued that there is indeed a relationship between the level of willful self-regulation of the teacher's personality, his anxiety and stress resistance, and the level of emotional burnout, that is, the more anxious specialist who is excessively trying to restrain his own emotions (high levels of volitional self-regulation) with an insufficient level of stress resistance, the higher his risk of forming most of the symptoms of emotional burnout.

The results of the control phase of the study led to the development and implementation of preventive measures aimed at preventing the emotional burnout of caregivers. But before describing a prophylactic program and presenting the results of its testing, it is necessary to consider the concept of «emotional burnout» and to reveal the main causes of its development, stages of formation, symptoms of manifestation.

The first stage research study of this phenomenon was conducted in 1974. It was this year that the term «burnout» was introduced by the American psychiatrist H. Freudenberg. (1) The term was used by the researcher to characterize the psychological state of fatigue, exhaustion with a sense of self-need for healthier individuals who are in intense and close communication with others in an emotionally charged atmosphere. H. Freudenberg, who at the beginning of his research used the term «emotional burning», under the term «emotional burnout» understood the complex of certain psychological problems that arise in a specialist in connection with his professional activity. (2)

The most famous definition of «emotional burnout» was given by K. Maslach, who understood it as a syndrome of emotional exhaustion, depersonalization and personal achievement, which may occur first of all among specialists engaged in various types of assisting professions. (2) B. Perlman and B. Hartman are interpreted as burnout in response to chronic emotional distress, which includes the following three components: emotional and/or physical exhaustion; decrease in working productivity; depersonalization (or dehumanization) of interpersonal relationships. (3) Among modern scholars involved in the study of this phenomenon, it is worth mentioning A. Lange. He calls emotional burnout a state of exhaustion that leads to paralysis of forces, feelings and is accompanied by loss of joy in relation to life. (4)

Emotional burnout of a professional as a result of stress and exhaustion at work has a methodological basis of stress, the first reference to which is dated back to 1944. (5) Thus, it can be argued that the source of the concept of «emotional burnout» is stress, or rather, occupational stress. This term has become widespread thanks to the works of G. Selye (6), which stressed all the cases of disadaptation or negative changes in human life

and R. Lazarus (7), according to which psychological stress should be considered as a complex reaction of a person to the peculiarities of interaction between personality and personality the surrounding reality.

The classical course of stress as a dynamic phenomenon has a three-phase structure. Thus, the researchers distinguish three main phases (or stages) of the development of a stressful condition in humans: rising tensions; inherent stress; reduction of internal tension. (8) H. Sellier (9) distinguished the following three stages of stress: the phase of shock (the stage of anxiety or mobilization, during which the level of resistance of the organism initially decreases), the phase of resistance (there is an activation of the protective mechanisms) and the phase of exhaustion (manifests the inability of the protective mechanisms and increases the disturbance of the weather). Among the many reasons that can cause stress in the work of J. Luria and A. Torgman (10) are the lack of positive personality traits, such as diversity, independence, and initiative.

There is also a widespread view in the scientific literature (A. Shirome (11) and E. Grunfeld (6)) that burnout in the workplace is a separate aspect of stress as a result of being defined and investigated as a response to a chronic working stress, with the focus on interpersonal relationships. In this case, the components of emotional burnout according to scientists (emotional exhaustion, depersonalization, and reduction of personal achievements) are the result of various work stressors that exceed the adaptive capacity of a human to overcome stress. Here, one should refer to the definition of «professional burnout», which means stress syndrome, a set of symptoms that adversely affect the performance, well-being and interpersonal relationships of the subject of professional activity. (12)

According to B. Perlman and E. Hartman (3), the state of emotional burnout systematically affects all the structural elements of man as a system, namely physiological (physical exhaustion), affective-cognitive (emotional exhaustion and depersonalization) and behavioral (symptomatic types of behavior, diminishing work productivity) areas of the individual. The result of the process of emotional burnout is a system of emotions – emotional exhaustion (experiencing desolation and powerlessness), depersonalization (manifestation of callousness, heartlessness, cynicism and brutality), reduction of personal achievements (understatement of one's own achievements, loss of meaning and desire to invest in one's own personal life), which develops over time and is called emotional burnout syndrome (SEB).

Studies of the phenomenon of emotional burnout are being conducted within a humanistic and cultural approach as a process of transforming the content of one's own consciousness into a subject. Representatives of humanistic psychology such as A. Maslow, K. Rogers, and E. Fromm treat the individual as a unique holistic system capable of self-actualization. The life (existence) of the personality crisis is regarded by them as a set of person's specific experiences of the world and themselves in it as the basic mental reality. This approach sees in emotional burnout not only a threat to the self-actualization of an individual but also identified constructive opportunities for the growth of self-awareness. The difference lies in the level of maladaptive disorders, when their «critical mass» is determined, after which it is possible to speak about a qualitatively new state of the biopsychosocial system of the specialist: assessment of the level of symptoms of a syndrome in the continuum «formed/not formed» or «low/high».

How does each stage of emotional burnout, suggested by A. Lange, manifest itself in caregivers? In light of emotional burnout, caregivers find themselves showing signs of exhaustion when they are experiencing heavy workloads, such as when they need a great deal of exertion to perform their professional duties or some crisis situations arise. In this case, the following symptoms occur: irritability, lack of desire, sleep disorders (or insomnia, or, conversely, excessively long duration of sleep), decreased motivation, feelings of discomfort, and even some depressive symptoms are possible. A. Lange calls this variant of

burnout simple, because it is at the level of reactions, that is, it is the appropriate physiological and psychological reaction of the caregiver to the excessive stress that arises in his personal life and professional sphere. In this case, all the symptoms disappear on their own if the situation that caused the negative emotions and anxiety is complete. That is, with a slight emotional burnout the internal resources of the tutor allow him to replenish his energy and restore strength (sleep, rest, vacation, playing sports, yoga, meditation, etc.).

Within the existential-analytical understanding of emotional burnout and determining the most effective ways of preventing it, scientific research was carried out by A. Lange, who identifies two types of emotional burnout – mild (psychological reaction to excessive stress, but when resolving the symptoms quickly disappear) and chronic, when the same «emotional burnout syndrome» occurs as a result of emotional exhaustion due to overload or too high demands. Exhaustion, according to the scientist, is the cause of impoverishment, formalization of relations and loss of trust in the specialist to himself, which are associated with the decrease in the efficiency of activity. (4)

However, if the specialist does not have time for rest, is constantly in tension, or his internal reserves are devastated and he can't resist the impact of negative mental states (he systematically experiences pressure from management, feels fear and anxiety, thinks that he is being overstated, it's concerned about some issue, difficult situation or unresolved conflict, etc.) – this leads to the development of chronic burnout, that is, we can already talk about the formed CEB. In chronic burnout, according to A. Längle (13), we can say that the CEB goes to the level of disorder. That is, in this case, the caregiver will have the following symptoms: emotional exhaustion, chronic fatigue, weakness, signs of psychosomatic disorders, dehumanization, deterioration of relationships with others, even to complete isolation, reducing the motivation for professional activity and its productivity. That is, chronic burnout is already a syndrome, when the tension becomes constant and the symptoms that were characteristic of the mild form are significantly increased.

It is worth noting that preventive work to prevent the development of syndrome educators is effective in the mildest form of emotional burnout, when the specialist still has the resources to recover. This kind of preventive program «The emotional recovery» was developed by us to prevent the development of syndrome in health care providers and was introduced into work with two groups of specialists (total number of 20 people). «The emotional recovery» is a comprehensive program that includes 4 blocks: diagnostic, training, developmental and correction and monitoring unit of results. The diagnostic unit is a set of diagnostic tools that can be used to comprehensively determine the state of pre-school teachers' emotional burnout. Educational unit is a set of educational activities (roundtables, workshops, seminars, lectures, etc.) aimed at expanding the knowledge of specialists about the features of emotional burnout, the main causes that provoke its development, the symptoms that allow it to be identified in time.

The most valuable, in our opinion, is the development and correction block, which is represented by a complex of training sessions aimed at removing the emotional and psychophysical stress from the caregivers, reducing anxiety, increasing the level of stress resistance, developing self-regulation skills, psycho-emotional state and self-development. Corrective-developmental influence on specialists within the training was carried out mainly by means of art-therapeutic means, namely: art-therapy; bibliotherapy, fairytale therapy; music therapy; mandalotherapy; phototherapy; sand therapy; tissue therapy; makeup therapy; cinema; body art therapy and more. Additionally, metaphorical associative cards (MAC) were used in the work – a projective, diagnostic and stimulating tool, with the help of which the educators' imagination was activated and contact was made with them (they can be used both in individual and in group work). The following classic cards were used: «OH» and «Saga» (M. Egetmeyer), «Semen» (O. Tararina), for the personal

development and self-motivation of the educators, «This is all in me» (A. Kolendo-Smirnova), which allow clearly define the purpose of the work and analyze the internal state of health, etc.

In addition, special psychological games were held at the beginning, middle and end of the class. So, at the beginning of the training, we conducted a transformational psychological game «Crying» (A. Kolendo-Smirnova), which allows us to work with mental pain (loss, grief, insult, disappointment, betrayal, etc.). In the middle of the training sessions, it was suggested that the tutors play a game of «Collisions» (A. Kolendo-Smirnova), which is aimed at resolving interpersonal and intrapersonal conflicts. At the final stage of corrective work, experts were invited to the social-communicative game Complaints-Compliments (I. Doroshenko) in order to improve their communication skills and to train their constructive communication skills.

In order to check the effectiveness of the developed preventive program aimed at preventing the development of CEB caregivers, a re-cut was performed using the «Methodology of diagnostics of the level of emotional burnout» (V. Boyko). To confirm the positive changes in the experimental group, which confirms the effectiveness of preventive work, we performed a statistical analysis of the data using Wilcoxon's T-test. Thus, the results of the statistical analysis showed that the empirical value for all symptoms of emotional burnout is less than the critical value for $p < 0,05$, which indicates the presence of significant differences, namely: «experiencing psycho-traumatic circumstances» ($p = 0,002$), «dissatisfaction with oneself» ($p = 0,001$), «caged» ($p = 0,002$), «anxiety and depression» ($p = 0,002$), «inadequate selective emotional response» ($p = 0,001$), «emotional and ethical disorientation» ($p = 0,002$), «Expanding the sphere of saving emotions» ($p = 0,001$), «reducing professional responsibilities» ($p = 0,002$), «emotional deficit» ($p = 0,001$), «Emotional alienation» ($p = 0,001$), «personal alienation (depersonalization)» ($p = 0,002$), «psychosomatic and psycho-autonomic disorders» ($p = 0,002$).

4 Conclusion

Emotional burnout is a dynamic process that occurs in stages and in full accordance with the mechanism of stress development when all three phases of stress are observed: nervous tension, resistance, and exhaustion. Emotional burnout is a complex of psychological and physiological disorders that arise as a result of excessive emotional overload, in particular in the professional activity course, on the other hand, this syndrome can be a mechanism of individual psychological protection, which manifests complete or partial exclusion of emotions in response to traumatic trauma.

The statistical analysis of the data using the Pearson linear correlation coefficient confirmed the hypothesis that there is indeed a relationship between emotional burnout, anxiety, stress resistance, and volitional self-regulation. Thus, it has been found that pre-school teachers who have high levels of anxiety and low levels of resilience experience greater negative impact from various psychotraumatic situations, are more prone to depression and are at risk of falling into a state of intellectual and emotional stupor. And educators who have excessively high demands on themselves with insufficient levels of stress resistance have the risk of depersonalization (the caregiver increasingly shows positive emotions, and more often – negative), they become more harsh, rude, irritable, more likely to respond inappropriately and «to save emotions» outside of their professional sphere – in communication with relatives and loved ones.

Theoretical analysis of the problem and the empirical study of the level of development of emotional burnout of the educators, which showed that almost all specialists are at risk of its formation, conditioned the development and implementation in work with teachers of the complex preventive program «The emotional recovery». The implementation of the program involved the use of the following forms of work: seminars, workshops, roundtables, lectures, individual talks, counseling,

developmental and corrective training, and psychological games. The most valuable in the program was the development and correction unit, represented by the use of various art-therapeutic techniques for the purpose of self-recognition and acceptance by specialists themselves.

The effectiveness of the implemented prevention program was confirmed during the control phase of the study. Thus, after repeated examination of the caregivers of the experimental group, a positive dynamic was observed for all symptoms of emotional burnout. The presence of positive changes in the experimental group was proved by statistical analysis of the data using Wilcoxon's T-test. (the results of the experimental group fall into the area of significance: $T_{\text{exp}} < T_{\text{kr}}$ (0.05), which makes it possible to use the developed prophylactic program in working with caregivers to prevent the development of CEB.

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