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## **Pedagogical mechanisms for preventing professional burnout of English teachers in a modern school**

This study analyzes the phenomenon of English teachers' professional burnout in the context of the modern school educational environment, emphasizing social support. The theoretical and methodological basis of the study was the multidimensional model of professional burnout and the stress-buffer concept of social support. The work used a digital horizontal research design using standardized psychometric methods. Assessment of professional burnout level was carried out using the Maslach Burnout Inventory — Educators Survey (MBI-ES), which allows for determining the severity of emotional exhaustion, depersonalization and professional success. The assessment of accepted social support was carried out using the multidimensional Scale of Perceived Social Support (MSPSS), which includes the support of family, friends and significant others in the professional environment. The sample of the study was formed by English teachers of general education schools of urban and rural districts with at least three years of teaching experience. Empirical data processing is based on the methods of descriptive statistics and Pearson's correlation analysis. The results obtained confirm the importance of using multi-level strategies for the prevention of professional burnout, which involve combining practices aimed at maintaining individual psychological well-being with collegiate and institutional support systems aimed at improving the professional well-being of teachers and improving the quality of the educational process.

**Keywords:** English language teacher; professional burnout; modern school education; emotional exhaustion; social support; burnout prevention; school climate; teacher well-being.

### *Introduction*

In modern educational conditions, the school performs a multifaceted function that ensures education, the formation of vital competencies and the formation of a person as a responsible member of society and a citizen. Attainment of these goals directly depends on the professional and personal development of teachers, their motivation for work, their attitude towards performance, etc. In different countries, the high mental and emotional workload of teachers has been recognized as one of the key reasons for the increase in occupational stress and an upturn in departure from the profession [1]. More than half of teachers assess their emotional state as unfavorable, note the predominance of feelings of anxiety and fear. In such cases, the professional burnout syndrome becomes massive, which negatively affects the quality of performance of professional duties by teachers, complicates the development of students and inhibits the overall improvement of the education system. According to studies carried out in various regions of the world, especially among representatives of humanitarian and teaching professions, teachers belong to the high-risk group for burnout syndrome.

Burnout has been defined as a persistently negative emotional state that develops in response to chronic work-related stress and involves emotional and physical exhaustion, depersonalization and distancing from others, and a sense of ineffectiveness [2]. The proposed research intends to investigate the intensity of burnout symptoms among teachers of English as a foreign language (EFL) in secondary general educational institutions, contributing to a well-defined scientific area and accentuating a highly relevant topic for schools. Two questions arise, each targeting a particular component of the construct. The purpose of the study is, on the one hand, to determine the level of professional burnout of high school English teachers, and on the other hand, to identify the factors that cause the professional development of these specialists. Particular attention is paid to the comparative assessment of the level of burnout of teachers working in urban and rural schools, as well as the analysis of the main determinants that contribute to the development of this syndrome. The problem of professional burnout is becoming increasingly relevant in the global educational space, as it

negatively affects the state of teachers, student learning outcomes and the quality of education in general. Within foreign, Russian, and Kazakhstani scientific efforts has led to studies of the emergence and prevention of this phenomenon. Nevertheless, an in-depth examination of the causes of EFL teacher burnout in various teaching contexts remains unaddressed.

The present literature review engages with the theme of preventing professional burnout among English language teachers within the modern school context. Linking burnout to stress, coping resources, and organizational conditions, the selected studies illuminate how personal, interpersonal, and systemic factors intersect to shape teachers' well-being, efficacy, and retention. The discussion below is built on the chronological sequence of the scientific publications in question and aims to critically analyze the contribution of each of them to understanding ways to prevent professional burnout among English teachers.

Michael Mooney considers burnout as a consequence of prolonged exposure to stress in various situations of pedagogical activity, emphasizes that a high level of stress load is common and is associated with a decrease in the effectiveness of training, as well as with a deterioration in the educational results of students [3]. The work emphasizes coping resources, administrative support, and perceptions of status and curriculum as key predictors of life satisfaction and negative affect. Linking teacher well-being with students' learning efficiency and motivation, the article views burnout prevention as a dual process that involves strengthening teachers' ability to cope with stress and improving the work environment to improve teaching efficiency. Such early integration of stressors, resource availability, and professional outcomes provides the basis for prevention-oriented research, demonstrating that effective interventions must include both individual coping mechanisms and organizational support structures to maintain the effectiveness and well-being of teachers. The Proctor study analyzes the professional trajectories of English Language teachers working in the current school environment, with an emphasis on health-oriented paradigms and preventive approaches [4]. Within the framework of the review, stress reduction methods, psychological well-being strategies and mechanisms for dealing with stress factors are distinguished, which have a significant impact on a decrease in the level of professional burnout and a decrease in the desire to leave the pedagogical profession. Particular attention is paid to the importance of targeted support for teachers in the early stages of professional activity aimed at timely detection of stressors, the introduction of well-being practices and the prevention of burnout. In addition, the author points to the insufficient development of personalized coping strategies and adaptive models of psychological well-being, which determine a number of unresolved research problems, in particular, the need to design more differentiated preventive programs, taking into account the diversity of professional experience of educators. In general, this study expands the conceptual framework for the prevention of professional burnout, combining the theoretical provisions of the well-being concept with practice-oriented support measures and emphasizing the importance of active, professional-specific interventions to ensure the sustainable professional development of teachers.

A. Genoud and L. Waroux advance an analytically differentiated account of burnout by disaggregating emotional exhaustion, depersonalization, and reduced personal accomplishment, and by examining the distinct pathways through which each dimension shapes student-related outcomes and teachers' mental health [5]. The main factors determining the development of professional burnout are chronic interpersonal stressors, which include the workload associated with work in the classroom, administrative tasks and conflict situations with parents, and personal characteristics and personal professional experience act as moderators of this process. Considering the problem of burnout through the well-being of students and the psychological climate of the educational environment, the authors emphasize its multi-level nature and the need to implement comprehensive preventive measures. In particular, at the level of educational interaction and administrative management, attention is paid to reducing interpersonal stress factors, developing the psychological resources of teachers, as well as monitoring individual characteristics of personal and professional development, which affect the degree of vulnerability to burnout. Highlighting various trajectories for the formation of emotional exhaustion, cynicism and professional inefficiency creates a methodological basis for the development of targeted preventive strategies adapted to the individual profiles of teachers and the specifics of academic disciplines.

In turn, Cheng analyzes the phenomenon of professional burnout in the context of teaching English as a foreign language, identifying emotional exhaustion, depersonalization and a decrease in professional self-efficacy as its main structural components [6]. The author emphasizes the importance of such determinative factors as gender and family characteristics, the volume and nature of the workload, the requirements for professional activity, the level of autonomy at work, as well as the degree of institutional support provided to teachers.

This study emphasizes that social and organizational support are important factors in preventing fatigue, while excessive workload and limited resources, on the contrary, contribute to its intensification. Of particular interest is the emotional burnout of teachers, the establishment of relationships between students' learning motivation and learning outcomes. In this context, prevention is considered as a systemic task that requires reducing excessive professional requirements, strengthening support mechanisms, as well as creating a working environment that contributes to the autonomy of teachers and increasing their professional effectiveness in the interests of the educational process. Combining personal, interpersonal and institutional aspects, the study promotes a coherent prevention system for EFL teachers.

Wang & Wang offers a meta-analytical approach to the study of the relationship between emotional intelligence, self-confidence, and fatigue of Foreign Language teachers [7].

In addition, the positions of some scientists were interesting for study, Tleuzhanova G.K. and Palina A.A. in their scientific work studied the problem of the treatment of professional burnout syndrome, and also proposed their own strategies to combat this phenomenon [8]. Other Kazakhstani scientists Sh.N. Bisenov, B.S. Zhangazieva in their work focused in more detail on a wide range of psychological mechanisms for preventing professional burnout of university teachers [9]. As for Yerezhpeov T. et al. in their study, authors analyze the relationship between the level of burnout and psychological stability of teachers. This work is of particular importance as one of the first comprehensive studies of professional burnout in the context of reforming the education system of Kazakhstan [10].

They frame burnout through established dimensions and acknowledge organizational factors (workload, school climate) and individual attributes as influential. Despite the fact that the Meta-analytical scope of the study goes beyond the context of personal education, the results indicate the important role of personal resources — primarily emotional intelligence and professional self-efficacy-as factors for protecting against professional burnout in the field of teaching foreign languages. Generalization of empirical data allows us to formulate preventive conclusions aimed at developing the emotional-regulatory competencies of teachers and strengthening the sense of self-efficacy through systematic professional development and the formation of a supportive school climate. Thus, this work contributes to a resource-oriented model of burnout prevention, focusing on the potential for the development of individual psychological resources as a means of reducing the risk of emotional exhaustion in language education.

Together, these studies construct a comprehensive prevention-oriented framework for addressing burnout among English language teachers in modern school settings. They agree on the importance of strengthening individual coping resources (stress management, emotional intelligence, and self-efficacy), applying a paradigm focused on a healthy lifestyle and flexibility, and reconfiguring organizational conditions (administrative support, workload, autonomy, and school environment) to reduce burnout. It negatively affects both teachers and students. Critical gaps identified across the articles include the need for longitudinal designs to trace prevention effects over time, more precise tailoring of interventions to career stage and context, and systematic integration of wellness paradigms with organizational change initiatives to sustain teacher well-being and instructional quality.

### *Methods and materials*

To examine prevention pathways for professional burnout among English language teachers in the context of the modern school, the present study employs a quantitative research design based on validated psychometric instruments. The methodological framework is informed by the multidimensional conceptualization of burnout and the stress-buffering model of social support.

The formation of the sample set was carried out based on a targeted criterion-based selection, which provides for the inclusion of participants who most correspond to the goals and objectives of the study. The sample included 75 English Language teachers engaged in professional activities in general education schools in Karaganda and Karaganda region.

The main condition for implementation was at least three years of teaching experience, which ensured the participation of specialists with a sufficient level of practical work experience in the conditions of the modern school educational environment. The use of this approach in the formation of the selection is due to the peculiarities of the phenomenon under study, which require the involvement of respondents who have stable professional experience and systematically interact with the educational process. Participation was voluntary and anonymous, and all procedures met the established ethical standards for Educational Research.

Professional burnout was assessed through the Maslach Burnout Inventory-Educators Survey (MBI-ES) survey, a widely recognized and empirically validated burnout assessment tool in the educational context.

Although the meta-analytical study covers a wide range of educational situations, its results show that individual psychological resources, in particular the level of emotional intelligence and professional self-efficacy, play a protective function in relation to the development of professional burnout of teachers of foreign languages. The systematization of empirical data makes it possible to substantiate the preventive orientation of measures, which involves the targeted formation of emotional self-regulation skills and the strengthening of the subjective sense of professional competence through professional development programs and the creation of a favorable institutional environment. In general, the proposed study expands a resource-oriented approach to burnout prevention, highlighting the importance of developing the personal potential of teachers as a key condition for reducing the risks of emotional exhaustion in the field of language education.

Participants answered the questions using the Likert scale, which shows the frequency of experiences associated with emotional burnout. A high level of professional burnout is manifested in combination with an increase in emotional exhaustion and depersonalization, as well as a decrease in the indicators of subjective professional effectiveness, which indicates a state of emotional tension and a change in the perception of professional self-efficacy in teachers.

The use of MBI-ES allows for a differentiated analysis of aspects of burnout, which are important for the development of targeted prevention strategies in the current school environment.

Perceived social support was evaluated using multidimensional scale of perceived social support (MSPSS) — a proven tool for measuring people's subjective perception from three main sources: family, friends and other important people in the educational context, which includes colleagues and school administration.

The MSPSS is especially relevant for studies on burnout prevention, since the social support received acts as a protective factor that alleviates the negative effects of occupational stress. High scores on the MSPSS scale indicate strong support networks that alleviate emotional exhaustion and reduce the likelihood of depersonalization among teachers.

### *Results and Discussion*

Data analysis aims to explore the relationship between burnout rates and perceived social support. The study uses correlation and comparative analysis methods aimed at identifying patterns in the relationship of various sources of support with components of professional burnout, such as emotional exhaustion, depersonalization and the level of personal achievements. In this case, the main attention is paid to identifying defense mechanisms that contribute to the prevention of burnout, and not just to establishing the degree of its severity.

The study uses correlation and comparative approaches that allow us to analyze the nature of the relationships between various forms of social support and the structural components of professional burnout, including emotional exhaustion, depersonalization and subjective assessment of professional achievements. Priority is given not only to assessing the level of its intensity, but also to identifying factors of a protective nature aimed at preventing burnout.

To enhance the clarity and interpretability of the empirical findings, the key results of the study are presented in graphical form. The figures depict the distribution of burnout dimensions among English language teachers, the levels of perceived social support, and the associations between burnout indicators and social support.

Figure 1 shows the averages for three professional burnout dimensions obtained from a survey of teachers in the Occupational burnout assessment (MBI-ES). Emotional exhaustion is characterized by the highest average, which makes it possible to consider it as an important component of professional burnout among this group of English teachers.

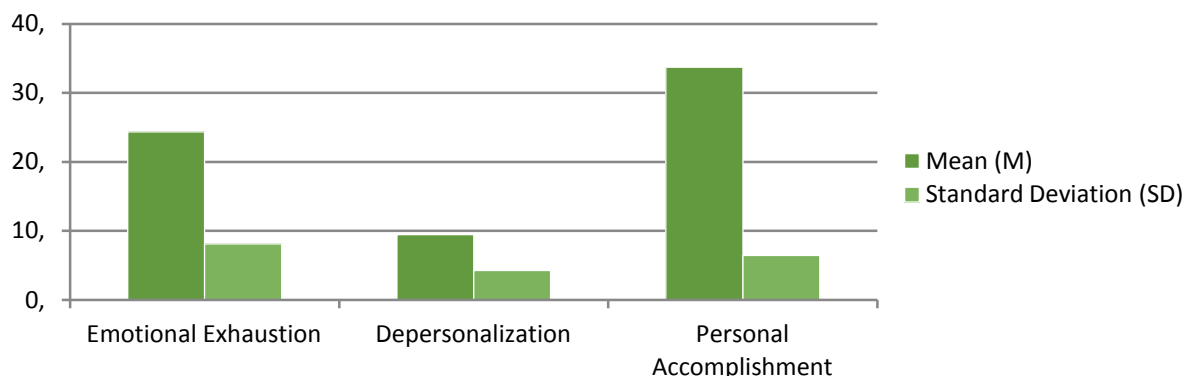


Figure 1. Mean Score of Burnout Dimensions (Source: created by the authors)

Data were analyzed using descriptive statistics, correlation analysis, and comparative procedures. Mean scores and standard deviations were calculated for all MBI-ES and MSPSS subscales. Pearson correlation coefficients were computed to examine relationships between burnout dimensions and perceived social support. Statistical significance was set at  $p < .05$ . Table 1 presents the descriptive statistics for the three dimensions of professional burnout as measured by the MBI-ES.

Table 1

Descriptive Statistics for MBI-ES Subscales

| Burnout Dimension       | Mean (M) | Standard Deviation (SD) |
|-------------------------|----------|-------------------------|
| Emotional Exhaustion    | 24,36    | 8,12                    |
| Depersonalization       | 9,48     | 4,26                    |
| Personal Accomplishment | 33,72    | 6,45                    |

(Source: created by the authors)

This conclusion suggests that teachers often experience emotional fatigue because of constant professional demands. Depersonalization is observed at a normal level, which indicates a partial emotional distance in professional interaction. On the contrary, personal achievements show relatively high average scores, which means that despite the emotional stress, many teachers retain a sense of professional competence and efficiency.

Figure 2 shows the average indicators of accepted social support obtained using the multidimensional scale of accepted social support (MSPSS). The results obtained indicate the presence of a medium and high level of support accepted by all evaluated sources, which indicates the availability of social resources for English teachers.

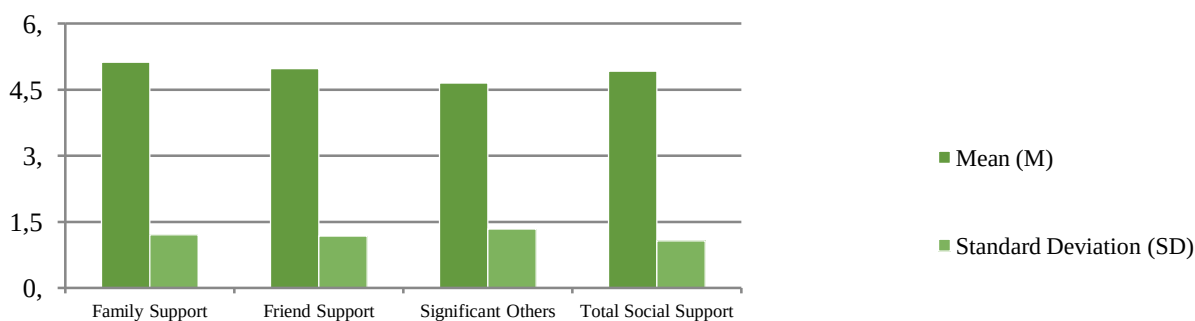


Figure 2. Average point values of accepted social support scales (Source: created by the authors)

As can be seen from the data obtained, the most important source of support is family, followed by friends and other important people, including colleagues and the school administration. This indicates the existence of an extensive network of social interactions that can be considered as an important psychological resource for teachers.

The results also show moderate to high levels of emotional exhaustion, indicating that teachers often experience emotional overload due to professional demands. The indicators of depersonalization remain moderate, and the level of personal achievement remains relatively high, which indicates that many teachers maintain a sense of professional competence, despite the manifestations of fatigue. The descriptive statistics of accepted social support are presented in Table 2.

Table 2

#### Summary description data on internal MSPSS scales

| Type of Support      | Mean (M) | Standard Deviation (SD) |
|----------------------|----------|-------------------------|
| Family Support       | 5,12     | 1,21                    |
| Friend Support       | 4,98     | 1,18                    |
| Significant Others   | 4,65     | 1,34                    |
| Total Social Support | 4,92     | 1,07                    |

(Source: created by the authors)

Overall, teachers reported moderate to high levels of perceived social support, with family support rated highest, followed by support from friends and significant others.

A Pearson correlation analysis was performed to investigate the relationships between the dimensions of burnout and perceived social support (Table 3).

Table 3

#### Correlations between MBI-ES Dimensions and MSPSS Scores

| Variable                   | Variable | Depersonalization | Personal Accomplishment |
|----------------------------|----------|-------------------|-------------------------|
| Family Support             | 41*      | 36*               | 38*                     |
| Friend Support             | 39*      | 33*               | 35*                     |
| Significant Others Support | 45*      | 40*               | 42*                     |
| Total Social Support       | 47*      | 43*               | 44*                     |

\*p < .05

(Source: created by the authors)

For a deeper analysis of the features of the manifestation of the studied parameters, a comparative analysis of subgroups of teachers was carried out, which differed in the level of professional burnout. The formation of subgroups was carried out based on aggregate values obtained on the scale of professional burnout assessment. The median criterion was used as the basis for the distribution of participants, which made it possible to distinguish two relatively opposite groups: teachers with relatively low burnout and teachers with obvious signs of professional exhaustion.

The group with a low level of professional burnout included respondents whose scores were below the median on the integral scale, while the group with a high level included participants whose scores exceeded this limit. The use of this method of grouping ensured the comparison of subgroups by size and increased the analytical validity of further comparisons.

The results of a comparative analysis show that teachers with a high level of professional burnout are distinguished by emotional exhaustion, a decrease in professional motivation and manifestations of deper-

sonalization in the process of pedagogical interaction. In addition, in this subgroup, low indicators of satisfaction with professional activity and an increase in psychological stress due to the workload and organizational conditions of the school environment were recorded.

On the contrary, teachers with a low level of professional burnout showed a stable emotional state, a high degree of professional inclusion and a positive attitude towards their pedagogical activity. This group was characterized by high indicators of professional self-efficacy, adaptability and resistance to stress factors of the educational environment.

The results of the study show statistically significant negative correlations between perceived social support and components of burnout, such as emotional exhaustion and depersonalization. In addition, a positive correlation was found between the level of social support and a sense of personal achievement. The results show that a high level of social support is an important protective factor that reduces the risk of professional burnout.

Table 3 shows the correlation between indicators of professional burnout and perceived social support. The graphical representation shows an inverse relationship between perceived social support level and burnout components such as emotional exhaustion and depersonalization, as well as a direct relationship between perceived social support and individual achievement level. The support from significant others in the professional context, along with the generally accepted social support, shows the strongest connection with aspects of fatigue. These patterns indicate that high levels of social support are associated with a decrease in burnout symptoms and an increase in teachers' sense of professional effectiveness.

In general, the graphical representation of the results confirms the data of the quantitative analysis and makes it clear that emotional exhaustion is the leading component of the professional exhaustion of English teachers, and the accepted social support, especially carried out in a professional environment, acts as an important protective factor. The figures substantiate the need for multi-level burnout prevention strategies that combine individual well-being initiatives with institutional and collegial support systems to promote teacher retention, professional sustainability, and instructional quality in modern school settings.

The results of the study show that emotional exhaustion is the most important aspect of fatigue among English teachers in modern school conditions. In addition, it is noted that social support, especially on the part of important people in the professional environment, significantly affects the reduction of manifestations of fatigue.

Teachers with high indicators of accepted social support are characterized by a low level of emotional exhaustion and depersonalization, as well as a sense of professional satisfaction. The results justify the feasibility of implementing multi-level strategies for the prevention of professional burnout, combining individual-oriented well-being practices with institutional support mechanisms. Strengthening professional communities, expanding managerial support and the formation of a cooperative educational environment can contribute to reducing the risk of burnout, increasing the stability of teaching staff and improving the quality of educational activities.

### *Conclusion*

The experimental study provided empirical evidence on the manifestation of professional burnout among English language teachers in contemporary school contexts and identified perceived social support as a significant protective factor. The results show that among the study participants, emotional exhaustion is the most pronounced component of professional exhaustion, which indicates a high level of long-term emotional and psychological loads inherent in the activities of English teachers. At the same time, the average indicators of depersonalization and a relatively high level of subjective professional success allow us to draw conclusions about the preservation of professional competence and a sense of participation in the pedagogical process, despite the presence of emotional fatigue in most teachers. This configuration of indicators reflects the contradictory nature of emotional burnout in teachers, in which professional dedication is combined with increased vulnerability to emotional exhaustion. Analysis of the perception of social support showed mainly medium and high levels of its severity, and respondents attach great importance to support from the family.

However, the correlation results show that the support of important people in the professional environment, especially colleagues and school administration, has the strongest buffering effect in all aspects of fa-

tigue. Statistically significant negative correlations between perceived social support and emotional exhaustion and depersonalization were revealed, as well as positive correlations with personal achievements.

These results provide empirical support for the theory of social support aimed at relieving stress and support the multidimensional concept of fatigue. The social support received works as an important psychological resource that alleviates the negative consequences of occupational stress and increases teachers' confidence in professional success. In general, the results indicate the need to apply multi-level approaches to the prevention of emotional burnout, combining individual well-being initiatives with social and institutional support mechanisms in modern schools.

Based on the results of the study, the following recommendations are proposed on an experimental and theoretical basis:

- Efforts to prevent professional burnout should be aimed primarily at developing teachers' ability to cope with stress, emotional self-regulation, time management skills, and reflective practices. Activities that increase vitality and support psychological well-being can be especially effective in combating emotional burnout.

- Peer support at school, mentoring, joint planning and pedagogical vocational education associations that promote the exchange of experience are encouraged. Schools that promote the exchange of experience, peer support, mentoring, joint planning and pedagogical vocational education associations are encouraged. Such initiatives help reduce depersonalization by strengthening professional identity and teacher involvement.

- Educational organizations and management structures should be focused on improving institutional and administrative support mechanisms aimed at recognizing sustainable professional achievements of teachers through a fair distribution of the academic load, assessment of the level of professional vulnerability and the introduction of a constant feedback system.

- It is important to develop a culture of cooperation, trust and psychological safety. A positive and inclusive environment reduces professional stress, increases job satisfaction and keeps teachers in the institution.

- It seems appropriate to gradually introduce specialized modules into the professional development programs of teachers aimed at preventing professional burnout, developing emotional intelligence, improving the skills of managing the educational process, as well as mastering effective strategies for working with various categories of students.

In addition, an important area of scientific and practical work is the development of longitudinal research and the use of complex (combined) methods that allow studying the dynamics of professional burnout of teachers in the long term, as well as assessing the stability and effectiveness of preventive and corrective measures.

The implementation of these recommendations can contribute to systematically reducing the risk of professional burnout, improving the well-being of teachers, improving the quality of the educational process and preserving human capital in modern conditions of the development of the education system.

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Г.Н. Акбаева, А.К. Кितिбаева, Н. Рамашов, М. Жумасатулы

### **Қазіргі мектеп жағдайында ағылшын тілі мұғалімдерінің кәсіби күйзелісінің алдын алудың педагогикалық тетіктері**

Ұсынылып отырған зерттеуде қазіргі мектептің білім беру кеңістігінде ағылшын тілі мұғалімдері арасында кәсіби күйзелістің көрініс табу ерекшеліктері әлеуметтік қолдау факторымен өзара байланыста қарастырылады. Зерттеудің теориялық-әдіснамалық негізін кәсіби күйзелістің көпөлшемді моделі және әлеуметтік қолдаудың стресс-факторларды бәсеңдетуші тетік ретіндегі тұжырымдамасы құрайды. Эмпирикалық бөлім көлденең сипаттағы зерттеу дизайны негізінде жүзеге асырылып, стандартталған психометриялық құралдар пайдаланылды. Кәсіби күйзеліс деңгейі Maslach Burnout Inventory — Educators Survey (MBI — ES) сауалнамасы арқылы анықталып, эмоционалдық сарқылу, деперсонализация және кәсіби нәтижелілік көрсеткіштері бағаланды. Қабылданатын әлеуметтік қолдау деңгейі Multidimensional Scale of Perceived Social Support (MSPSS) шкаласының көмегімен өлшенді; аталған құрал отбасы, достар және кәсіби ортадағы маңызды тұлғалар тарапынан көрсетілген қолдауды қамтиды. Зерттеу іріктмесіне қалалық және ауылдық жалпы білім беретін мектептерде кемінде үш жыл педагогикалық өтілі бар ағылшын тілі мұғалімдері қатысты. Жиналған деректер сипаттамалық статистика әдістері және Пирсон корреляциясы талдауы негізінде өңделді. Нәтижелер кәсіби күйзелістің алдын алуға бағытталған көпдеңгейлі стратегиялардың маңыздылығын айқындайды. Мұндай стратегиялар педагогтердің жеке әл-ауқатын қолдауға бағытталған тәжірибелерді әріптестік және институционалдық қолдау жүйелерімен үйлестіруді көздейді, бұл өз кезегінде мұғалімдердің кәсіби тұрақтылығын арттыруға және білім беру үдерісінің сапасын жақсартуға ықпал етеді.

*Кілт сөздер:* ағылшын тілі мұғалімі, кәсіби күйзеліс, қазіргі мектеп, эмоционалдық сарқылу, әлеуметтік қолдау, күйзелістің алдын алу, мектеп климаты, педагогтің әл-ауқаты.

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### **Педагогические механизмы профилактики профессионального выгорания учителей английского языка в современной школе**

В данном исследовании анализируется феномен профессионального выгорания учителей английского языка в контексте современной школьной образовательной среды с акцентом на социальную поддержку. Теоретической и методологической основой исследования послужила многомерная модель профессионального выгорания и концепция социальной поддержки как стресс-буфера. В работе использовался цифровой горизонтальный дизайн исследования с использованием стандартизированных психометрических методов. Оценка уровня профессионального выгорания проводилась с помощью опросника Maslach Burnout Inventory — Educators Survey (MBI-ES), который позволяет определить степень эмоционального истощения, деперсонализации и профессиональной успешности. Оценка принимаемой социальной поддержки проводилась с использованием многомерной шкалы воспринимаемой социальной поддержки (MSPSS), которая включает поддержку семьи, друзей и важных персон в профессиональной среде. Выборку исследования составили учителя английского языка общеобразовательных школ городских и сельских округов со стажем преподавания не менее трех лет. Обработка эмпирических данных основана на методах описательной статистики и корреляционного анализа Пирсона. Полученные результаты демонстрируют важность многоуровневых стратегий профилактики профессионального выгорания, которые предполагают интеграцию индивидуально-ориентированных практик обеспечения благополучия с коллегиальными и институциональными сис-

темами поддержки, направленными на повышение профессионального благополучия преподавателей и качества образовательного процесса.

*Ключевые слова:* учитель английского языка; профессиональное выгорание; современное школьное образование; эмоциональное истощение; социальная поддержка; профилактика эмоционального выгорания; школьный климат; благополучие учителя.

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