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УДК 159.944:37.091.12

[https://doi.org/10.52058/2786-4952-2022-7\(12\)-46-54](https://doi.org/10.52058/2786-4952-2022-7(12)-46-54)

Overchuk Victoriia Anatoliivna Doctor of Economics, Candidate of Psychological Sciences, Professor, Head of Psychology Department of Vasyl' Stus Donetsk National University, Yanhelia St., 4, Vinnytsia, 21050. tel.: (067) 850-11-80, <https://orcid.org/0000-0002-7744-9346>

Bondarchuk Olha Petrivna Lecturer of Musicology, Instrumental Training Department of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ostrozkoho St., 32, Vinnytsia, 21001, <https://orcid.org/0000-0003-0608-0198>

FEATURES OF PROFESSIONAL BURNOUT IN THE TEACHERS-CHOREOGRAPHERS

Abstract. The article is devoted to the features of professional burnout of choreographers, whose work is associated with intense physical and emotional stress, which combines the functions of a teacher, a choreographer and a tutor. The authors consider the burning out as a three-component system that includes psycho-emotional exhaustion, depersonalization and reduction of professional achievements. The peculiarities of the choreographers' pedagogical activity were considered which are related to their characteristics that contribute to the formation of the professional burnout phenomenon. The peculiarities of the three main structural components of the choreographer profession are analysed, which affect the level of neuropsychiatric violation, such as pedagogical activity, pedagogical communication, and personal qualities of a teacher-choreographer. The role of the global pandemic Covid-19, the distance learning, and high demands relating to the personality of the teacher-choreographer was separately considered, which could also be a prerequisite for professional burnout. This is because conducting distance lessons often takes more time, effort and energy from the teachers. It can be more stressful, due to lower involvement and return from students than in regular classes. The article is highlighted certain stressful features of pedagogical communication in the activities of a teacher-choreographer. It is also, noted the idea that the state of chronic emotional stress can lead to deformation of the emotional sphere of the teacher, a form of which is professional burnout. A rather high level of mental burnout in teachers was revealed, in the structure of which the leading role is played by the component of professional motivation; high level of neuroticism; high level of the inconsistency of significant values with the possibility of their implementation in professional activities; an average level of skills development and abilities of self-regulation; quite favourable socio-psychological climate and satisfactory nature

of the organization of teachers' professional activities. The main determinants that cause the emergence of occupational burnout have been identified and systematized, which include internal individual psychological and external socio-psychological factors.

The authors prove the importance of the syndrome of professional burnout in choreographers, which is because their activities are related to the education, upbringing and development of children, the formation of the comprehensive and harmonious development of youth, and their abilities to achieve the highest values of society: human happiness, goodness, beauty and spiritual rebirth.

Keywords: the teachers-choreographers, professional burnout, psycho-emotional exhaustion, pedagogical activity, pedagogical communication, personal qualities.

Оверчук Вікторія Анатоліївна доктор економічних наук, кандидат психологічних наук, професор, завідувач кафедри психології Донецького національного університету імені Василя Стуса, 21050, м. Вінниця, вул. Янгеля, 4, тел.: (067) 8501180, <https://orcid.org/0000-0002-7744-9346>

Бондарчук Ольга Петрівна викладач кафедри музикознавства, інструментальної підготовки Вінницького державного педагогічного університету імені Михайла Коцюбинського, вул. Острозького, 32, м. Вінниця, 21001, <https://orcid.org/0000-0003-0608-0198>

ОСОБЛИВОСТІ ПРОФЕСІЙНОГО ВИГОРЯННЯ У ПЕДАГОГІВ-ХОРЕОГРАФІВ

Анотація. Стаття присвячена особливостям професійного вигорання педагогів-хореографів, трудова діяльність яких пов'язана із інтенсивними фізичними та емоційними навантаженнями, які поєднують у своїй роботі функції педагога, балетмейстера і репетитора. Автори розглядають вигорання як трьох компонентну систему, що включає психоемоційне виснаження, деперсоналізацію та редукцію професійних досягнень. Розглянуті особливості педагогічної діяльності у викладачів-хореографів, які пов'язані із їхніми особистісними характеристиками що сприяють формуванню феномену професійного вигорання. Проаналізовано особливості трьох основних структурних компонентів професії викладача-хореографа, які впливають на підвищення рівня нервово-психічної наруги, таких як: педагогічна діяльність, педагогічне спілкування, особистісні якості вчителя-хореографа. Окремо розглянуто роль світової пандемії Covid-19, дистанційного навчання та високих вимог, які ставляться до особистості педагога-хореографа, що також можуть бути передумовою професійного вигорання. Це зумовлено тим, що проведення дистанційних уроків часто забирає більше часу, зусиль і енергії в педагогів,

може бути більш стресогенним, що зумовлено більш низькою залученістю та віддачею від учнів, ніж на звичайних заняттях. У статті виділені певні стресогенні особливості педагогічного спілкування у діяльності вчителя-хореографа, виокремлено думку, що саме стан хронічного емоційного напруження може призвести до деформації емоційної сфери педагога, формою якої є професійного вигорання. Виявлено досить високий рівень психічного вигорання у педагогів, у структурі якого провідну роль відіграє компонент професійної мотивації; високий рівень невротизації; високий рівень неузгодженості значимих цінностей із можливістю їх реалізації у професійній діяльності; середній рівень розвитку умінь та навичок саморегуляції; досить сприятливий соціально-психологічний клімат та задовільний характер організації професійної діяльності педагогів. Виявлені та систематизовані основні детермінанти, що зумовлюють виникнення професійного вигорання, які включають внутрішні індивідуально-психологічні та зовнішні соціально-психологічні фактори.

Авторами доводиться значимість синдрому професійного вигорання у педагогів-хореографів яка зумовлена тим, що їхня діяльність пов'язана з навчанням, вихованням і розвитком дітей, формуванням всебічного та гармонійному розвитку молоді, їхніх здібностей на досягнення вищих цінностей суспільства: людського щастя, добра, краси, духовного відродження.

Ключові слова: педагоги-хореографи, професійне вигорання, психоемоційне виснаження, педагогічна діяльність, педагогічне спілкування, особистісні якості.

Formulation of the problem. Human life in modern conditions is considered one of the most stressful of all human existence. After all, now his life and work depend on the impact of socio-economic changes, moral and psychological deformations of personality, psycho-emotional overload and other negative events and stressors. Such totality often leads to a loss of psychological stability, because the load on the psyche reaches a critical level. The human adaptive capacity of the body does not work, and therefore the nervous system is overloaded and suffers. Stress at work/service and in personal life, emotional stress, nervous breakdowns and psychosomatic illnesses are often the cause of many diseases, and personal and professional deformities, including psycho-emotional burnout. In connection with it, it is important to study the phenomenon of burnout which is a psychological phenomenon that hurts mental and physical health and the effectiveness of specialists engaged in the social sphere, especially representatives of pedagogical professions. Existing studies of pedagogical activity have shown that it has several features that allow it to be characterized as potentially affectogenic. The importance of studying the burnout phenomenon in teachers is undeniable because of the high social significance of the teachers' work. Pedagogical activity has several features that allow it to be classified as potentially emotional. This may be the basis for teachers to

develop mental burnout. The study of psychological determinants of teachers' mental burnout is necessary for further work to prevent it and eliminate the negative consequences of this phenomenon. High emotional tension is caused by the presence of a large number of stressors that are constantly present in the teachers' work. These are the features of the activity, such as high dynamism, lack of time, workloads, the complexity of pedagogical situations that arise, role uncertainty, social evaluation, etc. The specifics of pedagogical communication include the need for frequent and intensive contact, and interaction with various social groups. Emotional features of pedagogical activity can contribute to the emergence and development of burnout.

Analysis of recent research and publications. Theoretical and empirical studies of burnout are widely represented in foreign psychology (M. Anderson, E. Iwanick, M. Burisch, R. Burke, D. Cronin-Stubbs, C. Rooks, M. Davis-Sacks, D. Ford, M. Leiter, T. Marek, C. Maslach, S. Jackson, A. Pines, W. Schaufeli, J. Winnubst, M. A. Aminov, V. V. Boiko, N. V. Hryshyna, A. K. Markova, L. M. Mitina, V. Ye. Orel, A. A. Rukavysnikov, T. V. Formaniuk). At the same time, today the peculiarities of choreographers' professional burnout are not studied enough, although they work intensively in conditions of high physical and emotional load, combining in their work the teacher's functions, choreographer, and tutor.

The purpose of the article is to study the preconditions and features of the professional burnout formation in teachers-choreographers in modern conditions of pedagogical activity.

Presenting main material. For understanding the syndrome of "professional burnout", it is necessary to reveal the concept of "emotional burnout", which appeared in psychology relatively recently, but has already been widely used and studied by scientists in various fields. There are different approaches to the study of the burnout phenomenon. Representatives of the interpersonal approach identify the interpersonal relationships of the professional as the main reason for burnout. In the individual approach, burnout is seen as the result of a gradual and consistent process of frustration that occurs in highly motivated professionals who seek to find meaning in life at work. The organizational approach identifies the factors of the working environment as the main sources of burnout.

The representatives of all approaches consider burnout as a three-component system that includes psycho-emotional exhaustion, depersonalization and reduction of professional achievements.

In our opinion, currently, the most accurately reveals the essence and content of the definition of mental burnout, which was proposed by A. A. Rukavysnikov [1].

According to him, mental burnout is a "stable, progressive, negatively coloured psychological phenomenon, characterized by psycho-emotional exhaustion, the development of dysfunctional attitudes and behaviour at work, loss of professional motivation, which is manifested in people who do not suffer from psychopathology."

For understanding the syndrome of "professional burnout", firstly, it is necessary to reveal the concept of "emotional burnout", which appeared in

psychology relatively recently but has already been widely used in scientific texts and lexicons of psychologists [2].

The term “emotional burnout” is indicated in МККН-10 because of prolonged unresolved stress in the workplace [3]. It should be noted that the symptoms of this syndrome are very debilitating and affect the health of the individual and his life, in particular, the attention is making weaker, the relationships turn a take for the worse, conflicts are more frequent, and life satisfaction decreases. Thus, emotional burnout, manifested in professional activities, is defined either as a psychological protective mechanism or as a deformation of personality, which is formed under the influence of internal and external preconditions. Revealing the essence of the professional burnout syndrome and its relationship with occupational stress, it should be noted that in the most general form, the professional burnout syndrome can be interpreted as a stress response that occurs due to prolonged occupational stress of medium intensity [2].

Professional burnout syndrome is physical, emotional or motivational exhaustion. This phenomenon is usually seen as a stress response in response to production and emotional demands, and the person is too committed to professional activities and at the same time despises family life or leisure. Such a prolonged disequilibrium inevitably leads to emotional burnout, and therefore it is a consequence of stress, which a person is unable to manage. This is preceded by a state when a person subconsciously accumulates negative emotions, rather than getting rid of them. Psychologists often consider “burnout” syndrome in the context of professionalization. Investigating mental burnout in the process of educational activity of teachers depending on age and length of service, N. Maltseva defines it as follows: “Mental burnout syndrome is a complex structural and dynamic formation, which is formed in the process of teaching and this is a negative effect of professionalization” [4].

An important aspect of the study of mental burnout is the analysis of the system of interrelated external and internal factors that determine the emergence and development of this phenomenon in choreographers. This is due to the specifics of this kind of art, which combines the development of physical and spiritual values of the individual. There are certain features of choreographers’ pedagogical activity, which are related to their characteristics that contribute to the formation of the phenomenon of their burnout. The professional activity of a teacher is one of the most emotionally intense types of work, due to its specificity, namely, the features of the three main structural components: pedagogical activities, pedagogical communication, and the personality of the teacher-choreographer.

The conducted analysis of scientific works allowed us to establish such features of pedagogical activity that affect the increased level of nervous and mental stress [5]:

- responsibility for the health and learning outcomes of children;
- the need for constant confirmation of their level of qualification;
- tension and variability of operating conditions, emotional activity;

- constant work of attention,
- the need for continuous logical and psychological analysis of situations;
- work with people, conflict situations among students, with their parents, with colleagues and management of the educational institution.

It is impossible to ignore the fact that the global pandemic Covid-19 interfered with the usual pedagogical activity, which led to the radical changes in the professional activities of choreographers, testing their physical and professional health. Many people are faced with the professional need to rapidly master new digital space technologies and adapt to the challenges of distance learning. For learning that is more effective all the materials, which were used in the teacher's arsenal, must be systematized in the order of their consistent assimilation by the choreographic logic of the educational presentation and creative tasks. It is worth noting that an important condition for effective distance learning is a conscious approach of students to education and self-education. Conducting distance lessons often takes more time, effort and energy from teachers, and can be more stressful, due to lower involvement and return from students than in regular classes [6].

In addition, during the pedagogical activity of teachers-choreographers it is possible to allocate several features in pedagogical communication with students:

- Communication in a choreographic team is an important part of the team's life. It acts not only as an organization of the relationship between the teacher-choreographer and the members of the team, but it is also an integral condition for the implementation of the entire educational process;
- The socio-psychological climate of the team depends on the style of pedagogical communication. Thus, the creation of an environment conducive to the interaction of team members and creative activities depends entirely on the teacher-choreographer;
- To form and develop the personality of their students, the teacher-choreographer must organize the process of communication in the choreographic team, taking into account the age characteristics of the participants. It is also important to consider the possibility of organizing communication not only in class but also outside them, in an informal setting;
- Communication in the choreographic team has a great influence on the development of students' personality. It contributes to the formation of worldview, values, and ethical and aesthetic norms of behaviour in society, and develops important qualities in children, necessary for life in society.

The personality of a teacher-choreographer is subject to high requirements, which can be a prerequisite for professional burnout and can have various manifestations. It depends on the individual psychological and professional characteristics of the person such as:

- stress resistance;

- temperament type;
- motivation;
- values;
- experience;
- material aspects;
- relations in the team;
- career growth, etc.

The importance of the professional burnout syndrome in choreographers is also because their activities are related to the education, upbringing and development of children; formation of the comprehensive and harmonious development of personality, which generates optimism, social activity of young people, directs their strengths and abilities to achieve the highest values of society: human happiness, goodness, beauty and spiritual rebirth. A teacher-choreographer who experiences the effects of “professional burnout” may try to overcome the situation by avoiding his colleagues, physically and mentally distancing himself from them. Evasion and distancing can manifest themselves in different ways. For example, the teacher avoids personal contacts, while coming up with different circumstances and reasons; communicates impersonally with colleagues; shows negativity in everything; as a result, he becomes depressed and begins to perceive the situation as “hopeless.” It is getting harder and harder to find solutions to problems find inspiration and apply creativity in your work. Choreographers may have such psychophysical symptoms as:

- the feeling of constant fatigue not only in the evening but also in the morning;
- causeless headache;
- increase or decrease in body weight;
- insomnia at night and desire to sleep all day;
- decreased external and internal sensory sensitivity (impaired vision, hearing, smell and touch, loss of internal bodily sensations);
- muscle pain, stiffness in the hands.

Socially, there are states such as indifference, boredom, passivity and depression. The teacher shows increased irritability for minor events, which can lead to nervous breakdowns or sudden outbursts of anger. The teacher adjusts himself to the generally negative attitudes in life and professional prospects. Behavioural symptoms describe well the following cases in the activity: the feeling that the work is becoming more complex and that it is becoming increasingly difficult to perform; noticeable change in your work schedule (late or faster end of the working day); decreased enthusiasm for work; focusing on small details; abuse of psychostimulants, etc.

As we noted above, the factor influencing burnout is the individual characteristics of the nervous system and the temperament of the teacher. Introverts burn out especially quickly, whose individual psychological features do not agree with the professional requirements of the communicative, creative profession. They do not have an excess of vital energy, are also characterized by modesty and shyness,

prone to isolation and concentration on the subject of professional activity. They can accumulate emotional discomfort without “dropping” negative experiences into the environment. The workers with a weak nervous system and those who are prone to idealism also burn out faster. People who experience constant intrapersonal conflict in connection with work are more prone to professional burnout syndrome. Most often, both in Ukraine and abroad, these are women who experience internal contradictions between work and family, as well as pressure due to the need to constantly prove their professional capabilities in the face of fierce competition, which is often found in teaching staff.

Conclusions. Thus, in our opinion, we can identify certain stressful features of pedagogical communication in the activities of a teacher-choreographer. They include:

- negative psychological climate;
- the need for frequent and long-term contact with people;
- interaction with various social groups (students, their parents, colleagues, representatives of the administration);
- the specifics of the “object” of labour, which is manifested in its activity.

As personality characteristics that cause emotional distress in teachers, we have identified: inconsistency of personality’s motives and activity of the teacher, inconsistency between individual-typological features of personalities and character of pedagogical activity.

The state of chronic emotional stress that can lead to the deformation of the emotional sphere of the teacher, is a form of which is professional burnout.

Based on the theoretical analysis, we have identified and systematized the main determinants that cause professional burnout, which include internal individual psychological and external socio-psychological factors.

The individual psychological factors include:

- high level of neuroticism;
- inconsistency in the value sphere of the individual;
- Non-formation of skills and abilities of self-regulation.

External socio-psychological determinants include:

- the negative socio-psychological climate of the team;
- Shortcomings in the activities organization.

A rather high level of mental burnout in teachers was revealed, in the structure of which the leading role is played by the component of professional motivation; high level of neuroticism; high level of the inconsistency of significant values with the possibility of their implementation in professional activities; an average level of development of skills and abilities of self-regulation; quite favourable socio-psychological climate and satisfactory nature of the organization of professional activities of teachers.

Professional burnout of a choreography teacher is a socio-psychological phenomenon caused by the syndrome of physical, mental and emotional exhaustion,

which leads to the development of negative self-esteem, indifference to professional activities, and depersonalization.

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UDC 614.253.1/2-051:316.36:378.018.46

[https://doi.org/10.52058/2786-4952-2022-7\(12\)-55-62](https://doi.org/10.52058/2786-4952-2022-7(12)-55-62)

Vysochyna Iryna Leonidivna Doctor of Medical Sciences, professor, Head of Department of Family Medicine FPE, Dnipro State Medical University, Vernadsky St., 9, Dnipro, 49044, tel.: (050) 453-43-04, <https://orcid.org/0000-0003-3532-5035>

Bashkirova Nataliya Sergiivna Candidate of Medical Sciences, docent, Department of Family Medicine FPE, Dnipro State Medical University, 9, Vernadsky St., 9, Dnipro, 49044, tel.: (050) 862-00-40, <https://orcid.org/0000-0003-0716-2419>

Kramarchuk Volodymyr Victorovych Assistant Professor, Department of Family Medicine FPE, Dnipro State Medical University, Vernadsky St., 9, Dnipro, 49044, tel.: (099) 370-63-24, <https://orcid.org/0000-0002-4224-6493>

EXPERIENCE OF ORGANIZING TRAINING ON MOTIVATIVE COUNSELING FOR PRIMARY CARE PHYSICIANS

Abstract. In the modern model of training medical students, the leading role belongs to the formation of standardized skills, which are practiced according to unified algorithms, i.e. - hard skills. The advantage of this approach is the ability to test and control acquired skills and knowledge. However, further training of physicians cannot be rigidly tied to soulless algorithms and requires improved communication skills, especially in family medicine. After all, it is the primary level of medical care based on trusting and long-term relationships with the patient, establishing stable, healthy communication. In preventive medicine, you can often hear about compliance, although in the literal sense it is only a direct implementation of the patient's instructions. In recent years, more and more attention has been paid to the doctor's ability to motivate the patient to make lifestyle changes in order to maintain and strengthen the health of community members. At present, it is impossible to imagine a family doctor who does not use motivational counseling in his daily practice. At this stage, some doctors experience some gaps in their training and want to improve their communication skills (so-called soft skills). Motivational counseling trainings are constantly held at the Department of Family Medicine FPE of Dnipro State Medical University. The article describes the experience of teaching this topic to primary care physicians and confirms the effectiveness of our approach. The four-day intensive training allows you to immediately practice the acquired knowledge in a safe environment among your colleagues and clearly see its effectiveness. The participatory approach helps to attract invaluable experience of participants to solve clinical cases and situational problems. Based on Bloom's taxonomy of educational goals, our training provides a clear pursuit of the goal and

consistent assimilation of the material to the highest level - the synthesis of new ideas. Thus, we managed to create a quality educational product for the formation of the necessary competencies in the communicative field of "patient-doctor", taking into account ethical and deontological professional principles.

Keywords: motivational counseling, soft skills, training, primary health care

Височина Ірина Леонідівна доктор медичних наук, професор, завідувача кафедрою сімейної медицини ФПО, Дніпровський державний медичний університет, вул. Володимира Вернадського, 9, м. Дніпро, 49044, тел.: (050) 453-43-04, <https://orcid.org/0000-0003-3532-5035>

Башкірова Наталія Сергіївна кандидат медичних наук, доцент, кафедра сімейної медицини ФПО, Дніпровський державний медичний університет, вул. Володимира Вернадського, 9, м. Дніпро, 49044, тел.: (050) 862-00-40, <https://orcid.org/0000-0003-0716-2419>

Крамарчук Володимир Вікторович асистент кафедри сімейної медицини ФПО, Дніпровський державний медичний університет, вул. Володимира Вернадського, 9, м. Дніпро, 49044, тел.: (099) 370-63-24, <https://orcid.org/0000-0002-4224-6493>

ДОСВІД ОРГАНІЗАЦІЇ ТРЕНІНГУ З МОТИВАЦІЙНОГО КОНСУЛЬТУВАННЯ ДЛЯ ЛІКАРІВ ПЕРВИННОЇ ЛАНКИ МЕДИЧНОЇ ДОПОМОГИ

Анотація. В сучасній моделі підготовки студентів-медиків провідна роль належить формуванню стандартизованих навичок, які відпрацьовуються згідно уніфікованих алгоритмів, тобто - hard skills. Перевагою такою підходу залишається можливість перевірки та контролю напрацьованих навичок та знань. Проте подальша підготовка лікаря не може бути жорстко прив'язаною до бездушних алгоритмів та потребує вдосконалення комунікативних здібностей, особливо це важливо в сімейній медицині. Адже саме первинна ланка медичної допомоги заснована на довірливих та тривалих взаємовідносинах з пацієнтом, налагодженні стабільної, здорової комунікації. В профілактичній медицині дуже часто можна почути про комплаєнс, хоча в прямому розумінні це лише безпосереднє виконання пацієнтом вказівок лікаря. Останніми роками, все більше уваги приділяється вмінню лікаря мотивувати пацієнта до змін образу життя задля збереження та зміцнення здоров'я членів громади. Наразі неможливо собі уявити сімейного лікаря, який не використовує в своїй повсякденній практиці мотиваційне консультування. На цьому етапі деякі лікарі відчувають певні пробіли в своїй професійній підготовці та бажають покращити свої навички спілкування (так звані - м'які навички). На кафедрі

сімейної медицини Дніпровського державного медичного університету постійно проводяться тренінги з мотиваційного консультування. В статті описано досвід викладання цієї теми для лікарів первинної ланки медичної допомоги та приводиться підтвердження ефективності напрацьованого нами підходу. Чотириденний інтенсивний тренінг дає змогу відразу відпрацьовувати набуті знання в безпечному середовищі серед своїх колег та наочно переконатись в його ефективності. Партисипативний підхід допомагає залучати безцінний досвід учасників для вирішення клінічних кейсів та ситуаційних завдань. Базуючись на Блумівській таксономії освітніх цілей, наш тренінг забезпечує чітке слідування поставленій меті та послідовне засвоєння матеріалу аж до найвищого рівня – синтезу нових ідей. Таким чином, нам вдалося створити якісний навчальний продукт задля формування необхідних компетенцій в комунікативному полі «пацієнт-лікар» з урахуванням етичних принципів та деонтологічних професійних засад.

Ключові слова: мотиваційне консультування, м'які навички, тренінг, первинна медична допомога

Formulation of the problem. Mastering the profession of a doctor requires a person to have a high level of acquired knowledge, skills and responsibilities, which is the key to a highly professional specialist in the future. In the modern model of higher education in medical schools, attention is mainly paid to the formation of student standardized skills (hard skills), i.e. those that are performed according to a certain algorithm (ideal skill scenario). in turn allows to form medical competencies. An objective structured clinical examination (OSCE) introduced in the last year of study in all medical universities of Ukraine is an indicator of the level and assessment of acquired clinical skills. [1]

Further development of the doctor directly in medical practice expands the professional horizon, so we have to deal not only with complex comorbid patients with atypical disease, different clinical scenarios, but also to take into account the psychological characteristics of patients. , build trust in the model of "patient-doctor", use emotional intelligence, master the techniques of stress management, pay attention to detail. All this can be achieved with a good specialist skill of motivational counseling, which, unfortunately, cannot be sufficiently formed at the undergraduate level of training of future physicians. [2,3]

Motivational counseling (MC) is a style of joint communication to strengthen the patient's own motivation and desire for change. The main principles are: empathy (empathy); non-standard, critical thinking; avoidance of disputes; use of resistance; support of faith and hope; contrasting problems as goals, not as style. Tasks of MK: to help the patient to understand the problem, to provide information about it; help determine if he is ready to change something in his behavior; together with the patient to find motives (reasons) for changes; to help determine how actions can and should be taken to implement planned changes. [4,5]

Analysis of recent research and publications. Motivational counseling was formed on the basis of a client-oriented approach to the treatment and prevention of addictions. The direct term "motivational counseling" was introduced in 1983 by the American physician W. Miller. This concept was later developed by a British scientist - S. Rollnick. Their joint work W. Miller & S. Rollnick "Motivational interviewing: Preparing people to change addictive behavior" (1991) was recognized as a world psychological bestseller. Currently, MC is a widely recognized and effective tool in the preventive activities of physicians of various profiles.

The aim of the article. To analyze the experience of organizing training for primary care physicians on motivational counseling of patients.

Presentation of the main material. The training "Motivational counseling in the practice of a general practitioner - a family doctor" was organized and conducted at the Department of Family Medicine FPE of the Dnipro State Medical University (DSMU). 60 primary care physicians were trained. In accordance with the main tasks of training cadets in the training with MC, a multilevel integrative method of assessing this skill was used, which improved the communication skills of family physicians and directly the method of motivational counseling of patients.

At the first stage of assessing the level of mastery of motivational counseling skills, family doctors were asked to get acquainted (icebreaker exercise) with further self-assessment of their own skills on a scale from 0 to 10, where 0 - do not use this skill, and 10 - consider myself an expert in this sphere. Our data showed that the score of motivational counseling skills was directly correlated with the age and experience of the doctor ($r = 0.789$, $p < 0.01$), i.e. doctors with more experience rated their skills higher, and 7 doctors (11% of respondents) rated their skills in motivational counseling of their own patients to the maximum (10 points), which raises questions about motivation for these family doctors and questions about the purpose of their training. On the other hand, it can be seen as an attempt to seize the initiative from the coach and give more meaning to his words, which was further leveled by using a participatory approach with active participation of all participants in the learning process and free involvement of students in solving problems.

In order to interest the audience in further learning, special attention was paid to information on the benefits / benefits of a good consultant in practice. In addition, at the beginning of the cycle, the "Circle of Thoughts" method was used, where doctors had the opportunity to voice their expectations from training. Based on the analysis of doctors' expectations from this training, formation of rules of conduct in the group and the possibility of adjusting the curriculum within 10-20% directly by students with simulation of clinically important topics, the group formation phase was coordinated and caused minimal emotional repercussions. Among the standard and vague formulations of expectations from training such as improving one's knowledge and learning something new were motivational counseling among palliative patients, communication skills with aggressive or overly anxious patients,

"why I cannot motivate patients to change", to become confident in yourself, conveying your own opinion to patients.

Every day at the beginning of the class, participants were invited to take part in icebreaker exercises, which were designed to establish communication between participants, promote trusting relationships, create a "safe" environment for skills. The presentation of short theoretical material in the form of a lecture-interview was aimed at discussing the latest international approaches aimed at increasing the motivation of patients to change behavior. Theoretical aspects of effective motivational counseling were presented gradually, in order to keep the cadets' attention throughout the course. During the training we used presentations, flip charts, videos, drawing, small group work and round table in general created our own algorithms and strategies, reflected on most practical tasks, conducted questionnaires before, during and after the training, which allowed to involve all levels of perception information and activate various sensory-perceptual functions of our listeners. After discovering the basic theoretical constructs that exist in counseling, participants immediately practiced the acquired knowledge in small groups with colleagues and had the opportunity to adapt them to different situations, going beyond the comfort zone and developing their own soft skills.

The proposed situational scenarios within the training at the Department of Family Medicine FPE DSMU were as close as possible to the most common in the practice of the doctor through prior collection of information by the focus group, and the introduction of the principle of "peer to peer" allowed our participants experience, developed technologies and approaches, complex cases and mistakes, including their own changes. Discussing mistakes, in our opinion, has a special therapeutic effect, because the burden of failure can be reduced by exchanging views, joint search for the most successful strategies to prevent negative experiences in the future.

In our own experience, we can say that the discussion about the qualities of the "ideal" consultant always causes a great revival of the conversation. Subsequently, we conducted a survey on the percentage of compliance of each participant with the "idealized" portrait, which was formed by the group through joint efforts. According to our data, the average compliance rate of the ideal training participants was 74% (SD = 11.8%). The list of qualities that doctors believe are most important and often included in the list of ideals were quite broad formulations - professionalism, conciseness, restraint, endurance, self-confidence, good looks. Among the significant signs that doctors believe are detrimental to the counseling process were the following: aggression, distraction, panic, exaggeration, manipulation of fears, indifference, immorality, lack of confidence.

OARS (Open question, Affirmation, Reflective listening, Summarizing) has generally been well received by physicians, although the formulation of open-ended questions has been difficult due to the standard use of short closed questions in daily practice to clarify complaints and anamnestic data for a limited time. time of reception of family doctors. It should be noted that the test of the ability to formulate

open-ended questions was tested at the end of the training using the method of "Hot Chair", which took place as follows - one participant had to sit on a chair located in the center surrounded by others (except back) and 5 minutes to answer to any questions from other participants. The task of the audience was to constantly formulate "open" questions about medical problems and lifestyle. At the same time, doctors who were fascinated by the game unknowingly returned to the usual survey using "closed" questions and after calculating the ratio of "closed" and "open" questions in all groups was constant and was 3: 1. Discussion of the results and reflection at the end of the game surprised the doctors-listeners because of the statement of this fact. Participants in the training in the role of "respondents" - those who answered the questions on the "hot chair", usually indicated that they had some fear at the beginning that the questions might reveal some secret problems, but generally felt comfortable and interested, so by their own example, they personally felt that affirmations improve conversation. Participants in the training in the role of "interviewers" sought to find something hidden in the lifestyle and behavior of colleagues, initially felt excitement, but at 4 minutes on the contrary confusion and difficulty in conducting the survey, in our opinion, most likely due to lack of overall strategy. Subsequently, some "respondents" after this test admitted that the exercise helped them to understand the hidden problems in their own way of life, the existence of which they had previously ignored and / or denied.

Analyzing the process and duration of changes in doctors' own lives, it was found that the period from the beginning of reflection on behavioral changes to immediate action took participants on average from 6 months to 2 years, which did not meet expectations about the speed of new lifestyles of their patients. , however, most cadets believed that the patient should change for up to 1 month. Thus, the attending physicians had the opportunity to look at the so-called "reverse side of the coin" - a problem on the part of the patient.

It should be noted that during the training course we encountered a number of problems that are not unique or special in adult learning - the presence of "silent participants", excessive self-confidence of some participants in their own skills and fear of losing credibility, the habit of talking only from an expert position. and a rigid directive approach, lack of time to work in small groups despite a four-day marathon, the experience of some participants of psychological breakdown when comparing their own practice with the ideal and / or latest modern practices in motivational counseling today. The problem with the "silent participants", we usually solved with the help of the "Circle of Thoughts" method and the formation of personal open-ended questions, general reflection in a large group after the proposed and conducted exercises and cases. Finally, all participants had the opportunity to freely express future plans for implementation of changes in their own practice, among which, according to our analysis of training results, were: systematization of accumulated knowledge, initiating meetings with patients for effective motivational counseling, efforts to find incentives to changes in their own practice.

We evaluated the effectiveness of the training using the analysis of the results of test control of 20 questions, which was conducted at the beginning and end of training. According to our data, at the end of the training there was a statistically significant increase in the number of correct answers in 60 respondents from 12.23 (SD = 2.2) at the beginning of the training to 18.47 (SD = 1.6) after its completion (t -test = -6,721, p = 0,000005), which, first of all, indicates the effectiveness of our training on methods of obtaining the skills of effective motivational counseling in outpatient practice of physicians. Given that soft skills are almost impossible to assess, our additional survey on the level of self-esteem by doctors of counseling skills on a 10-point scale also had a significant increase, from 5.21 at the beginning of the cycle to 8.45 at the end of training (t -test = -6.571, p = 0.000006).

Conclusions.

1. Motivational counseling is a scientifically sound tool in the hands of a primary care physician in preventive activities, through which he helps the ambivalent patient to find the strength and motivation to modify lifestyle.
2. Participatory training allowed physicians to improve the skills of effective motivational counseling of patients and minimize teaching difficulties (the presence of "silent participants", overconfidence of some participants, lack of time to work in small groups, experiencing psychological breakdown when comparing their own practice with the latest modern practices in motivational counseling).
3. Score self-assessment of mastering the skill of motivational counseling was directly correlated with the age and experience of family physicians (r = 0.789, p <0.01), although this fact more characterized its own, subjective component against the identified gaps in the methodology of motivational counseling in practice.

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УДК 378.22.091.011-051:796

[https://doi.org/10.52058/2786-4952-2022-7\(12\)-63-70](https://doi.org/10.52058/2786-4952-2022-7(12)-63-70)

Анастасова Ольга Юріївна кандидат педагогічних наук, доцент кафедри фізичного виховання, Бердянський державний педагогічний університет, вул. Шмідта, 4, м. Бердянськ, 71100, тел.: (066) 80-62-672, <https://orcid.org/0000-0002-8966-8474>

“МЕТОДИКА ВИКЛАДАННЯ СПОРТИВНО-ПЕДАГОГІЧНИХ ДИСЦИПЛІН” В СИСТЕМІ ПІДГОТОВКИ МАЙБУТНІХ МАГІСТРІВ З ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ

Анотація. Національна стратегія розвитку освіти в Україні визначає питання забезпечення системного підвищення якості освіти як такі, що потребують першочергового вирішення, оскільки є запорукою економічного зростання держави та розв’язання соціальних проблем суспільства в найближчому майбутньому. Підготовка випускників у закладах вищої освіти повинна повністю забезпечувати формування готовності майбутніх магістрів з фізичної культури і спорту до професійно-педагогічної діяльності, самовдосконалення та саморозвитку.

Актуальною проблемою нашої держави є професійна підготовка майбутніх магістрів з фізичної культури і спорту у закладах вищої освіти. Освітньо-професійна програма “017 Фізична культура і спорт” підготовки здобувачів другого рівня вищої освіти складається з навчальних дисциплін циклу загальної підготовки та фахового (професійно-практичного) циклу.

Магістратура є другим рівнем вищої освіти, де на перший план виходить технологія навчання фізкультурно-спортивним видам, спортивного тренування, підготовки спортсменів, засвоєння професійних умінь проведення академічних занять з спортивно-педагогічних дисциплін, тренувальних занять, спортивних змагань, планування і контролю.

В статті розкрито структуру та зміст навчальної дисципліни “Методика викладання спортивно-педагогічних дисциплін” в системі підготовки майбутніх магістрів з фізичної культури і спорту за спеціальністю 017 Фізична культура і спорт; окреслено загальні, інтегральні і фахові компетентності майбутніх магістрів з фізичної культури і спорту, які формуються у процесі вивчення даної дисципліни.

Формування загальних компетентностей передбачає оволодіння здобувачами вищої освіти сучасними знаннями; здатністю використовувати різні види та форми рухової активності для активного відпочинку та ведення здорового способу життя; здатністю застосовувати знання у практичних ситуаціях.

Формування інтегральних компетентностей передбачає здатність майбутніх магістрів з фізичної культури і спорту розв'язувати складні спеціалізовані завдання та практичні проблеми у сфері фізичної культури і спорту або у процесі навчання, що передбачає застосування теорій та методів відповідних наук, і характеризується комплексністю та невизначеністю умов.

У результаті вивчення дисципліни «Методика викладання спортивно-педагогічних дисциплін» майбутні магістри з фізичної культури і спорту оволодівають фаховими компетентностями: здатністю використовувати під час навчання та виконання професійних завдань знання з теорії та методики спортивно-педагогічних дисциплін; здатністю використовувати під час навчання та виконання професійних видів робіт основ медичних знань, надавати долікарську допомогу особам під час виникнення у них невідкладних станів та патологічних процесів в організмі.

Мета навчальної дисципліни «Методика викладання спортивно-педагогічних дисциплін»: формування знань та умінь, необхідних для успішної практичної діяльності з викладання гімнастики, легкої атлетики, спортивних ігор з методикою викладання та інших спортивно-педагогічних дисциплін, що викладаються у закладах вищої освіти.

У ході нашого дослідження дійшли висновку, що вивчення дисципліни «Методика викладання спортивно-педагогічних дисциплін» у процесі фахової підготовки майбутніх магістрів з фізичної культури і спорту сприяє підготовці висококваліфікованих фахівців, здатних виконувати багатофункціональну професійну діяльність у закладах вищої освіти, формувати традиції і культуру здорового способу життя підростаючого покоління України.

У науковій статті доведено актуальність і доцільність обраної проблеми дослідження. Окреслено перспективи впровадження даної дисципліни.

Ключові слова: підготовка, магістр, фізична культура і спорт, заклад вищої освіти, спортивно-педагогічні дисципліни, змістовий модуль.

Anastasova Olha Yuriivna Candidate of pedagogical sciences, Associate Professor, Berdiansk State Pedagogical University, Schmidt St., 4, Berdiansk, 71100, tel.: (066) 80-62-672, <https://orcid.org/0000-0002-8966-8474>

"METHODS OF TEACHING SPORTS AND PEDAGOGICAL DISCIPLINES" IN THE SYSTEM OF TRAINING FUTURE MASTERS IN PHYSICAL CULTURE AND SPORTS

Abstract. The National Strategy for the Development of Education in Ukraine identifies issues of ensuring the systematic improvement of the quality of education as those that need to be addressed as a matter of priority, as it is the key to economic growth and solving social problems in the near future. The training of graduates in higher education institutions should fully ensure the formation of the readiness of