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THE METHOD OF PHYSICAL THERAPY CLASSES FOR THE PREVENTION OF EMOTIONAL BURNOUT SYNDROME AMONG SPECIALISTS IN ADAPTIVE PHYSICAL CULTURE

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Key words: methods of therapeutic exercises classes, prevention of emotional burnout syndrome, specialists in adaptive physical culture.

Annotation. This article analyzes modern studies of "emotional burnout", developed and tested a set of therapeutic exercises with the use of psychological training aimed at preventing emotional burnout syndrome in specialists in adaptive physical culture. The obtained results were analyzed and proven for effectiveness of suggested methods.

Introduction. Study of the “emotional burnout syndrome” (EBS) in professional activity of a specialist in adaptive physical culture is a new and insufficiently studied phenomenon, which is related to the fact that adaptive physical culture as a direction of activity appeared rather recently. However, it is important to note that researchers studied the issue of emotional burnout quite actively [1, 2]. There are works approving the effectiveness of motor activity as a prevention measure for EBS [3, 4]. It was suggested that one of most effective and affordable areas of prevention of emotional burnout of specialists in adaptive physical culture is a comprehensive approach of solving this issue based on corrective physical culture and psychological classes.

The purpose of this study is the development of methods of therapeutic exercises classes with the use of elements of psychological training aimed at the prevention of at preventing emotional burnout syndrome in specialists in adaptive physical culture, and testing of its effectiveness.

Methods and organization. Pedagogical experiment was conducted on the base of Tikhomirov Foundation (v. Granovshchina), medical center “Academy of movement” and the “Dr. Bubnovskij Center” located in Irkutsk. 15 specialists in adaptive physical culture, aged 22 to 55 years, participated in the study. Working experience of subjects in this organization was 1 to 22 years. The selection of

subjects was carried out with voluntary consent. Group classes were 10 to 30 minutes long, 1 time a week. Duration of the class was determined by the complexity of suggested exercises. 12 group classes were held during the experiment period. Alongside with group classes, participants were also suggested to keep a diary of self-observation and reflection on their well-being and perform exercises independently during the day. Before the beginning and after the pedagogical experiment the examined group was tested for the identification of symptoms of emotional burnout. In our study, in order to identify the level of emotional burnout the “Diagnostics of emotional burnout of an individual” method was used (V.V. Bojko) [1]. Primary (calculation of the main numerical indicators) and secondary (Student's t-test, correlation analysis) statistical methods were used for processing the results of the experiment.

Results and discussion. A method for preventing EBS for specialists in adaptive physical culture was developed, which included elements of psychological training and set of breathing exercises aimed at reducing emotional and muscle stress (Fig).

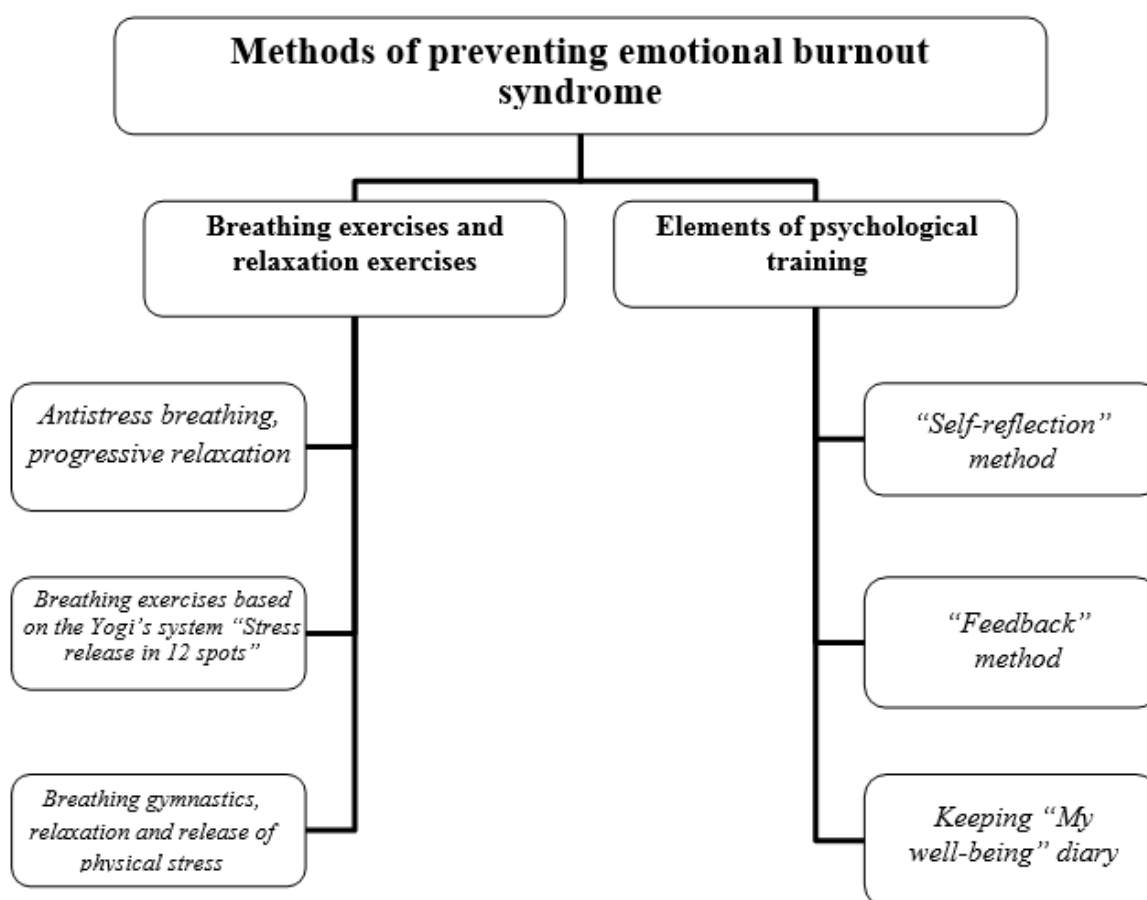


Fig. Methods of preventing emotional burnout syndrome in specialists in adaptive physical culture

Evaluation of the effectiveness of developed methods was carried out according to results of testing at the beginning and at the end of the pedagogical experiment according to such indicators as: nervous (anxious) tension, resistance, exhaustion. At the beginning of the pedagogical experiment, next dominating symptoms were registered in the examined group: in 50% of subjects a symptom of “Reduction of professional responsibilities” was registered, 43% of specialists had a high level of “Inadequate emotional response”, the “Emotional deficit” symptom was revealed in 21% of specialists in adaptive physical culture. Other symptoms were less profound. The repeated testing of subjects at the end of the experiment showed that none of symptoms were formed (mean indicator was 3,5 to 14 points). Only in 14% of subjects the “Resistance” phase was formed. 21% to 57% of subjects were at the stage of forming the phases of emotional burnout. “Stress” and “Exhaustion” phases, which were not formed, were registered in more than 50% of subjects.

During data processing, we considered such parameters as age, working experience in the organization and regularity of adaptive physical culture classes. Results of the correlation analysis had a positive effect on most symptoms of emotional burnout (Table 1).

Table 1

Factors influencing emotional burnout syndrome

Factors	Age	Working experience	Regularity of adaptive physical culture classes
Symptoms			
Dissatisfaction with yourself	0,41	0,40	-0,38
Anxiety and depression	-	-	-0,37
Inadequate emotional response	-	-	-0,40
Emotional and moral disorienting	-0,38	-0,41	-
Expanding the sphere of emotional thriftiness	-	-	-0,61
Reduction of professional responsibilities	-	-	-0,47
Emotional deficit	-0,66	-0,52	-0,40
Personal disengagement	-	-	-0,68
Psychosomatic and psychovegetative disorders	0,60	0,55	-

Positive average correlation indicates the fact that the higher the age and working experience of employees are, the higher are the “Psychosomatic and psychovegetative disorders” indicators. Negative average correlation indicates that the higher the higher the age and working experience of employees are, the lower are the “Emotional deficit” indicators, the more the employee engaged in physical

culture, the lower are indicators of the “Expanding the sphere of emotional thriftiness” and “Personal disengagement”.

Testing the indicators of emotional burnout before and after the experiment according to the Student’s t-criterion confirms the effectiveness of the developed methods for the prevention of emotional burnout in specialists in adaptive physical culture. In all symptoms and phases of burnout, except the “Experiencing traumatic circumstances” symptom, significant positive dynamics are registered.

Table 2

Dynamics of indicators and phases of emotional burnout during the experiment

Symptoms and phases	Beginning of the experiment ($\bar{X} \pm \delta$)	End of the experiment ($\bar{Y} \pm \delta$)	t_{stat}	p
Experiencing traumatic circumstances	10,2±7,7	8,3±5,1	1,84	p>0,05
Dissatisfaction with yourself	8,2±4,7	6,3±3,6	4,41	p<0,05
Feeling of being “cornered”	7,5±6,1	5,7±5,1	4,59	p<0,05
Anxiety and depression	6,6±5,2	5,6±4,3	3,61	p<0,05
“Stress” phase	32,2±17,7	25,8±13,3	4,42	p<0,05
Inadequate emotional response	16,8±6,8	13,4±5,2	6,45	p<0,05
Emotional and moral disorienting	11,4±5,2	9,7±4,3	2,22	p<0,05
Expanding the sphere of emotional thriftiness	8,2±7,7	6,4±6,1	3,08	p<0,05
Reduction of professional responsibilities	17,8±6,5	13,8±4,3	6,03	p<0,05
“Resistance” phase	54,3±17,0	43,5±12,5	8,02	p<0,05
Emotional deficit	11,5±7,8	8,2±5,0	3,97	p<0,05
Emotional disengagement	12,2±4,8	9,8±4,2	8,34	p<0,05
Personal disengagement (depersonalization)	9,8±7,4	7,4±5,4	3,99	p<0,05
Psychosomatic and psychovegetative disorders	4,9±4,1	3,5±2,9	4,16	p<0,05
“Exhaustion” phase	38,4±6,2	29,5±9,6	10,44	p<0,05

Conclusion. Results of the correlation analysis showed that regularity of physical culture classes has a positive effect on most symptoms of emotional burnout (negative correlation was registered in seven symptoms). Physical activity has the strongest effect on such symptoms as “Expanding the sphere of emotional thriftiness” and “Personal disengagement”. During the pedagogical experiment, significant positive dynamics were registered in eleven symptoms and three phases of burnout ($t_{stat}>2,16$).

Therefore, results of the conducted study confirm the suggested hypothesis and demonstrate the effectiveness of suggested methods for the prevention of emotional burnout syndrome in specialists in adaptive physical culture.

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