

UDC 37.078

SRSTI 14.35.07

https://doi.org/10.52269/22266070_2023_3_176**EXPERIMENTAL STUDY OF EMOTIONAL BURNOUT OF SECONDARY SCHOOL TEACHERS**

Zhunusbekova A.* – PhD, Senior Lecturer of the Primary Education Department, Abai Kazakh National Pedagogical University, Almaty, Republic of Kazakhstan.

Askarkyzy S. – PhD, Senior Lecturer of the Department of social and humanitarian disciplines, Kazakh National University of Arts, Astana, Republic of Kazakhstan.

The article is dedicated to an experimental study of the burnout of secondary school teachers. The authors conducted a study based on the concept of experimental testing of the program of correctional and developmental work with secondary school teachers to prevent burnout.

The article shows the study results of the extent of professional burnout of secondary school teachers and it substantiates the need to establish a systematic approach to the prevention of burnout syndrome among school teachers, since the majority of teachers, as indicated by statistical data of the Republic of Kazakhstan, are women, who are exposed to chores and a shortage of time required for family and personal life in addition to their occupation stressors.

The article explores the potential for secondary school teachers to nurture and refine their professional skills. It also describes the development of new teaching methods and technologies, participation in professional trainings and courses, reading special literature and following current trends in education.

The paper underlines that mitigating burnout is not only vital but also paves the way for the development of a teacher's personal brand, which hinges on continuous self-reflection, feedback from both students and peers, and a commitment to ongoing professional growth.

Key words: emotional burnout, teacher, educational activity, development, self-reflection.

ЭКСПЕРИМЕНТАЛЬНОЕ ИССЛЕДОВАНИЕ ЭМОЦИОНАЛЬНОГО ВЫГОРАНИЯ ПЕДАГОГОВ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ

Жунусбекова А.* – доктор PhD, старший преподаватель кафедры начального обучения, Казахский Национальный педагогический университет имени Абая, г. Алматы, Республика Казахстан.

Аскарқызы С. – доктор PhD, старший преподаватель кафедры социально-гуманитарных дисциплин, Казахский Национальный университет искусств, г. Астана, Республика Казахстан.

Статья посвящена экспериментальному исследованию эмоционального выгорания педагогов общеобразовательных школ. Авторы статьи провели исследование, основанное на идее экспериментально проверить программу коррекционно-развивающей работы с педагогами общеобразовательных школ по профилактике эмоционального выгорания.

В статье представлены результаты исследования уровня профессионального выгорания педагогов общеобразовательных школ. А также обосновывается необходимость организации системы профилактики синдрома эмоционального выгорания у педагогов школ, так как большинство педагогов, как показывает статистика в Республики Казахстан, являются женщинами, поэтому к профессиональным стрессорам добавляются загруженность работой по дому и дефицит времени для семьи и детей.

Рассматривается возможность педагогов общеобразовательных школ развиваться и совершенствовать свои профессиональные навыки. Описывается освоение новых методик и технологий обучения, участие в профессиональных тренингах и курсах, чтение специализированной литературы и следование актуальным трендам в образовании. В статье подчеркивается, что снижение уровня эмоционального выгорания, в первую очередь, дает возможность развивать личный бренд педагога, связанного с его постоянной саморефлексией, обратной связью от обучающихся и коллег, а также стремлением к профессиональному росту.

Ключевые слова: эмоциональное выгорание, педагог, образовательная деятельность, развитие, саморефлексия.

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕП ПЕДАГОГТЕРІНІҢ ЭМОЦИАЛЫҚ КҮЙРЕУІН ЭКСПЕРИМЕНТ ЖҮЗІНДЕ ЗЕРТТЕУ

Жунусбекова А.* – PhD докторы, бастауыш білім беру кафедрасының аға оқытушысы, Абай атындағы Қазақ Ұлттық педагогикалық университеті, Алматы қ., Қазақстан Республикасы.

Асқарқызы С. – PhD докторы, әлеуметтік-гуманитарлық пәндер кафедрасының аға оқытушысы, Қазақ Ұлттық өнер университеті, Астана қ., Қазақстан Республикасы.

Мақала жалпы білім беретін мектеп педагогтерінің эмоциялық күйреуін эксперимент жүзінде зерттеуге арналған. Мақала авторлары эмоционалды күйреуінің алдын алу үшін жалпы білім беретін мектептердің педагогтерімен түзету-дамыту жұмысының бағдарламасын эксперимент жүзінде тексеруге негізделген зерттеу жүргізді.

Сонымен қатар, мақалада жалпы білім беретін мектептердегі педагогтердің кәсіби күйреуі деңгейін зерттеу нәтижелері берілген. Сондай-ақ, мектеп педагогтері арасында кәсіби күйреуі синдромының алдын алу жүйесін ұйымдастыру қажеттілігі негізделеді, өйткені статистика көрсеткендей, Қазақстан Республикасындағы педагогтердің көпшілігі әйелдер, сондықтан үйдегі жүктеме және отбасы мен балаларына деген уақыт тапшылығы кәсіби стресс факторларына қосылады делінген.

Жалпы білім беретін мектеп педагогтерінің кәсіби шеберлігін шыңдау эмоционалды күйреудің алдын алуға мүмкіндік береді, яғни оқытудың жаңа әдістері мен технологияларын өзірлеу, кәсіби тренингтер мен курстарға қатысу, арнайы әдебиеттерді оқу және білім берудегі қазіргі тенденцияларды ұстану. Мақалада, ең алдымен, педагогтің жеке брендін дамыту оның үнемі өзіндік рефлексиясы, білім алушылар мен әріптестерінің кері байланысы, сондай-ақ кәсіби өсуге деген ұмтылысының арқасында эмоционалды күйзелісті жеңуге мүмкіндік беретіні атап өтілген.

Түйінді сөздер: эмоционалды күйреу, педагог, білім беру, дамыту, өзіндік рефлексия.

Introduction. The relevance of the research topic is due to the search for relevant tools for the modernization of education and the intensification of the educational process at the expense of internal reserves. The State Program for the Development of Education of the Republic of Kazakhstan for 2020-2025 notes that thanks to the introduction of a new teacher career development system, wages have been increased from 30% to 50% of the official salary (teacher, teacher-moderator, teacher-expert, teacher-researcher, teacher-master). Measures have been taken to free teachers from unusual functions. A significant overload of Kazakhstani teachers is largely due to the lack of clear regulation of working hours [1]. In this regard, on December 27, 2019, the Law «On the Status of a Teacher» was adopted, aimed at protecting the rights of teachers, and also defining their main duties and social guarantees. According to the Law of the Republic of Kazakhstan, a teacher is a person who has a pedagogical or specialized education, working directly with students [2].

President of the Republic of Kazakhstan K.-Zh. Tokayev has previously emphasized that «the inalienable right of every child is the right to receive a quality school education. And the word «quality» is key here. Therefore, it is necessary to consistently improve the quality of education and increase the competencies of teachers...» [3]. Obviously, there is a contradiction between the need to meet the institutional requirements for the work of a modern teacher, and the possibility for them to receive satisfaction from their work and, therefore, a real contribution to the organization of an effective educational process.

Occupational burnout has been included in the International Classification of Diseases (ICD-11) as a syndrome resulting from chronic workplace stress that has not been successfully managed. Even though it has been recognized as an occupational disease in many European Union countries, there is still some debate about whether it is an occupational disease. However, the World Health Organization describes burnout as an occupational phenomenon.

To better understand the burnout syndrome in teachers, in a study by Padmanabhanunni A., Pretorius T.B. numerous factors associated with burnout have been studied, as well as the relationship between burnout and psychological well-being. According to a study by Padmanabhanunni A. et al., age predicts depersonalization and reduction in personal achievement, with educators over 50 reporting lower levels of depersonalization and reduction in personal achievement than younger participants. This conclusion makes sense since older educators work for a longer period of their careers and are thus more likely to achieve more than younger educators. Padmanabhanunni A., Pretorius T.B. emphasize the need for interventions to improve the working conditions of teachers and the active implementation of programs aimed at reducing emotional burnout. At the individual level, this could include psycho-pedagogical approaches or evidence-based therapies aimed at teaching people how to cope with stress. At an organizational level, this may include support from school management, workplace health promotion programs, and mentoring programs. School leaders could also be trained to look for early signs of burnout and thus identify educators at risk of burnout. Finally, the authorities should do more to ensure that the working environment of educators is conducive to quality learning and teaching. The study has certain limitations [4, p. 4204].

Main part. Psychology Today describes burnout as «a chronic stressful condition that results in physical and emotional exhaustion, depersonalization, alienation, and a sense of inefficiency and lack of accomplishment in one's job». Educators tend to be high achievers, like to work hard, and are always looking for ways to improve. These traits are commendable, but can mean teachers fall prey to perfectionism and don't leave enough time for rest and recuperation.

The main symptoms of burnout include:

- Emotional exhaustion: fatigue, exhaustion, loss of interest in work and decrease in motivation.

- Depersonalization: the emergence of a negative attitude towards other people and a decrease in empathy.
- Reduction of personal achievements: decrease in confidence in one's abilities, feeling limited and lack of achievements.

The results of a study by scientists Markelj N., Kovac M., Jurak G. show that the dynamics of stressors during the school year are not strong enough to affect the development of emotional burnout [5, p. 1204]. Gold Y. and Roth R. A. believe that burnout develops gradually when a person is stressed for a long period of time or when a person's needs at work are not met for a long period of time and the person is unable to eliminate the negative effects of stress. More attention should be paid to the development of emotional burnout during the career of a teacher [6, p. 156].

In a study by Gomez-Magallanes C., in the article «Burnout in Teachers of Educational Institutions», the dynamics of teacher burnout during the school year were studied. Burnout was present but not pronounced in participating teachers: emotional exhaustion was moderately high, and depersonalization and personal achievement were low [7, p. 83]. During the school year, emotional burnout did not increase consistently and gradually; we found only a statistically significant increase in the reduction of personal achievements in the middle of the school year and a statistically significant increase in feelings of emotional exhaustion at the end of the school year. Because stress accumulates over time, Gomez-Magallanes C. et al. suggest that burnout will increase. Participants are considered to have reduced the effects of stress through various coping strategies and/or replenished their resources. According to scientists, teachers experience stress, especially at work that is not directly related to teaching and because of their own expectations from the results of the work [8, p. 204].

Kazakhstani researchers experimentally confirmed the existence of emotional burnout as an unfavorable process in pedagogical activity; in this direction, the works of Dzhakupov S.M., Z.B. Madaliyeva [9, p. 4]. Mynbayeva A.K. considered the essence and features of professional deformations of teachers in general, inherent in the Kazakhstan school [10, p. 9].

When analyzing the articles, we found that the prevalence of professional burnout among teachers varies in different countries in different ways. In Lithuania, 25.6% reported high emotional exhaustion, 10.6% reported depersonalization, and 33.7% reported a reduction in personal achievement. In Sweden, these figures were 36%, 11% and 21%, respectively, and in Italy 19.5%, 3.7% and reaches 55.3%. In contrast, in Republika Srpska (Bosnia and Herzegovina), the prevalence of occupational burnout appears to be much lower: 5.1%, 3.8%, and 22.3%, respectively.

For a more complete and qualitative understanding of the problem of emotional burnout of teachers, it is necessary to conduct a study covering various aspects of this problem and aimed at identifying factors that affect the occurrence and manifestation of burnout. The results of the study can be used to develop recommendations and strategies aimed at preventing and reducing the level of emotional burnout of teachers, as well as to more effectively maintain their psychological well-being.

Thus, **the purpose of our research** is to experimentally test the program of correctional and developmental work with teachers of secondary schools to prevent emotional burnout.

Research materials and methods. The experimental sample consisted of 30 teachers, who work in Almaty schools, including 25 women (83.3%) and 5 men (16.7%). The age groups of the subjects were as follows: under 30 years old – 20%, from 30 to 40 years old – 33.3% and over 40 years old – 46.7%. Regarding the experience of teaching, it was divided into the following categories: up to 5 years – 20%, from 5 to 15 years – 43.3% and over 15 years – 36.7%.

To collect data on the presence and manifestations of burnout, the following most well-known psychodiagnostic methods for studying burnout were selected (appendices A, B, C, D, E):

1. Diagnostics of professional «burnout» by K. Maslach and S. Jackson (adapted by N.E. Vodopyanova);
2. Methodology «Express assessment of burnout» (V. Capponi, T. Novak);
3. Methodology «Coping strategy» (author's);
4. Self-confidence test (Romek) – adapted;
5. Express test: The teacher's motivation – author's.

Results. 1. *Questionnaire for «burnout» MBI*, K. Maslach and S. Jackson, adapted by N.E. Vodopyanova (Eng. Maslach Burnout Inventory, abbr. MBI).

Analyzing the distribution of indicators of emotional exhaustion according to the MBI methodology among teachers whose activities are related to interaction with people, it can be noted that 31% (11 people) have the severity of signs of emotional exhaustion, an average level of emotional exhaustion is observed in 48% (14 people), 21% (5 people) have a low level of emotional exhaustion (Figure 1).

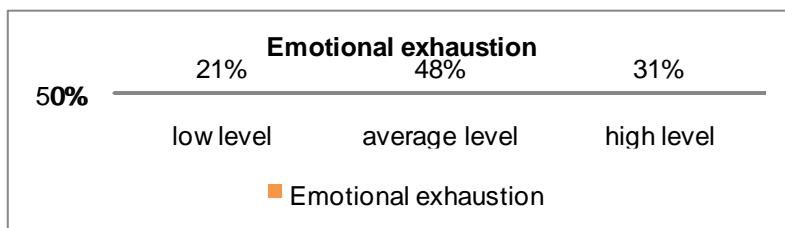


Figure 1 – Distribution of indicators of emotional exhaustion

Analyzing the distribution of indicators of personality depersonalization according to the MBI methodology, it can be noted that 10% (3 people) have the severity of signs of personality depersonalization, 90% (27 people), whose professional activity is associated with interaction with people, have a low level of personality depersonalization (Figure 2).

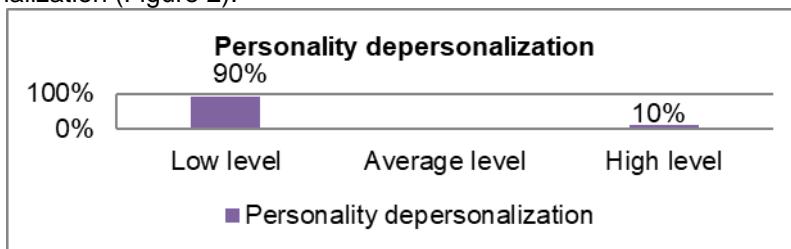


Figure 2 – Distribution of indicators of personality depersonalization

Analyzing the distribution of indicators of the reduction of personal achievements of teachers, according to the MBI methodology (Figure 3), it can be noted that 52% (16 people) have the severity of signs of reduction in personal achievements, the average level of reduction in personal achievements is observed in 27% (8 people), 21% (6 people) of teachers have a low level of reduction in personal achievements.

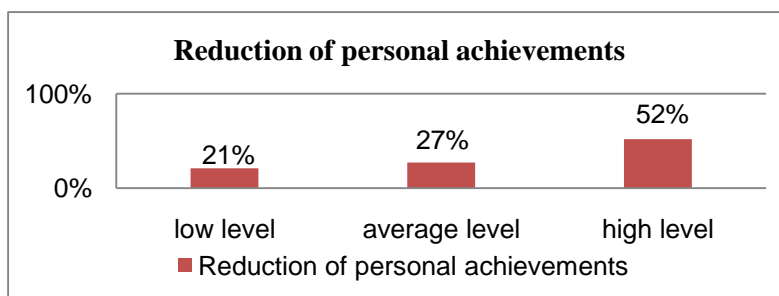


Figure 3 – Distribution of personal achievement reduction indicators

Of all three scales, on the third scale of «reduction of personal achievements» the subjects scored up to 27 points out of 48 on average.

2. Questionnaire «Express assessment of burnout» (V. Capponi, T. Novak).

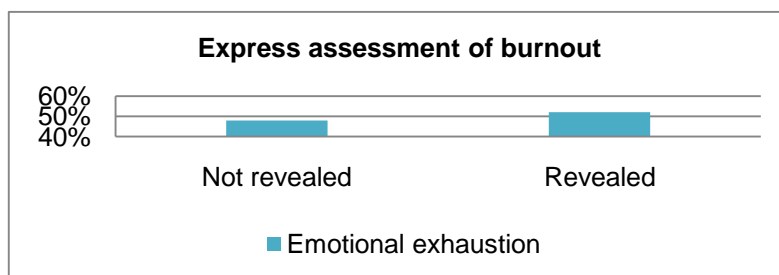


Figure 4 – Distribution of indicators according to the test «Express assessment of burnout»

The test is designed to diagnose the first symptoms of burnout syndrome.

According to the results of this test, 52% of teachers showed signs of emotional burnout, 48% of respondents showed no signs of emotional burnout. According to the answers of teachers, the following answers dominate: psycho-emotional signs (loss of professional motivation: the desire to retire early if there

was such an opportunity, the low probability that something new awaits at the workplace and social and behavioral signs (the desire to run away from everyone or resentment at everyone, as a result of the desire for isolation, a minimum of communication with others, evasion of responsibility, failure to fulfill duties, laziness).

3. *Stress Coping Strategies Questionnaire*

The proposed questionnaire makes it possible to identify unhealthy coping mechanisms to overcome stress.

As a result of the testing, it was found that the respondents show significant competence in managing stress, of which 36.7% of the respondents noted that during stress they tend to isolate themselves from others, which is one of the unfavorable aspects of unhealthy strategies. The questionnaire also revealed that 60% of respondents spend most of their time at work, such a disbalance between work and personal life can lead to emotional burnout. For the rest of the questions, responses were mostly «No», indicating that healthy stress management strategies are being applied to these categories.

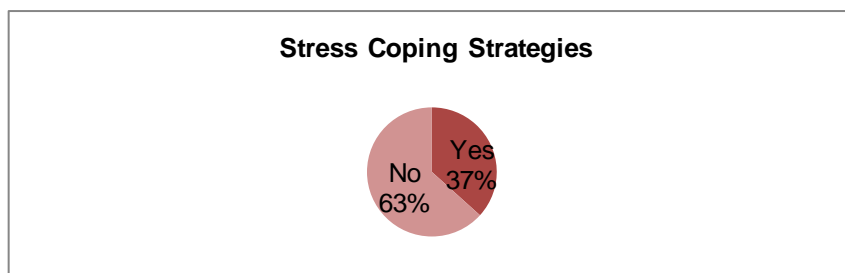


Figure 5 – The result of the test for coping mechanisms

4. *Self-confidence test.*

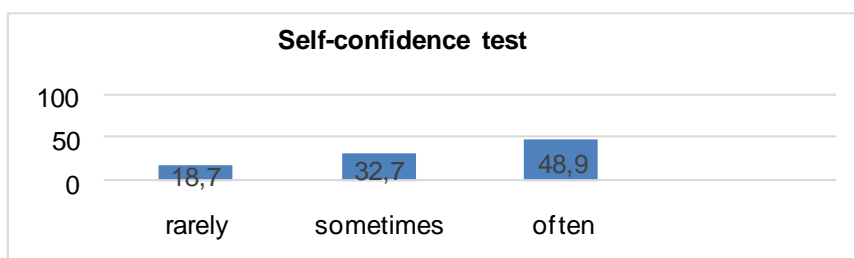


Figure 6 – Distribution of indicators on the self-confidence test

During the testing, it was revealed that almost 48.9% of respondents feel confident in social situations, have the skills to ask for help and express their position, and also openly demonstrate their emotions and feelings. 32.4% of respondents noted that from time to time they experience some insecurity and can sometimes openly express their emotions and feelings. In turn, 18.7% of respondents answered that they rarely feel confident and have a limited ability to express their emotions and feelings.

5. *Express test: The teacher's motivation.* Based on the results of this test, the following results were obtained. 36.2% of the subjects answered that they almost always do what they love with pleasure and feel the support of their colleagues. 24.6% of the respondents answered that only sometimes they are motivated to work professionally. 21.5% of respondents answered that very rarely they wake up motivated to engage in professional duties. And 17.7% of the respondents answered that they never want to engage in their professional activities and do not feel the support of their colleagues (Figure 7).

This technique does not show the level of motivation of the subjects as a whole and reflects only the current level of motivation as a teacher.

Also, according to the results of our experimental study, it was shown that teachers under the age of 40 are more prone to emotional burnout. This trend is explained by the periodization of age development, according to which this stage is characterized by a midlife crisis. This crisis is characterized by an oppressive feeling of disappointment, even if outwardly life seems to be prosperous.

In addition, it has been found that women are more exposed to emotional burnout than men. This also has an explanation. Firstly, it is not always possible to combine a family, arrange a life and be successfully realized in a career. Secondly, the wrong organization of your time and lack of discipline.

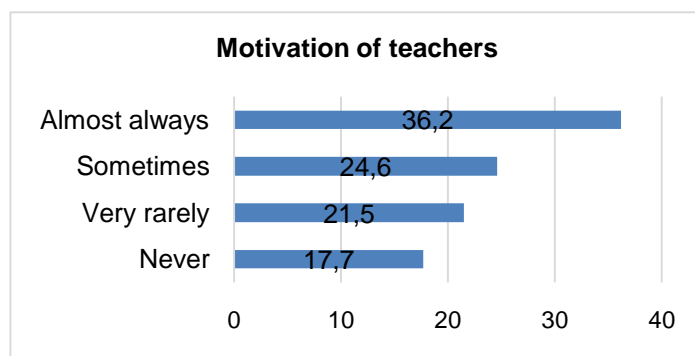


Figure 7 – Distribution of indicators for the test «Motivation of teachers»

Thus, the hypothesis that the level of emotional burnout of teachers directly affects motivation and determines their strategy of behavior in stressful situations was confirmed. When an educator feels intrinsically motivated to continuously improve their skills, learn new methods and approaches, they can achieve great success in their profession. A motivated teacher can show a high level of professionalism and achieve better results in work.

Based on the survey, a *correctional and developmental program for the prevention of emotional burnout of teachers* was developed and tested.

The purpose of the program: prevent «emotional burnout» among teachers by mastering the skills of stress resistance.

When implementing the program, the following are used: practical lessons of a problem orientation, group and individual creative lessons, business games, training exercises, relaxation. The duration of the program is 10 lessons (psychological training) with teachers, the recommended number of hours is 20.

In general, the content of the program is aimed at helping teachers learn to recognize the symptoms of emotional burnout, master modern technologies in the field of psychological assistance and learn how to independently deal with the syndrome of emotional burnout.

After the forming experiment, an additional cut was obtained. Thus, summarizing the results of the primary and repeated diagnostics of the burnout syndrome among the teachers of the experimental group using the MBI «Burnout Questionnaire» (authors K. Maslach and S. Jackson, adapted by N.E. Vodopyanova), it was noted that the number of subjects with a holistic burnout syndrome did not change.

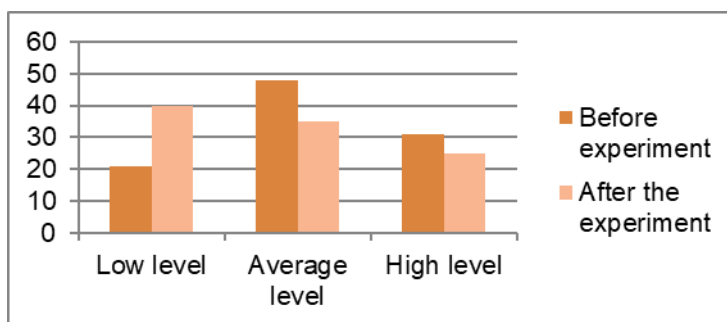


Figure 8 – Distribution of indicators of emotional exhaustion

The number of teachers with a high level of emotional exhaustion syndrome decreased from 31% to 25%, with an average level of 31% to 25%. The number of teachers with a low level of the syndrome increased from 21% to 40%. These facts allow us to state an improvement in performance and a decrease in the number of teachers showing signs of burnout syndrome (Figure 8).

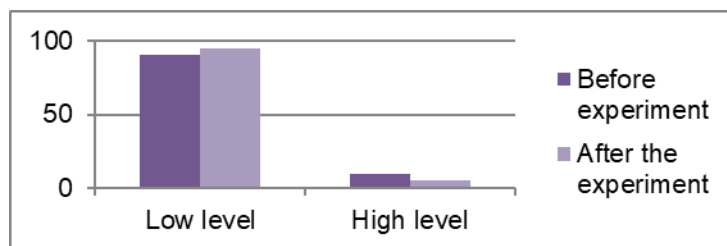


Figure 9 – Distribution of indicators of personality depersonalization

Analyzing the distribution of personal depersonalization indicators according to the MBI methodology, it can be noted that the number of teachers with a low level of depersonalization syndrome has increased from 90% to 95%, the number of teachers with a high level has decreased from 10% to 5%. (Figure 9).

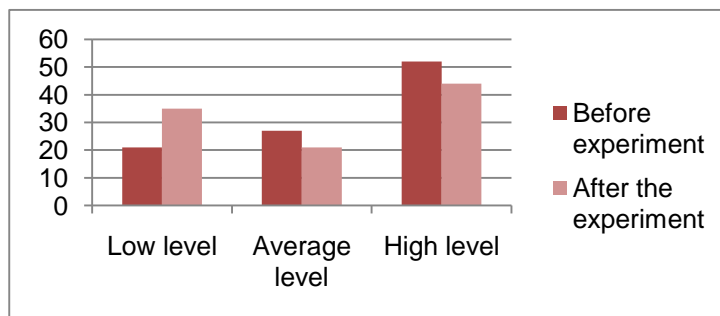


Figure 10 – Distribution of personal achievement reduction indicators

Analyzing the distribution of indicators of the reduction of personal achievements of teachers, according to the MBI methodology (Figure 10), it can be noted that the number of teachers with a high level of reduction in personal achievements has decreased from 52% to 44%, with an average level from 27% to 21%. The number of teachers with a low level of reduction in personal achievements increased from 21% to 35%.

Results and discussion. According to the results of repeated diagnostics aimed at studying the syndrome of emotional burnout of teachers, we state a decrease in the number of teachers in the experimental group with signs of emotional burnout syndrome. This fact allows us to say that teachers have improved their efficiency in solving labor problems, as well as their emotional state has stabilized.

Thus, based on the results of the experimental study, we can conclude that the system of classes developed and implemented by us, aimed at preventing the syndrome of emotional burnout of teachers, is effective.

According to our developed post-training feedback questionnaire, teachers noted that the sessions on recognizing signs of burnout, developing stress tolerance skills, and methods of preventing burnout syndrome were informative and practice-oriented for them. The teachers noted that after the trainings they had gained a higher level of self-confidence. They became able to clearly define their boundaries, learned to say «no» and divide time between work and other areas of life. They also expressed their desire to take part in similar trainings in the future in order to consolidate their skills.

Conclusion. The development of burnout syndrome does not depend on work experience and is typical for all stages of professional pedagogical activity; its diagnosis is possible at various stages. Timely preventive and corrective measures reduce the negative impact of burnout syndrome on the personality of a professional. In this regard, one of the urgent tasks is the organization of activities in the field of maintaining the mental health of specialists, where the most important psychological and pedagogical problem is the emotional self-regulation of the individual and the development of professionalism of a specialist at a highly appropriate level.

The main areas that prevent the formation of emotional burnout are:

- improvement of working conditions and rest;
- development of means of labor activity;
- development of professional motivation;
- organization of a system of psychological unloading, in order to relieve stress after the implementation of labor activity;
- organization of a system for improving the psychological climate in the team.

The most important principle for the prevention of burnout syndrome is represented by compliance with the requirements of professional mental hygiene.

As an algorithm for reducing the level of reduction, it is proposed to create a personal brand, because it is an opportunity to consciously influence one's own life attitudes.

A brand is a rational activity, the plan of which is clearly thought out and calculated. A personal brand is an excellent assistant where everything is «tied» to a person and their individual traits, it is a way to increase your capitalization in the corresponding market of specialists.

What is the importance of a personal brand for a teacher?

1. A bright personal brand allows the teacher to gain authority among pupils, colleagues and parents, helps to increase self-esteem.

2. Branding allows the teacher to look at himself differently, to explore their strengths, which will open up new opportunities for him in teaching.

3. Branding helps to build one's own style of pedagogical skills and obtain the highest scientific and pedagogical qualification.

4. Branding allows you to get sufficient stability, helps to «stay afloat» in different economic conditions.

5. The brand helps the educator retain personal energy.

The teacher needs to define their uniqueness and how they can stand out among others. This may be a special approach to learning, interactions with students and parents, specialization in a particular area, and other unique features. It is also important to define their values and principles that will guide the teacher in their work.

Thus, our experimental work showed the presence of emotional burnout among teachers and our hypothesis that the level of emotional burnout of teachers directly affects motivation and determines their strategy of behavior in stressful situations was confirmed.

REFERENCES:

1. **Gosudarstvennaya programma razvitiya obrazovaniya i nauki Respubliki Kazakhstan na 2020-2025 gody'** [State program for the development of education and science of the Republic of Kazakhstan for 2020-2025]. 2019, available at: <https://adilet.zan.kz/rus/docs/P1900000988> (accessed 10 February 2023). (In Russian)
2. **Zakon Respubliki Kazakhstan «O statute pedagoga»** [Law of the Republic of Kazakhstan "On the status of a teacher"]. 2021, available at: https://online.zakon.kz/Document/?doc_id=32091648&pos=28;-56#pos=28;-56 (accessed 10 February 2023). (In Russian)
3. **Poslanie Prezidenta RK Kasym-Zhomarta Tokaeva narodu Kazahstana ot 01 sentyabrya 2023 g. «E'konomicheskij kurs Spravedlivogo Kazahstana»** [President Kassym-Jomart Tokayev's State of the Nation Address "Economic course of a Just Kazakhstan"]. 2023, available at: <https://akorda.kz/ru/poslanie-glavy-gosudarstva-kasym-zhomarta-tokaeva-narodu-kazahstana-ekonomicheskij-kurs-spravedlivogo-kazahstana-18588> (accessed 01 September 2023). (In Russian)
4. **Padmanabhanunni A., Pretorius T.B. Teacher Burnout in the Time of COVID-19: Antecedents and Psychological Consequences.** *International journal of Environ Res Public Health*, 2023, 20(5), available at: <https://doi.org/10.3390/ijerph20054204> (accessed 15 February 2023).
5. **Markelj N., Kovac M., Jurak G. The dynamics of burnout among Slovenian primary school teachers over the school year in relation to their perceptions of various predictors of burnout in the school context.** *Frontiers in Psychology*, 2023, 142, available at: <https://doi.org/10.3389/fpsyg.2023.1108322> (accessed 27 March 2023).
6. **Gold Y., Roth R.A. Teachers Managing Stress & Preventing Burnout.** 1993, available at: [https://doi.org/10.4324/9780203209899\(1993\)](https://doi.org/10.4324/9780203209899(1993)) (accessed 25 March 2022).
7. **Gomez-Magallanes C., Escudero-Doltz W., Gomez-Rodriguez V., Ordonez-Balladares A. Burnout in Teachers of Educational Institutions of the Coastal Regime of Ecuador.** *Revista Venezolana de Gerencia*, 2023, 28(101), pp.80-92, available at: <https://doi.org/10.52080/rvgluz.28.101.6> (accessed 01 April 2023).
8. **Salvagioni D.A.J., Melanda F.N., Mesas A.E. et al. Physical, psychological and occupational consequences of job burnout: A systematic review of prospective studies.** *PLoS One*, 2017, 12(10), available at: <https://doi.org/10.1371/journal.pone.0185781> (accessed 11 April 2023).
9. **Dzhakupov S.M., Madaliev Z.B. Stilevy'e osobennosti samoregulyacii pedagogov s raznoj stepen'yu e'mocional'nogo vy'goraniya,** *Vestnik KazNU seriya Psihologii i sociologii*, 2010, 4(35), pp.3-6. (In Russian)
10. **Mynbaeva A.K. Professional'ny'e deformacii pedagogov: podhody' i diagnostika v Kazahstane.** *Otkry'taya shkola*, 2013, 1(122), pp. 8-14. (In Russian)

About the authors:

Zhunusbekova Aziza* – PhD, Senior Lecturer of the Primary Education Department, Abai Kazakh National Pedagogical University, Republic of Kazakhstan, 050010, Almaty, 13 Dostyk ave., tel: 8-777-222-21-57, e-mail: aziza.zhunusbekova@inbox.ru.

Askarkyzy Samal – PhD, Senior Lecturer of the Department of social and humanitarian disciplines, Kazakh National University of Arts, Republic of Kazakhstan, 010000, Astana, 50 Tauelsyzydyk ave., tel: 8-705-812-60-05, e-mail: samal050191@mail.ru.

Жунусбекова Азиза* – доктор PhD, старший преподаватель кафедры начального обучения, Казахский Национальный педагогический университет имени Абая, Республика Казахстан, 050010, г. Алматы, проспект Достык, 13, тел.: 8-777-222-21-57, e-mail: aziza.zhunusbekova@inbox.ru.

Аскарқызы Самал – доктор PhD, старший преподаватель кафедры социально-гуманитарных дисциплин, Казахский Национальный университет искусств, Республика Казахстан, 010000, г. Астана, проспект Тәуелсіздік, 50, тел.: 8-705-812-60-05, e-mail: samal050191@mail.ru.

Жунусбекова Азиза* – PhD докторы, бастауыш білім беру кафедрасының аға оқытушысы, Абай атындағы Қазақ Ұлттық педагогикалық университеті, Қазақстан Республикасы, 050010, Алматы қ., Достық даңғылы, 13, тел.: 8-777-222-21-57, e-mail: aziza.zhunusbekova@inbox.ru.

Асқарқызы Самал – PhD докторы, әлеуметтік-гуманитарлық пәндер кафедрасының аға оқытушысы, Қазақ Ұлттық өнер университеті, Қазақстан Республикасы, 010000, Астана қ., Тәуелсіздік даңғылы, 50, тел.: 8-705-812-60-05, e-mail: samal050191@mail.ru.

ӨОЖ 373.2.24

FTAMP 14.35.07

https://doi.org/10.52269/22266070_2023_3_184

РЕФЛЕКСИВТІ САНАНЫҢ МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫҢ АДАМГЕРШІЛІК МӘДЕНИЕТІНІҢ ДАМУЫНА ЫҚПАЛЫ

Карманова Ж.А.* – педагогика ғылымдарының докторы, доцент, мектепке дейінгі және психологиялық-педагогикалық даярлық кафедрасының профессоры, Академик Е.А.Бөкетов атындағы Қарағанды университеті КЕАҚ, Қарағанды қ., Қазақстан Республикасы.

Шкутина Л.А. – педагогика ғылымдарының докторы, профессор, мектепке дейінгі және психологиялық-педагогикалық даярлық кафедрасының профессоры, Академик Е.А.Бөкетов атындағы Қарағанды университеті КЕАҚ, Қарағанды қ., Қазақстан Республикасы.

Демисенова Ш.С. – педагогика ғылымдарының кандидаты, педагогика және психология кафедрасының қауымдастырылған профессоры, А.Байтұрсынов атындағы Қостанай өңірлік университеті КЕАҚ, Қостанай қ., Қазақстан Республикасы.

Бейсенбекова Г.Б. – педагогика ғылымдарының кандидаты, мектепке дейінгі және психологиялық-педагогикалық даярлық кафедрасының қауымдастырылған профессоры, Академик Е.А.Бөкетов атындағы Қарағанды университеті КЕАҚ, Қарағанды қ., Қазақстан Республикасы.

Бұл мақала "рефлексия" "рефлексивті сана", "өзіндік сана" мен "адамгершілік", "адамгершілік мәдениет" ұғымын талдауға бағытталған. Осы терминдердің қалыптасу мәселелерін қарастыратын ғылыми және педагогикалық еңбектерге талдау жасалады. Мектеп жасына дейінгі балаларда рефлексияның қалыптасуы және дамуы туралы ақпарат беріледі. Авторлар ғылымдардың пікірлеріне сүйене отырып, рефлексия ең маңызды психологиялық жаңа білім ретінде баланың жеке бас дамуында алатын орнын сипаттайды. Өзін-өзі тануға деген ерекше қабілетілігінің дамуы ерте жастан басталады яғни, ол осы рефлексияның мектепке дейінгі жастағы балаларда қалыптасуы ру механизміне байланысты екені айтылады. Рефлексия адамның ішкі құрылымына бағытталған процесс ретінде оның өз әрекеттерін түсінуге, бағалауға, қайта бағалауға, өзгертуге көмектеседі. Баланың адамгершілік мәдениеті адамгершілік тәрбиенің діңгегіне орай қалыптасып, оның мәдениеті болуының негізі бола алады. Рефлексивті сана – өзінің ішкі әлемін түсіну және өзіндік жай-күйін сезіну болып табылады. Сондай-ақ баланың бойында адамгершілік мәдениет белгілерін қалыптастырудың бір жолы ретінде адамгершілік рефлексия компоненттерін ашып көрсетеді. Мақалада тақырыптың өзектілігі рефлексивті сананың мектеп жасына дейінгі балалардың адамгершілік мәдениетінің дамуына ықпалы теориялық – практикалық тұрғыдан талданады.

Түйінді сөздер: адамгершілік, адамгершілік мәдениет, рефлексия, рефлексивті сана, өзіндік сана.

ВЛИЯНИЕ РЕФЛЕКСИВНОГО СОЗНАНИЯ НА РАЗВИТИЕ ПРАВСТВЕННОЙ КУЛЬТУРЫ ДОШКОЛЬНИКОВ

Карманова Ж.А.* – доктор педагогических наук, доцент, профессор кафедры дошкольной и психолого-педагогической подготовки, НАО Карагандинский университет им. академика Е.А.Букетова, г. Караганда, Республика Казахстан.

Шкутина Л.А. – доктор педагогических наук, профессор кафедры дошкольной и психолого-педагогической подготовки, НАО Карагандинский университет им. академика Е.А.Букетова, г. Караганда, Республика Казахстан.

Демисенова Ш.С. – кандидат педагогических наук, ассоциированный профессор кафедры педагогики и психологии КРУ им.А.Байтұрсынова, г. Костанай, Республика Казахстан.