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## INDICATORS OF EMOTIONAL BURNOUT OF DENTAL STUDENTS IN THE DYNAMICS OF THE LEARNING PROCESS

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Emotional burnout is a mechanism of psychological protection developed by an individual, involves the complete or partial exclusion of emotions in response to the action of psycho-traumatic factors caused by the professional, educational or household conditions of a certain individual and constitutes a fully formed stereotype of emotionally significant behavior of a person, which on the one hand, it can lead to the development of a whole series of negative dysfunctional consequences, on the other hand, it creates grounds for a more economical, even dosed, use of the energy resources of her body and the psychological resources of her personality [1, 5, 6, 7]. According to the definition of the WHO, “emotional burnout syndrome” is a state of physical, emotional or motivational exhaustion, which is characterized by impaired work productivity and pronounced fatigue, insomnia, increased susceptibility to the development of psychosomatic diseases, as well as the use of psychoactive substances for the purpose of obtaining temporary relief, which has tendency to the development of physiological dependence and, as a rule, is regarded as a stress reaction in response to professional or educational emotional demands, which appear as a result of a person's excessive dedication to his work with the accompanying disregard for family life or recreation, which cannot but cause concern, requires careful diagnosis and in-depth analysis [2, 3, 4, 8].

The aim of the study is to perform a psychohygienic assessment of the characteristics of indicators of emotional burnout of dental students in the dynamics of the learning process.

Scientific research, the focus of which was the study of emotional burnout indicators of students who studied dentistry in the conditions of study at a higher medical educational institution and were at different stages (1st year – initial stage of education; 3rd year – intermediate stage of education; 5th year – the final stage of education), were held on the basis of National Pirogov Memorial Medical University. The determination of the peculiarities of the development of the leading indicators of emotional burnout and the degree of expression of its individual phases was carried out on the basis of the application of the personal Boyko questionnaire/

The obtained results testified to the presence of two trends that are opposite in terms of their content in a gender-based context. Among young women, the highest total indicator of emotional burnout was characteristic of first-year young women, followed by indicators characteristic of fifth-year young women and then third-year young women, at the same time, among young men, the highest total indicator of emotional burnout was characteristic of fifth-year young men, followed by the indicators characteristic of third-year boys and later first-year young men.

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It was impossible not to pay attention to a number of rather interesting shifts in the dynamics of the learning process from the leading indicators of the degree of development of the main phases of the development of emotional burnout. If for young women and young men who studied in the 1st year, the following formula of their relationship was characteristic: phase of resistance > phase of tension > phase of exhaustion, then for young women and young men who studied in the 3rd year: according to the formulas: resistance phase > stress phase > exhaustion phase and resistance phase > exhaustion phase > stress phase, for young women and young men who studied in the 5th year: according to the formulas: resistance phase > phase exhaustion > stress phase and exhaustion phase > stress phase > resistance phase. Dynamic changes of the studied indicators were marked by a gradual increase in the share of values characteristic of the exhaustion phase, against the background of an increase in the share of values characteristic of the resistance phase, which was prevalent during most of the period of study in the higher medical educational institution.

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