УДК [159.9+613.86]:37.091.12.011.3-051
DOI: https://doi.org/10.33272/2522-9729-2024-1(214)-67-73

Yuliia Laptinova,
Doctor of Philosophy,
Senior Teacher at the Department of Foreign Languages,
Kharkiv I.ºP.ºKotlyarevsky National University of Arts, Ukraine
Лаптінова Юлія Іванівна,
кандидатка філософських наук,
старша викладачка кафедри іноземних мов,
Харківський національний університет мистецтв
імені І.ºП.ºКотляревського, Україна
E-mail: *Sergay2004@gmail.com*
ORCID iD: *https://orcid.org/0000-0002-4175-0858*

"ENERGY-EFFICIENT" MODE OF TEACHING

S *This article covers the issue of teacher energy efficiency, which has recently been placed at the forefront of high education initiatives, as it directly relates to teacher well-being and thus affects the quality of instruction. Teaching might be energy draining, sometimes resulting in an energy crash. To prevent energy from dipping, practitioners need to find effective ways to sustain energy more effectively throughout regular classes. Conserving energy enhances teacher functions and students' learning outcomes. As a way to preserve teachers from an energy slump, the article suggests an energy-efficient instructional mode that refers to the initiatives that teachers can implement in the classroom to impart learning without energy-draining effects on their levels of well-being. The paper offers 6 strategies for instructors to stay energetic in a regular class setting: 1) an energy audit will help teachers identify energy drainers that are out of their control; 2) mindful awareness during the classes will help teachers take ownership of their disturbing thoughts and achieve emotional stability; 3) routinization eliminates disorientation and establishes a secure learning environment; 4) microteaching – presenting content in small portions – can help lessen teacher strains; 5) delegation can lighten teachers' load and protect them from energy dips; 6) fun activities can effectively beat the classroom slump.*

By adjusting instruction to the energy-efficient mode, practitioners can become better equipped to maintain their energetic enthusiasm for many years and prevent burnout.

Keywords: *teacher energy; burnout; instructional mode; teacher well-being*

«ЕНЕРГОЕФЕКТИВНИЙ» РЕЖИМ ВИКЛАДАННЯ

A *Висвітлюється питання психічної енергостійкості викладачів, яке останнім часом перебуває на передньому краї ініціатив у сфері вищої освіти, оскільки воно безпосередньо пов'язане із самопочуттям викладачів, а отже, впливає на якість викладання. Викладання може забирати багато психічної енергії, іноді призводячи до енергетичного колапсу. Щоб запобігти енергетичному виснаженню, викладачі повинні знайти ефективні способи підтримувати енергію впродовж практичних занять. У свою чергу, збереження енергії покращує викладання та впливає на результати навчання студентів.*

Пропонується «енергоефективний» режим викладання, тобто ініціативи, які викладачі можуть упроваджувати на заняттях, щоб забезпечити викладання без виснажливого впливу на рівень їхнього самопочуття. Запропоновано 6 стратегій, які допоможуть залишатися енергійними протягом практичних занять: енергоаудит; вправи на усвідомлення; рутинізація; мікровикладання; делегування; використання гумору. Пристосувавши викладання до «енергоефективного» режиму, викладачі зможуть підтримувати свій енергетичний ентузіазм протягом багатьох років і вберегти себе від вигорання.

Ключові слова: *енергія викладача; вигорання; режим викладання; самопочуття викладача*

The statement of the problem. Energy is generally recognized as one of the most essential and desirable qualities and characteristics of an effective teacher. Energetic teachers who have enthusiasm and passion in their subject matter catalyst students' interest, curiosity, intrinsic motivation to learn and thus contribute to better student performance. The downside of being an energetic teacher is a tendency to become physically, mentally, emotionally drained. A typical classroom requires a lot of energy to impart effective learning and can lead to energy slump when you start feeling sluggish, restless, tired, irritable, and unable to focus on your tasks as a result of dealing with too many demands. Erratic computer, student engagement, instructional strategies, classroom management, large class sizes, mixed level class, challenging students and the other high workloads of the regular classes drain your mental and physical energy and fatigue your mind no matter how enthusiastic or committed you are. This is not a sign of weakness or failure, it's just a natural response to the amount of work to be done by teacher in class. If energy slump goes untreated it may lead to reduced job satisfaction, poor work performance and eventually result in burnout. "Burnout" is a term originally coined by Freudenberger to describe healthcare workers who were physically and psychologically depleted [4].

In broad terms, burnout refers to work-related exhaustion, fatigue, feeling overwhelmed and hopeless. Empirical work of MaslachºC. and JacksonºS. emphasizes that burnout should be regarded as a multidimensional construct comprising three conceptually distinct yet empirically related facets: emotional exhaustion, depersonalization, and reduced personal accomplishment [8].

Thus, sustained energy is a precious resource for enhanced teacher functions and therefore educators need to be more intentional about its use and consider sustainability during lessons. Here sustainability means energy efficiency, namely the ability to deliver material with optimal amount of energy not to be left deficient in it at the end of the lesson.

Based on this, questions can be raised about the sustainability of energetic teaching – how to keep energy sustained and get rid of emotional exhaustion while teaching.

Analysis of previous studies and publications. There are lots of insights and new perspectives from lifelong educators on why we feel emotionally drained, what zaps our energy and how to regain, beat, or prevent energy lag in the classroom. John P.ºPiazza, language educator and translator in his article "Conserve your energy, and conserve your sanity (and life and career)" questions whether it is possible to be a teacher and make your work sustainable [10].

He focuses on specific practices that will help you to conserve your energy throughout the workday and work week. Rebecca Kay-Lewis, a highly skilled and experienced content writer from The New Teaching Channel Platform, in her article "5 tips to conserve your teacher energy" says about the implementation of a few processes to conserve mental and physical energy [6].

Nancy Barile, an adjunct professor in the Graduate School of Education at Emmanuel College in Boston, in her article "5 Secrets to increasing and sustaining your teacher energy" claims that teachers are to be on point every minute of the day, and that can be tough to keep up with [3].

She provides some tips to help instructors increase their energy. Adva Hanan in her book "How to protect your energy and time as a teacher" argues that if we, as educators, don't give ourselves a break to reset, refresh and renew our energy, the only result will be burnout [5].

She offers three steps she took as a full-time teacher that helped her conserve energy and time and start living the life she envisioned for herself and everyone around her. Denyshchuk Inna, associate professor at the department of psychology and inclusive education from Rivne regional institute of postgraduate education, in her article "Prevention of emotional burnout and increase of stress resistance of teachers during the war" highlights the features of preventing emotional burnout and increasing the stress resistance of teachers during the war [1].

Her attention is focused on the fact that an emotionally stable teacher can become a psychological support and a source of psychological security for children. Nykyporets Svitlana, lecturer at the department of foreign languages in Vinnytsia national technical university, in her article "Determinants influencing burnout levels among Ukrainian EFL educators: theoretical constructs and personal experience" provides a comprehensive understanding of the main contributors to teacher burnout and stress, as well as examine the potential impact of the socio-political and educational context in Ukraine [9].

№ 1 (214) 2024
ISSN 2522-9729 (online)
ІМІДЖ сучасного педагога

Kyrian T., Nikolaesku I., Stepanova N., Nenko Y. in their article "Relationship between professional burnout of teachers of higher education institutions of Ukraine and their organizational, professional and socio-demographic characteristics" analyze connection between the level of teachers' professional burnout and their organizational-professional (type of education, teaching experience) and socio-demographic (age, gender, marital status) characteristics [7].

Savchenko O., Korvat L, Kovalkova T, Lovochkina A, Kalishchuk S, Yelina M. in their article "Personal values as regulators of teacher burnout" determine the means of correction and prevention of burnout syndrome of college teachers who switched to online teaching during the period of quarantine caused by the COVID19 pandemic [11].

Pakhomov, I. V., senior lecturer from the department of pedagogy, psychology and management in the Bilotserk institute of continuing professional education DZVO "University of education management" of the National Academy of Sciences of Ukraine, in his article "Prevention of professional burnout of a teacher at a higher education institution" offers the ways of preventing professional burnout of teachers at a higher education institution [2].

All these research and many others in the field of teacher energy efficiency take a look at internal and external factors contributing to teacher burnout (such as high job demands, excessive workloads, job stress, low pay, high duties, job dissatisfaction, pressure from administrators, low role clarity, student demotivation, endless time-consuming paperwork, worries over grades, minimal breaks to attend to personal needs, etc.) as well as the preventive measures against burnout (such as self-reflection, regular exercises, a well-balanced diet, enough sleep, mindfulness, therapist counsel, etc.). Examining the primary causes of burnout syndromes among teachers most researchers overlook the fact that an instructional practice itself might be a big energy drainer unless designed properly. Simply put, burnout prevention initiatives are unlikely to be successful if instructional practice itself is not energy efficient. While choosing instructional practice we must take care about energy level it will require. In order to avoid getting into an energy slump instructors must eliminate activities that deplete physical, emotional, or mental energy: activities that you don't enjoy, working against the nature of your students; overworking without rest, etc.

As a part of this solution the present paper suggests energy efficient mode that allows teachers to deliver lesson plans and instructional materials sustainably namely using adequate amount of energy responsibly and efficiently. In this paper, energy efficient mode refers to six instructional strategies for educators to facilitate active learning without pointless waste of energy during a lesson. We claim that you are not required to be exhausting yourself to be an enthusiastic teacher. Since quality teaching is more about conserving energy than regaining it, instructors need to set regular lessons on the energy efficient mode that helps eliminate unnecessary drains and preserve from energy slump and its direct impact on teachers' well-being and students' academic learning.

The purpose of the article is to offer energy efficient instructional techniques for teachers to keep a steady flow of energy throughout the classes.

To accomplish this task and arrive at valid findings we built the research on analyzing data collected from the observation of live classroom activities and scholarly literature (journals and articles) related to the concept of teacher burnout. The data from these various observations was interpreted to find the optimal way to maintaining a stable energy level while giving the instructions. The data from scholarly literature about the research question – teacher energy efficiency – provided deeper insights into the phenomenon of teacher energy slump that that many teachers deal with during the course on a regular basis and uncovered areas in which more research is needed.

Presentation of the main material. Poor instructional design can manifest itself in the energy-draining effect when you feel your energy levels starting to dip and you are going to fall into a slump. Energy dips can result from the simple fact that you use more energy than you need to perform the same task, through inefficiencies and energy waste. Even the most highly skilled teachers can experience feelings of fatigue for one reason or another and suffer from energy slumps from time to time because of ineffective energy-draining instructional strategies. It feels like you are stuck and can't get anything done, you don't produce your best work, perform slowly, inefficiently, unable to meet constant demands and may become disengaged from the tasks that used to

excite you. When it comes to planning an instructional design, educator must consider how energy efficient it is. Do your best to support students to learn but avoid energy drainers – activities that deplete your physical, emotional, or mental energy and ruin emotional stability (doing the same uninteresting, incomprehensible, complex, inadequate, irrelevant tasks, cramming, multi-tasking, rereading, talking too much, not taking breaks, etc.).

The solution might be to reset regular lessons on energy efficient instructional mode which helps reduce the amount of energy you need to deliver lesson material to the students. Energy efficient mode implies a practice of conducting classes by avoiding unwanted energy drainers. There is nothing wrong with prioritizing sustainability for yourself. It will make you a more effective teacher, and help you avoid burnout in the long term.

Outlined below are six strategies you can implement throughout your classes to ensure you are teaching well to support sustained energy level.

1) Energy audit. Handling things which we cannot control is the biggest waste of energy. The best way to keep energy from waste is to perform a class energy audit. It will help you uncover an energy drainer that depletes your energy stores and prevents you from feeling satiated. It might be: learning outcomes (poor performance); student participation; new teaching method; students marks and performance recording; assessments and examinations; encouraging and supporting students; behavior and classroom management; communicating content effectively to the students; making a productive learning environment; treating students right; instructing and monitoring students in the use of learning materials; providing feedback; assigning and grading homework; large class sizes; mixed level class; challenging students; erratic computer; student engagement, etc. Once you've identified the cause of your mental or emotional exhaustion, see if you have the power to change it. If yes, then start digging into it, get feedback and reflection on your practice to know what should be done and avoided to resolve that issue. If not, then stop stressing over it. We tend to waste our mental energy destructively on things that are beyond our capacity to control. So, the best way to handle such situations is to let them go. Acknowledging uncontrollable things in a class and not blaming yourself for them eliminate waste of teacher energy.

2) Mindful awareness. Emotional instability can cause a significant drop in energy level. Without emotional stability, we are more likely to feel drained by overly stimulating environments. To fight emotional instability, learn to be mindfully aware of how different emotions and thoughts impact your feelings and behavior. Being intentionally more aware of our thoughts, feelings, bodily sensations, internal state through observation and interpretation of emotional responses to what is going around us in a class objectively, nonjudgmentally sets us free from the impact of our disturbing emotions, false assumptions, biases, fears, overreactions. It's the lack of awareness that makes most of us emotionally instable. By taking ownership of their thoughts during the lesson teachers lessen stress and therefore reduce energy dips. Make it a habit to spend a few minutes being mindful at certain times of the lesson. Practicing over and over a few basic mindfulness exercises can help you employ your energy more effectively and achieve emotional calmness.

3) Classroom routinization. Not clear or too complicated instructions, improper classroom management, absence of pre-task activity, inappropriate tasks for the students' knowledge, mixed-level class, disorganization, lack of routine, moving at a fast pace, disorder, multitasking, overloads, distractions waste mental energy so much. The best way to keep your energy level steady is create a classroom routine and stick to it. Routine is defined as the practice of stablishing classroom rules and procedures necessary to maintain an orderly learning environment in which efficient instruction and learning can occur. These rules and consequences must be clearly communicated and fair. To constitute well planned and predictable routines, discuss what needs to be in your routine with the class and create a list of routine expectations make a list of tasks and rank them in order of importance. Instead of wasting energy on what to do next, this defined list of activities will help you focus on what needs to be accomplished. Keep routines consistent and predictable so students know what is always expected of them. Classroom rules and procedures that are clearly defined and posted help students feel organized, understand what is appropriate and what is not, add discipline to the class, establish a sense of predictability, reduce misbehavior, ease the transition throughout the class with minimal lost time. A safe, secure, well-designed

№ 1 (214) 2024
ISSN 2522-9729 (online)
ІМІДЖ сучасного педагога

learning environment established by classroom routines can help reduce energy consumption and maintain good energy levels for the entire class which affect your mental sharpness and emotional well-being.

4) Microteaching. Multitasking, having too much on a plate, struggling to encompass a lot also sap energy and slow everything down. Communicating constantly with students and learning about what they need and prefer to learn will help teacher focus on what is more relevant to the students' needs. What counts most is not how much information your students retain at the end of each lesson, but what they need to learn and how they can apply this learning in multiple contexts to achieve their aims. Focus on one task at a time and on your biggest tasks first. Tasks that are urgent and important should be finished first. Break each large goal into smaller goals. Smaller portions give the learner a sense of satisfaction, let them absorb information faster and more effectively (better suited for the modern learner's limited attention span), optimize key concepts and skills long-term retention and knowledge transfer. By breaking down learning material into smaller, more manageable pieces, teachers can easily distribute energy more efficiently and stay energized and productive longer.

5) Task delegation. Being "on" for the entirety of your class period is one of the most destructive behaviors that no doubt depletes your energy and ruins your emotional health. If your lesson depends on you being the sole engine, providing constant energy for most of your classes, you will be completely drained out by the end of the day. Do your best to support students to learn but stop putting a lot of time and energy into doing something personally and struggling to make it perfect. Rather set limits on the amount of time that you are actively leading the class in providing spoken input, guiding the whole class through an assignment, or presenting new information. Teachers are not required to be exhausting themselves to be effective. Instead, think about delegating. In simple words, delegating means assigning or distributing classwork among appropriate learners. A teacher that delegates tasks decides which learners are most qualified for the assignment. In delegating effectively, you must achieve a careful balance between letting students work on their own or with classmates on something, while still monitoring and making sure that they have the appropriate information to carry out the tasks effectively. Having non-teacher centered activities in class, assigning someone to assist you, making students more autonomous and engaging them in the learning process will mean preventing your energy from dripping.

6) Fun activities. Perfectionism, feeling intense seriousness, overstrains and other tensions cost you a lot. Sometimes taking things too seriously can cause unnecessary stress, worry, overstrain fear or distress over things that aren't worth the effort. If we do not take the time to spread some humor and lightness into class, we will just continue to build stress, which can lead to burnout and an even greater lack of productivity. Being able to find the humor in class is just as important as being able to deliver material in an engaging and effective way. Fun is mandatory for a healthy class. A good way to fight off tiredness during classroom energy lag is to consider doing something out of the ordinary. When you break from habit occasionally and let fun or relaxing activity disrupt your regular class routine, you make jokes to combat minor frustrations, little inconveniences, overstrains, fear or distress that get in your way. Making time for fun activities while learning also helps students retain information better because the process is enjoyable and memorable. Lighting classrooms up with jokes, laughter can provide a natural way to regain energy and avoid that regular class slump as comedic moments trigger the release of endorphins and lead to an overall positive sense of well-being. What's more, shared laughter is a highly effective way to foster essential relationships between students, staff, and peers.

The energy of a teacher is critical for students and teacher success – it can make or break any classroom. To keep your body and mind fueled and prevent energy dips throughout the regular classes, try switching to more energy efficient mode that implies energy audit, mindfulness exercises, routinization, microteaching, task delegation, joyful activities which help teacher feel fuller longer. Staying energized and satisfied for longer directly makes your teaching more efficient.

Conclusions. Regular lessons might be incredibly energy draining as you must manage a lot of things from instructional activities to relationships with your learners. In doing so, you often end up feeling sluggish and start wasting your mental energy. And when you are mentally drained, you cannot be as productive as you should be. Undeniably managing

our mental energy is crucially essential for having a productive teaching. As a regular education teacher, you won't be able to avoid spending time in energy draining environments, so it is your obligation and responsibility to reset your regular lessons on the energy efficient mode which refers to simple strategies you can incorporate into your class routine to sustain your energy level. To keep emotional stability throughout the classes you need to

1) perform a class energy audit to uncover an energy drainer that is not in your control and stop wasting mental energy destructively on it;

2) be mindfully and intentionally more aware of how different uncontrollable emotions deplete your energy stores. It will set you free from the impact of these emotions;

3) establish actionable routines and stick to them. It can help you beat chaos, disorder, multitasking, overloads, distractions which waste your mental energy so much;

4) practice microteaching, which is shorter, addresses specific skill gaps or learning needs, focuses on one most urgent task at a time, breaks each large goal into smaller ones;

5) delegate assignments to students. Transferring responsibility and authority for performing a task or activity to students lighten the burden of teacher workloads;

6) light classrooms up with jokes. Laughing can offer you a short-term energy boost.

Being an energetic teacher is a wonderful thing, but being able to use energy more responsibly rather than compulsively can help you communicate more efficiently with the students, and help you avoid burnout. Prioritizing sustainability will make you a more effective teacher. When you make your teaching more energy efficient, your students will benefit from it.

We see prospects for further research in uncovering other instructional energy-saving techniques to make sure that your students learn the material they need to learn, and you avoid dreadful energy dip while instructing, so that you can have long lasting productive energy throughout the classes.

References

1. Denyshchuk, I. P. (2023). Poperedzhennia emotsiinoho vyhorannia ta pidvyshchennia stresostiikosti pedahohiv pid chas viiny. *Imidzh suchasnoho pedahoha [The image of a modern teacher]*, 3 (210), 89-95. Retrieved from http: https://doi.org/10.33272/2522-9729-2023-3(210)-89-95 [in Ukrainian].

2. Pakhomov, I. V. (2023). Profilaktyka profesiinoho vyhorannia vykladacha zakladu vyshchoi osvity [Prevention of professional burnout of a teacher at a higher education institution]. In *Suchasni napriamy vdoskonalennia pedahohichnoi maisternosti vykladachiv [Modern trends in improving the pedagogical skills of teachers]*: materialy I Vseukr. nauk.-prakt. konf. (pp. 60-62). Chernihiv. Retrieved from https://lib.iitta.gov.ua/id/eprint/735137 [in Ukrainian].

3. Barile, N. *5 Secrets to Increasing and Sustaining Your Teacher Energy*. Retrieved from http: https://www.wgu.edu/heyteach/article/5-secrets-increasing-and-sustaining-your-teacher-energy1902.html [in English].

4. Freudenberger, H. (1974). Staff Burnout. *Journal of Social Issues*, 30, 159-165. Retrieved from http://dx.doi.org/10.1111/j.1540-4560.1974.tb00706.x [in English].

5. Hanan, A. (2023). *How to protect your energy and time as a teacher*. Retrieved from http: https://www.himama.com/blog/how-to-protect-your-energy-and-time-as-a-teacher/ [in English].

6. Kay-Lewis, R. *5 Tips to Conserve Your Teacher Energy*. Retrieved from http: https://www.teachingchannel.com/k12-hub/blog/5-tips-to-conserve-your-teacher-energy/ [in English].

7. Kyrian, T., Nikolaesku, I., Stepanova, N., & Nenko, Y. (2020). Relationship between Professional Burnout of Teachers of Higher Education Institutions of Ukraine and Their Organizational, Professional and Socio-demographic Characteristics. *Revista Romaneasca Pentru Educatie Multidimensionala,* 12(4), 268-288. Retrieved from https://doi.org/10.18662/rrem/12.4/345 [in English].

8. Maslach, C., & Jackson, S. E. (1981). The Measurement of Experienced Burnout. *Journal of Organizational Behavior*, 2, 99-113. Retrieved from http://dx.doi.org/10.1002/job.4030020205 [in English].

9. Nykyporets, S. S. (2023). Determinants influencing burnout levels among Ukrainian EFL educators: theoretical constructs and personal experience. *Proceedings of the 6th International Scientific and Practical Conference «Scientific Trends and Trends in the Context of Globalization»* (№ 171, pp. 125-143). Umeå, Kingdom of Sweden. Retrieved from http: https://www.researchgate.net/publication/374432169_Determinants_influencing_burnout_levels_among_Ukrainian_EFL_educators_theoretical_constructs_and_personal_experience [in English].

10. Piazza, J. P. *Conserve your energy, and conserve your sanity (and life and career)*. Retrieved from http://johnpiazza.net/conserve-energy/ [in English].

11. Savchenko, O., Korvat, L., Kovalkova, T, Lovochkina, A., Kalishchuk, S., & Yelina, M. (2022). Personal values as regulators of teacher burnout. *Journal of Higher Education Theory and Practice*, 22(16), 51-62. Retrieved from http: https://articlegateway.com/index.php/JHETP/article/view/5600/5316 [in English].

Список використаних джерел

1. Денищук, І. П. Попередження емоційного вигорання та підвищення стресостійкості педагогів під час війни. *Імідж сучасного педагога*. електрон. наук. фах журн. 2023. №3(210), С. 89–95. URL: https://doi.org/10.33272/2522-9729-2023-3(210)-89-95 [In Ukrainian].

№ 1 (214) 2024
ISSN 2522-9729 (online)
ІМІДЖ сучасного педагога

2. Пахомов І. В. Профілактика професійного вигорання викладача закладу вищої освіти. *Сучасні напрями вдосконалення педагогічної майстерності викладачів*: матеріали І Всеукр. наук.-практ. конф. (м. Чернігів, 27–28 квіт. 2023 р.). Академія ДПтС, м.ºЧернігів, Україна, 2023. С. 60–62. URL: https://lib.iitta.gov.ua/id/eprint/735137 [In Ukrainian].

3. Barile, N. 5 Secrets to Increasing and Sustaining Your Teacher Energy. Retrieved from http: https://www.wgu.edu/heyteach/article/5-secrets-increasing-and-sustaining-your-teacher-energy1902.html [in English].

4. Freudenberger, H. (1974). Staff Burnout. Journal of Social Issues, 30, 159-165. Retrieved from http://dx.doi.org/10.1111/j.1540-4560.1974.tb00706.x [in English].

5. Hanan, A. (2023). How to protect your energy and time as a teacher. Retrieved from http: https://www.himama.com/blog/how-to-protect-your-energy-and-time-as-a-teacher/ [in English].

6. Kay-Lewis, R. 5 Tips to Conserve Your Teacher Energy. Retrieved from http: https://www.teachingchannel.com/k12-hub/blog/5-tips-to-conserve-your-teacher-energy/ [in English].

7. Kyrian, T., Nikolaesku, I., Stepanova, N., & Nenko, Y. (2020). Relationship between Professional Burnout of Teachers of Higher Education Institutions of Ukraine and Their Organizational, Professional and Socio-demographic Characteristics. Revista Romaneasca Pentru Educatie Multidimensionala, 12(4), 268-288. Retrieved from https://doi.org/10.18662/rrem/12.4/345 [In English].

8. Maslach, C. & Jackson, S.E. (1981). The Measurement of Experienced Burnout. Journal of Organizational Behavior, 2, 99-113. Retrieved from http://dx.doi.org/10.1002/job.4030020205 [in English].

9. Nykyporets, S. S. (2023). Determinants influencing burnout levels among Ukrainian EFL educators: theoretical constructs and personal experience. Proceedings of the 6th International Scientific and Practical Conference «Scientific Trends and Trends in the Context of Globalization», Umeå, Kingdom of Sweden, September 19-20, 2023. №º171. Pp. 125-143. Retrieved from http: https://www.researchgate.net/publication/374432169_Determinants_influencing_burnout_levels_among_Ukrainian_EFL_educators_theoretical_constructs_and_personal_experience [In English].

10. Piazza, J. P. Conserve your energy, and conserve your sanity (and life and career). Retrieved from http://johnpiazza.net/conserve-energy/ [in English].

11. Savchenko O., Korvat L, Kovalkova T, Lovochkina A, Kalishchuk S, Yelina M. (2022). Personal values as regulators of teacher burnout. Journal of Higher Education Theory and Practice. Vol. 22(16) 2022, 51-62. Retrieved from http: https://articlegateway.com/index.php/JHETP/article/view/5600/5316 [In English].

Дата надходження до редакції авторського оригіналу: 13.12.2023