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The Problem of Professional Burnout among Workers of Social and Pedagogical Sphere in the Conditions of Implementation of Information and Communication Strategy of Education

Olesia KOROPETSKA[1]
Iryna MELNYK[2]
Svitlana KHLIESTOVA[3]
Liliia KONONENKO[4]
Nataliia ZLATOPOLSKA[5]
Valentyna NYKOLAIEVA[6]

[1] Candidate of Psychological Sciences, Associate Professor, Associate Professor of the Department of Developmental Psychology, Vasyl Stefanyk Precarpathian National University, https://orcid.org/0000-0001-7251-2978, o.koropetska54@gmail.com
[2] Doctor of Philosophy, Senior Lecturer, Department of Psychology, Vinnytsya State Pedagogical University, https://orcid.org/0000-0001-5340-8358, IraMelnyk@i.ua
[3] Candidate of Science in Pedagogy, Associate Professor, Associate Professor of the Department of Medical Biology, National Pirogov Memorial Medical University Vinnytsya, https://orcid.org/000-0001-7888-2427, lana231279@gmail.com
[4] Candidate of Pedagogical Sciences (PhD), Associate Professor, the Department of Social Work, Rehabilitation and Post-War Adaptation, Poltava V.G. Korolenko National Pedagogical University, https://orcid.org/0000-0002-7164-2305, liliakononenko8721@gmail.com
[5] Assistant of the Department of Social Work, Rehabilitation and Post-War Adaptation, Poltava V.G.Korolenko National Pedagogical University, Senior Teacher of the Department of Social Work & Special Education, Poltava Institute of Economics and Law Higher Education Institution «Open International University of Development People «Ukraine», https://orcid.org/0000-0001-7984-1766, **zlat_nv@ukr.net**
[6] Doctor of Public Administration, Associate Professor of the Department of Social Work, State Institution «Luhansk Taras Shevchenko National University», https://orcid.org/0000-0003-4594-303X, valennik6@gmail.com

Abstract: *The article presents a theoretical analysis of the problem of professional burnout among social workers in the postmodern society. The concept of the "emotional burnout" and the "professional burnout" is generalized as a common state of exhaustion in the physical and mental sense, which is caused by intense and steady stress. It is noted that burnout syndrome manifests itself in a depressed state, accompanied by feelings of fatigue and devastation, feeling of futility of his professional activity, rejection of activity both professional and domestic.*
To achieve the goal, a general scientific method of theoretical analysis of philosophical, sociological, psychological and pedagogical scientific literature was used in the study. To achieve the goal, the study used the general scientific method of theoretical analysis of philosophical, sociological, psychological and pedagogical scientific literature. The realities and prospects of implementation of strategic objectives of the Communication Strategy of the Ministry of Education and Science for 2023-2030 (On approval of the Communication Strategy of the Ministry of Education and Science of Ukraine for 2023-2030, 2022) were substantiated, which should undoubtedly correlate with the effectiveness of the work of a socio-pedagogical worker, to prevent the strengthening of the trend of professional burnout, in particular: the formation and implementation of public policy to ensure decent working conditions of the specialist of socio-pedagogical sphere to ensure the sustainable functioning of the areas of education and social work during wartime; implementation of updated digital educational environment; development of digital competencies to ensure stable communication in the context of socio-pedagogical interaction. In the context of the theoretical study of professional burnout among social workers, causing a syndrome of professional burnout. It is expressed in a reduction to a minimum of self-control, rejection of oneself as a professional, dysfunctional dynamics of the workplace, extreme activity, degradation in social and personal communication, feeling of loneliness both at work and outside of it.
The analysis of methods of professional burnout is presented and the diagnosis of professional burnout among social workers is considered: the methodology of Agapova (2004) (based on the diagnosis of emotional burnout level according to Boyko) (enables systemic and detail analysis of the degree of severity of twelve symptoms of burnout syndrome, taking into account the components that they relate to); the methodology "Psychological burnout" in the work of the system "human – human" (developed by Vodopyanova, Starchenkova, 2008). Guided by the development of K. Maslach and S. Jackson, it allows to investigate the main components of a psychological burnout syndrome, such as: exhaustion emotionally, loss of personality, leveling of professional abilities.

Keywords: *Burnout syndrome, social and pedagogical worker, mental exertion, stress, information and communication strategies for education.*

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Introduction

Professional burnout, especially in the post-quarantine period of postmodern times society, became the main subject of research of many industries: medical, pedagogical, psychological, social, etc. Professional burnout syndrome in professions where direct communication tools are used, became the main negative phenomenon that affects psychological and physical health of almost every person in the wartime.

Today's realities in the world and Ukraine are accompanied by stresses, which negatively affects psychological, material, professional well-being of members of society. Working processes are increasingly accompanied by mental and emotional stress, which leads to stress, anxiety, depression, psychosomatic disorders, addiction to psychoactive substances. Professional activity of the social sphere employee, regardless of the type of work, belongs to a group of professions with increased moral responsibility for the health and life of individuals, groups of population and society as a whole.

Instability in the realities of the military and post-quarantine state, material and psychological problems of families and their members are accompanied by an increase in the number of appeals to the social and pedagogical sphere workers, which leads to fatigue and emotional exhaustion of specialists. Permanent stress situations in which employees find themselves in the process of a complex social interaction with the population, permanent penetration into the essence of social problems of the population, personal insecurity and other moral and psychological factors cause a negative effect on the health of the social and pedagogical sphere workers.

During the post-Soviet period, including the pandemic and wartime, education was and is a significant indicator of the intellectual potential of our country. Quality provision of preschool, primary, basic secondary education, the implementation of vocational training of higher education applicants, effective socio-pedagogical support of all parts of the educational process became a key indicator of the defense capability of our country and the future prosperity of Ukraine. The effectiveness of a social-pedagogical worker in the conditions of transformational educational processes directly depends on the growing trend of professional burnout.

Active implementation of strategic objectives of the Communication Strategy of the Ministry of Education and Science for 2023-2030 (On approval of the Communication Strategy of the Ministry of Education and Science of Ukraine for 2023-2030, 2022) should certainly correlate with the effectiveness of social and pedagogical worker, to prevent intensification of professional activity.

Formation and implementation of public policy to ensure decent working conditions of socio-pedagogical specialists to ensure the sustainable functioning of the spheres of education and science in a state of war should be implemented through the updating of digital educational environment, the development of digital competencies to ensure sustainable communication in the conditions of socio-pedagogical interaction. The use of the potential and experience of social and pedagogical workers to implement a comprehensive system of psychological support and accompaniment of participants in the educational process who suffered as a result of military actions will be productive in the process of using effective social and pedagogical interaction between all participants of the educational process. The transformation of preschool, full general, extracurricular, specialized, vocational (vocational-technical), professional before, higher and adult education through the implementation of information and communication strategy aims to develop and strengthen the human potential of the country in the post-war period.

Reforming formal education by combining with informal/informal for economic recovery and development of defense capabilities of Ukraine creates conditions for the harmonization of educational and scientific legislation of Ukraine with the legislation of the European Union, the implementation of European principles, approaches and practices, in particular through the experience of social and pedagogical sphere of current educational realities.

There is a need for further development of areas for weakening and overcoming the syndrome of professional burnout of specialists in the social sphere in postmodern society.

The purpose of the article is the theoretical analysis of the problem of professional burnout among socio-pedagogical sphere specialists in the context of the introduction of the information and communication strategy of education.

Theoretical analysis of the studies of the problem of professional burnout in postmodern society

A significant number of works of foreign scholars are devoted to the study of origins and overcoming of professional burnout during postmodern period, including: Morshchakova (2010), Gorbatenko (2018), Pavlov (2019), Aksonova (2011), Kim & Stoner (2008), Acker (1999), Newell & MacNeil (2010).

The study of the processes of transformation of society, the emergence of its new problems, as well as their deepening is actualized in the

current period, in the period of domination of post-war and "post-COVID" society. The impact on the phenomenon of personality is accompanied by its gradual depletion, especially in the psychophysical dimension, Morshchakova (2010).

The transformation of the value basis of human existence is understood today as the new tendency in cultural self-awareness of developed Western societies and the global state of civilization of the last three decades of the twentieth century, Gorbatenko (2018, p.4).

The advantage of using the intelligence of personality at a time of transformational educational trends, according to Pavlov (2019), completely levels the value of the body in physical terms. Such constant intellectual activity weakens the physical abilities of the body, weakens resistance of the body to negative influences of the surrounding biosocial environment and stresses a person psychologically, which inevitably leads to burnout.

The researcher of the information space world view Aksonova (2011) notes that the interrelationship and interdependence of changes in society requires consideration of transformations in the production society as well. Information sphere needs to develop information and knowledge, which leads to burnout of the so-called "informational person".

The authors of Kim and Stoner (2008) in their empirical study reveal the main and interactive consequences of the role stress, the autonomy of work and the social support in prediction of burnout and the turnover among social and pedagogical workers. Scientists prove that the stress influence on the roles has a positive direct impact on burnout; creation of decentralized working conditions is important to prevent burnout.

Acker (1999) sees a link between the degree of attraction of clients with severe mental illness and satisfaction with the work of social and pedagogical workers and their burnout. The research of the reasons for professional burnout is associated with a higher level of emotional exhaustion and depersonalization while working on the main place of labour. In general, the results show that such a kind of work negatively affects social and pedagogical workers.

Emotional and psychological risks associated with provision of social services to vulnerable population, according to Newell & MacNeil and Gordon (2010), were not considered in the process of training social workers and were largely left behind in the social work training programme and training of the agency employees. The authors pay special attention to inclusion of their developments in the practice of self-service both in macro and microsocial education, as well as a training programme for agency training.

The study of professional burnout among social workers, workers in other job sectors, and also finding correlation of burnout indicators between respondents from different professions is paid attention by Lloyd et al. (2002) and Arkacheva et al., (2018).

Professional burnout among social-medical workers and their permanent stress in the line of duty, according to Lloyd et al. (2002), is associated with social work, which is an extremely stressful occupation, moreover stress occurs, in particular, through the conflict of roles between the advocacy activities of clients and meeting the needs of the social support agency. The author's empirical study shows that social workers may feel a higher level of stress and the consequences of burnout than comparable professional groups of other professionals.

Arkacheva et al. (2018) argue about the relevance of psycho-emotional professional burnout of teachers. The subject of the authors' study is their professional responsibility and the need to preserve psychological health of teachers, to preserve their internal resources.

Scientific searches of Selye (1982), Greenberg (2012), Ermakova (2010), Vodopyanova & Starchenkova (2008), Raygorodsky (2001), Mashchak (2012), Bondarevska (2008), Bretsko (2011) are devoted to the study of emotional burnout as one of the main criteria for professional burnout and its diagnostics.

Selye (1982) in his work on stress without distress and Greenberg (2012) with ideas on stress management propose to reduce the psychological stress among workers in various fields through the ability to manage stressful situations, turn them into positive consequences both for the emotional state of the employee and for improving quality of their services.

Ermakova (2010) conducts a retrospective analysis of the concept of emotional burnout since the 70s of the twentieth century. She analyses theoretically the very concept of emotional burnout and its main criteria and components.

Vodopyanova and Starchenkova (2008) propose extended and modified methods for diagnosing burnout, which we will also describe in our study below. Raigorodsky's study (2001) focuses on the empirical testing of burnout directly on teachers and social educators, decrease in emotional and physical potential, emotional vacuum, awareness of the desire for social and communicative isolation, hyper nagging towards applicants for education, towards their parents (or guardians), devaluation of the profession and lack of self-consciousness as a professional are the main signs of emotional burnout.

Domestic scientist Mashchak (2012) in his research presents an analysis of the causes, factors, forms and levels of professional burnout of an individual, outlines ways and means of diagnosis; substantiates the negative impact of the phenomenon of burnout on the mental health of individuals, their formation and further professional development.

Bondarevska (2008) argues that the psychocorrection practice by the method of ASPT (Active Socio-Psychological Training) shows that traumatic experiences are often the basis for formation of destructive tendencies of the subject's psyche, which causes emotional burnout. The author emphasizes that the issues of burnout in the practice of a psychologist-practitioner require a study of the impact of mental trauma on the experience of the subject.

Disclosure of psychological features of emotional burnout of an individual, establishment of the main essential signs and symptoms of psycho-emotional burnout, the patterns of their negative impact on the activities of an individual becomes the main subject of study of Bretsko (2011).

The findings of the above mentioned authors became the basis for the development of ways to mitigate and overcome the syndrome of professional burnout of social and pedagogical specialists in the conditions of implementation of information and communication strategy of education.

Theoretical and methodological aspects of professional burnout

The subject of the researchers of the term "professional burnout" were the main theses that define it as a destructive phenomenon (exhaustion of physical, physiological and mental resources). According to Vodopyanova and Starchenkova (2008): "psychological burnout in professions of " human - human " system is intended to measure the degree of emotional burnout in professions of " human - human " type. The mechanism of psychological protection, which is produced individually by each person, becomes a mechanism of "shield resource," which partially or completely shuts down the protective emotional reaction in response to factors that directly deplete a person's psycho-emotional resource.

Studying the problem and ways to prevent burnout of social workers can improve stress resistance, reduce emotional burnout and promote effective productive work of social workers and maintain their psychological and physical health. Recommendations to be implemented in the working process of social workers will reduce both burnout at work and at home.

The term "burnout" is a relatively new term, first introduced in 1974 by the American psychiatrist Freudenberger in his work "Burnout: The High

Cost of High Achievement". He initially defined burnout as a decrease in the motivational-stimulus response due to the lack of coveted results.

Burnout, as a state of emotional, physical and mental exhaustion, is caused by excessive and steady stress. Its manifestation is felt in personal depression, emotional exhaustion, inability to meet the constant demands of others. As a result, interest, motivation to carry out certain activities and play a certain social role disappears.

Burnout reduces productivity and increases energy expenditure, making everyone feel increasingly helpless, hopeless, cynical and outraged.

The negative effects of burnout extend to overall life, including family, work and social life. Burnout can also cause long-term changes in the body, making it vulnerable to diseases such as colds and flu. Due to many possible negative consequences, it is important to deal with burnout immediately.

The definition of professional burnout is conceptualized by most scientists as inherent only to the types of professions that work with people and, therefore, progressive accumulation of psychological fatigue; characteristic indicators of professional burnout are defined as decreased interest in professional activity, unemotional attitude to working reality, dissatisfaction with everything that is related to work: self, duties, management, clients, students, job applicants, etc.

Professional burnout is a steady and continuing process that results from the internal accumulation of negative emotions, which lasts for a long time and then if not helped in time, puts the specialist into a long-term professional stupor.

The field of activity directly affects the degree of stress. Certain personality traits, stereotypes, ways of thinking, going to extremes can contribute to the manifestation of stress.

Burnout can be the result of constant stress. Stress, by and large, involves numerous tensions that require physical and mental resources. However, people who are in the state of stress should imagine the possibility of simply taking control of everything, which will lead to at least an instant improvement in mood and well-being.

Being "burned out" means feeling empty and mentally exhausted, deprived of motivation and unbearable care. People who experience burnout often have no hope of making a positive change in situations that affect them personally. If a person is overly stressed, they feel that they are drowning in their responsibilities. And although individuals are usually aware that they are under a lot of stress, they do not always notice the irreversible time of burnout when it happens.

Burnout often results from complete immersion in work. An employee who feels overtired and underestimated risks to "burn out". However, burnout is not caused solely by stressful work or too many responsibilities. Other factors also contribute to burnout, including lifestyle and personal traits.

Causes of burnout that may be related to the field of activity are the feeling that the employee has little control over the work, lack of recognition or reward for good work, unclear or too demanding expectations.

The causes of burnout include: work that takes too much time to communicate or relax, lack of friends and family, supportive relationships, employees take on too many responsibilities, without sufficient help from others.

The notions of emotional and professional burnout are synonymous, because the term "emotional burnout" itself became topical due to the emergence of professional activity as such. Due to the fact that a person's life consists not only of labor activity, emotional burnout can also arise due to other long-lasting stressful situations, tragedies and crisis states. Professional burnout is only a part of a person's general emotional burnout that can become a threat to a person's life in general.

Signs and symptoms of emotional and professional burnout

Burnout is not related to a diagnosed mental disorder, but this does not relieve all responsibility in the perception of this phenomenon. Professional burnout is characterized by four most common symptoms.

Alienation from work-related activities is the first sign of the professional burnout. People who experience burnout become harsh, cruel, cynical with their colleagues; may become emotionally distant and begin to feel physical weakness, perceive their work as a negative stimulus.

The second sign is physical symptoms. These can include chronic stress, headaches and abdominal pain, or digestive problems, cardiovascular disease, etc.

Emotional exhaustion becomes the third sign of burnout when people experience psychological and physical exhaustion, fatigue, loss of energy, the result of which may be professional unfitness.

According to the fourth sign, burnout is also manifested in the performance of daily tasks. There are difficulties in performing any activity, there are difficulties with concentration and expression of creative abilities, passivity and inertia overwhelms the individual both morally and physically.

Occupational burnout is closely linked to emotional burnout syndrome. The syndrome of professional burnout has a certain chronology

through variable phases.

The first phase is the "anxiety stress" phase, which manifests itself in four symptoms. The first symptom is the experience of circumstances that arise at work, at home, as well as factors of professional activity.

The second symptom manifests itself in dissatisfaction with oneself, one's chosen profession, position. The third symptom is manifested when the employee experiences a sense of hopelessness, when there is no way out of the circumstances, which puts a lot of pressure on them. This symptom is manifested in a sense of hopelessness, which is unfounded in the opinion of others.

The fourth symptom is manifested by anxiety and depression in professional activities in particularly difficult circumstances.

The next phase of emotional burnout is the phase of resistance, which is manifested in resistance, which increases in the individual internally, which is also manifested in the four symptoms.

The first symptom is an inadequate emotional response, it is observed in cases where the professional ceases to understand the difference between two different phenomena.

The second symptom is manifested in emotional and ethical disorientation: the person is justified for their rudeness or lack of attention to the client.

The third symptom is manifested in the expansion of the sphere of saving emotions: it is manifested outside of professional activities, at home or when communicating with friends or family.

The fourth symptom is the "reduction of professional responsibilities": it manifests itself in attempts to reduce responsibilities that require emotional reactions.

And the final phase is the phase of "depletion", which is characterized by "wear and tear" and weakening of the nervous system. Emotional protection becomes inseparable. This phase is also manifested in four symptoms:

The first symptom is the "emotional deficit", which interferes with the implementation of professional assistance to the client by a social worker.

The second symptom is the "emotional alienation": the employee is worried about almost nothing and he does not react to either positive or negative emotions.

The third symptom is observed in the personal rejection of one's personality: alternating changes in moods, preferences, values and professional actions and decisions in communication; there is devaluation of

the object of professional activity, detachment from any contact with a client, a pupil, a job applicant, etc.

And the last fourth symptom is psychosomatic disorders: manifested at the level of mental and physical well-being.

The analysis shows that professional burnout and emotional burnout have the most common characteristics, but distinguish different strategic directions of manifestation.

Dependence of risk factors on the occurrence of professional burnout syndrome and their diagnosis

The problem of professional burnout is considered from different angles, on the one hand – this problem is social, because it is most often manifested in professions of the social sphere, where the subject of work is the individual.

For the first time, the development of the personality of a socio-pedagogical worker is determined by the range of changes in its components, such as: the stability of psycho-emotional processes, the limits of adaptation, etc (Vodopyanova, 2008).

In the institutions of social services one can identify certain factors that affect the emergence of professional burnout.

The first factor is the lack of control, which lies in the inability to influence decisions that affect your work. For example, the schedule of assignments or workloads, the difficulty to observe it, can lead to professional burnout at work. Thus, the personality of a professional may lack the resources needed to perform the work.

Another factor is incomprehensible expectations from work. If a person does not understand one's degree of authority, the expectations of the manager and colleagues from that person, there is little chance the person feels comfortable at work.

The third factor is dysfunctional dynamics of the workplace. If the employee is trying on the role of an "office troublemaker", or does not feel authoritative personality in the eyes of colleagues or manager. This can cause stress at work.

The fourth factor is over mobility, when a professional's activity changes abruptly from stable to diverse, which requires constant energy expenditures to maintain a stable concentrated state and only postpones professional burnout.

The fifth factor is absence of social support, a sense of isolation at work and in private life, which causes stress level escalation.

The sixth factor is an imbalance between work and life. If work takes a lot of time and effort, rapid professional burnout will lead to a loss of desire and physical resources for family and immediate community.

The risk factors for the professional burnout of the social workers can be as follows: employee is strongly identified with work, the amount of workload an employee can undertake, how often an employee tries to help colleagues and the degree of work monotony for a professional.

Evaluating the socio-economic and socio-political state of the current transformational society, it is possible to identify the main reasons that lead to professional burnout of employees of the socio-pedagogical sphere.

The first reason one can distinguish is "irrational pressure on time". Professionals who have unlimited time to perform a particular task are much less likely to suffer from severe burnout. Individuals who are limited by the duration of the task, such as resuscitators or public emergency workers, have a greater risk of burnout.

Another reason for professional burnout is lack of communication and support from the manager. Support of the manager offers a psychological buffer against stress. Employees who experience strong support from their supervisor are rarely faced with regular professional burnout.

The third quite significant reason is "lack of clarity in role description". Most workers do not know what is expected from them. When expectations are not met, emotional exhaustion can lead to incomprehension of the task at hand.

The fourth cause of exhaustion and professional burnout can be uncontrolled workload. When a conscientious professional feels uncontrollable, that is not a subordinate person, and should determine one's load themselves, they will feel hopeless. The feeling of depression can quickly lead to professional burnout.

The fifth reason is an unscrupulous attitude of the manager or / and colleagues. Employees who believe that they are treated unfair at work, more often face a higher level of burnout.

Professional burnout is not a problem of one person, a team or one country, it is a common problem that it is not necessary to overcome gradually, purposefully and systematically.

In most concepts the term professional burnout is a specific phenomenon inherent in any type of professions, based on emotional decline and gradual exhaustion of personal psychological resources in the process of social communication. Signs of professional burnout may be the lack of emotional contribution, dissatisfaction with oneself and one's profession,

professional, chronic and physical exhaustion. However, these symptoms are not the root causes, but consequences of professional exhaustion.

The syndrome of psycho-emotional exhaustion and burnout acquires dominant influence due to the influence on the life activities of a significant number of people. Psycho-emotional burnout for the most part begins through chronic tension, emotional fatigue, which a person experiences as a result of the sociopathy of stressful factors.

To determine the emotional burnout and possible factors of occupational burnout, many diagnostic techniques are proposed, which maximally show if there is burnout among specialists of a certain sphere, and its intensity. The research with the help of methodologies proposed below can be carried out with respondents in a group variant or individually.

The first method is represented by Agapova (2004) (based on the diagnosis of the level of emotional burnout according to Boyko). The methodology is complex and allows to analyze in a systematic and detailed way the degree of expression of twelve symptoms of a burnout syndrome, taking into account the component parts. Eighty four positions of the presented technique show two judgments of value or behavioral character. It helps to understand a phase of tension, a phase of resistance or a phase of exhaustion at a given stage of professional activity of a specialist.

Taking into consideration qualitative and quantitative indicators that are counted according to this technique for different components of a burnout syndrome, managers or psychologists usually give a rather meaningful characteristic of burnout manifestations in a working person, to understand ways and forms of implementation of preventive and corrective measures. For qualitative interpretation of data, according to Boyko, the following questions can be used (Agapova, 2004):

- Which symptoms dominate?
- What real and dominant symptom is accompanied by "exhaustion"?
- Is the "exhaustion" (if stated) induced by factors of professional influence which are expressed as symptoms of emotional exhaustion or in connection with simple observation?
- Which manifestations are most uncomfortable for a professional?
- How do you need to change your professional space to reduce stress??
- What attributes and aspects of personality behavior need to be changed to create comfort for the individual, the work environment, and colleagues?

Very exhaustive to determine the criteria for professional burnout is the method of "Psychological burnout" in the work in the system "human – human" (Vodopyanova & Starchenkova, 2008). The methodology is mainly oriented on the study of categories of specialists working in the system "human – human", first of all managers and pedagogical specialists. Therefore, this technique, according to the authors, can be applied to social-pedagogical workers working directly with the managerial-administrative sector and scientific/educational staff. The technique is based on the indicators of emotional exhaustion, allows to investigate the components of emotional exhaustion, loss of personality, rejection of professional self-realization (Vodopyanova & Starchenkova, 2008).

The brief and concise presented methodology contains twenty-two questions. Therefore, it is desirable to use it in situations where it is necessary to conduct a survey in the shortest possible time. Based on the results obtained with the help of the questionnaire, it is possible to develop individual training socio-pedagogical assistance and interactively cooperative activities for a large group of people (Vodopyanova & Starchenkova, 2008).

Using and generalizing the received data, after application of the offered methods of diagnostics of professional burnout criteria it is possible to determine, that individual attitude to the events happening around is an individual response to seemingly identical conditions for each professional. Response time can also vary, which represents a generally accepted mental norm; the range of possible personal emotional resource, depending on upbringing, baggage of moral values, traditions and moral norms. Qualitative indicator of this range of mental and socio-moral normativity provides efficiency of the process of socio-psychological adaptation, determining personal adaptation potential of a socio-pedagogical worker and prevents deepening of professional burnout.

The realities of implementing an information and communication strategy for education

Development of the digital educational and scientific system by updating the actual digital educational environment became urgent at the beginning of 2020 due to the beginning of the COVID epidemic and the need to create means to ensure the educational process.

The formation and implementation of the state policy in the sphere of education, science, science, technology and innovation, digital transformation to ensure sustainable functioning during martial law and development of ways to solve the problem of professional burnout of employees of the socio-pedagogical sphere continue.

Through the involvement of information and communication strategies there is an active development of a comprehensive system of psychological support and accompaniment of participants in the educational process, in particular employees of the socio-pedagogical sphere. All this precedes the transformation of higher education in order to develop and strengthen the human potential of our state in the post-war period, curbing the trend of professional burnout.

The implementation of educational reforms in Ukraine will contribute to the implementation of educational and scientific potential, the development of scientific and technical resource to promote the defense of Ukraine; rational economic support for the development of scientific potential, implementation of innovative, scientific and technical projects, patents will reduce the psychological burden on workers of social and educational sphere, the outflow of scientific potential of the Ukrainian state, concentration of intellectual achievements in educational, educational-scientific, research institutions for the development of Ukrainian education and science.

Positive, carefully analyzed and selected implementation of European principles, approaches and practices in the educational and scientific spheres, preserving the authenticity and originality of innovation and fundamental scientific approaches to the implementation of the educational process in Ukraine contributes to the prevention of negative military realities on the personality, creates perspective stable and optimal implementation of the social pedagogue and reduces the impact of professional burnout on the provision and implementation of the educational process.

The main directions of implementation of the information and communication approach should be implemented accordingly and the internal administrative policy of any educational institution, according to:

- comprehensibility and accessibility to any target audience;
- timely, understandable and rapid interaction;
- management of the principles of tact, personality, understandability, positivity, activity, integrity, connectedness, style, clarity, ease of perception, unification;
- coordination of each communication manifestation, discussion of its appropriateness and effectiveness;
- ensuring the quality of external communication, which depends on the responsibility and involvement of each socio-pedagogical employee of the educational institution (On approval of the Communication Strategy of the Ministry of Education and Science of Ukraine for 2023-2030, 2022).

Thus, due to the well-functioning implementation of information and digital communication, optimal conditions for the effective interaction

of all participants in the educational process and reducing the risks of professional burnout, in particular of employees of the socio-pedagogical sphere, should be created, namely:

- achievement of the desired educational outcomes of socio-pedagogical workers by forming the basis for self-realization in the profession of interest, creating a positive emotional climate and the opportunity to effectively build a career, to be competitive, to rebuild the country;
- active communication of all participants in the educational process, in particular parents with socio-pedagogical workers, as preparing the ground for a stable and promising future post-war generation;
- the effectiveness of social and pedagogical workers through collaboration with Ukrainian and foreign colleagues, which is the key to decent pay and the formation of a strong academic audience;
- priority for employers in cooperation with educational institutions as an investment in specialists with sound theoretical and practical professional competencies.

Conclusions

The trends of postmodern society have both positive and negative aspects of mankind development. One of the negative sides of an increased intellectual activity of the individual appears a problem of professional burnout, which is at the same time as a concealed and explicit social process.

Permanent changes in the economic, political and social spheres of postmodern society impose a significant imprint on the social and industrial sphere. These processes contribute to the fact that a specialist is psychologically under a mega-load. As a result, specialists of social-pedagogical sphere acquire signs of professional burnout.

The signs of professional burnout among social workers are psychosomatic disorders, insomnia, overeating or eating junk food, negative attitude towards colleagues, clients, friends, relatives, etc. The burnout syndrome manifests itself in a state of depression, fatigue and devastation, lose interest in professional growth, professional activities, and life as a whole.

The analysis of methods of professional burnout and the diagnosis of professional burnout in social workers is presented. With the help of proposed methods, one can study the following personal qualities: the attitude of social workers, teachers and other professionals in the "human – human" system to the environment, ways of responding to conflicts, vector of professional formation, the ability to epathet, the manifestation of charisma, cognitive-motivational development, reduction of anxiety indicators and the prevention of deviations. It is established that the emergence of professional

burnout syndrome is promoted by a significant professional experience, personal and psychological characteristics of the individual.

Implementation of information and digital communication implies creation of optimal conditions for effective interaction of all participants of the educational process and reduction of risks of professional burnout, in particular, of employees of social and pedagogical sphere. Achieving the desired professional results of socio-pedagogical workers by forming a base for self-realization in the field of profession creates a positive emotional climate and an opportunity to effectively build an individual professional trajectory, personal career, to be competitive, to restore the country.

Active communication of all participants in the educational process becomes the preparation of the basis for a stable and promising future post-war generation. The effectiveness of socially educated employees who are able to overcome professional burnout is a guarantee of decent pay and formation of a strong academic audience; it determines the priority for employers in cooperation with educational institutions as an investment in specialists with thorough theoretical and practical professional competences.

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