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взаимопонимания, что способствует более успешному усвоению материала. Для достижения этой цели важно наладить взаимопонимание со студентами, показать им, что их мнение имеет значение и будет учтено. Открытые обсуждения могут перерасти в откровенные беседы, что укрепит доверие между преподавателем и учащимися, а также создаст дополнительные стимулы для студентов стремиться к еще лучшим результатам.

Возможно использование предложенных методов поможет студентам поднять уровень мотивации для изучения иностранных языков, а преподавателям легче взаимодействовать с учащимися, которые не имеют стимулов для результативного обучения.

В заключение данной работы хочу сказать, что уровень мотивации и ее поддержание являются важнейшими факторами результативного освоения языка студентами лингвистических специальностей. Несомненно, в современных реалиях основы лингвистической грамотности являются неотъемлемой частью каждой профессии, и, соответственно, фундамент знания языков и навыков их практического применения должен закладываться и развиваться даже во время обучения в университете.

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ВЫГОРАНИЕ И КУЛЬТ ПРОДУКТИВНОСТИ СРЕДИ СТУДЕНТОВ ПЕРВОГО КУРСА УНИВЕРСИТЕТА

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Аннотация: В статье рассматривается проблема эмоционального выгорания и культа производительности среди студентов первого курса вуза. Исследование основано на теоретическом анализе аспектов выгорания, его причин и последствий, а также на материалах опроса студентов Евразийского национального университета имени Л.Н. Гумилева. Результаты опроса показывают, что большинство студентов первого курса имеют высокий уровень стресса, недостаток сна и трудности в балансировании учебы и личной жизни.

Ключевые слова: эмоциональное выгорание, стресс, культ производительности, студенты, студенты первого курса, учебная нагрузка, саморегуляция, стрессоустойчивость, баланс учебы, личная жизнь.

Аннотация: Мақалада университеттің бірінші курс студенттері арасындағы эмоционалды күйіп қалу және өнімділік культі қарастырылады. Зерттеу күйіп қалу аспектілерін, оның себептері мен салдарын теориялық талдауға, сондай-ақ Л.Н. Гумилев атындағы Еуразия ұлттық университеті. Гумилев. Сауалнама нәтижелері бірінші курс студенттерінің көпшілігінде стресстің жоғары деңгейін, ұйқының болмауын және оқу мен жеке өмірін теңестіру қиын екенін көрсетеді.

Түйінді сөздер: эмоционалды күйзеліс, стресс, өнімділік культі, студенттер, бірінші курс студенттері, оқу жүктемесі, өзін-өзі реттеу, стресске төзімділік, оқу тепе-теңдігі, жеке өмір

Abstract: The paper examines the problem of emotional burnout and the cult of productivity among first-year university students. The study is based on a theoretical analysis of burnout aspects, its causes and consequences, as well as on the materials of a survey of students of the Eurasian National University named after L.N. Gumilyov. The survey results demonstrate that most first-year students have a high stress level, lack of sleep and difficulty in balancing their studies and personal life.

Key words: emotional burnout, stress, cult of productivity, students, first-year students, academic workload, self-regulation, stress resistance, study balance, personal life.

We live in a modern world, in the world with modern technology and rapid progress. Due to the abundance of information and opportunities, we often feel tired. This leads to such a phenomenon as "burnout", which affects even on students. Many scientists are studying this problem.

Emotional burnout is a growing emotional exhaustion, a psychological defense mechanism that manifests itself as complete or partial emotional deafness in response to psychotraumatic factors [1]. This is expressed in constant fatigue, loss of interest in learning, decreased motivation and self-esteem, problems with sleep and attention. Long-term stay in this state can lead to depression and health problems.

The cult of productivity is the desire for maximum efficiency in all endeavors. Rest is perceived as a waste of time, which causes anxiety, restlessness and fatigue. The cult of productivity has taken root in popular culture through social networks, motivational trainings and public attitudes, instilling the idea that success is the result of continuous work only. The successes of others create additional stress and form a distorted idea of what is the norm.

In Russian psychology, V. V. Boyko was one of the first to study burnout. He considered this condition as a form of psychological defense arising from the need to adapt to stressful situations. This method consists of completely or partially suppressing emotions in response to traumatic events. In his opinion, burnout develops gradually and comes in three stages: first, a person feels internal tension, then resistance to external demands arises, and ultimately complete emotional and physical exhaustion occurs. [1]

American experts A. Pines and E. Aronson emphasize that professional burnout can be caused not only by emotional stress, but also by a decrease in cognitive abilities, which in turn negatively affects the quality and effectiveness of activities. [2]

Christina Maslach, an American specialist in the field of social psychology, draws attention to the fact that burnout is not only a personal problem. This is a phenomenon that is associated with the characteristics of work, corporate culture and social environment. One of the key aspects is the gap between personal expectations and the reality of work. This condition is accompanied by a negative attitude towards work, decreased self-esteem and loss of desire. [3]

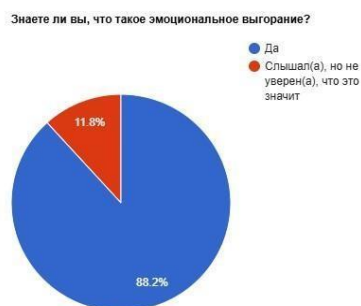
This is especially true for students who are faced with the need to combine their studies, personal life and career ambitions. For first-year students who are just beginning to adapt to new conditions, the pressure becomes especially noticeable. In an effort to meet the requirements of the academic environment and the

expectations of society, they often face emotional burnout. PhD Kazieva Aida also emphasized the students' encounters with various stress factors. [4]

This problem is very relevant, so we decided to explore this topic and conducted a closed survey among students of the Eurasian National University named after L.N. Gumilyov. Our questions were as follows:

1. Do you know what emotional burnout is?
2. Do you think burnout is a common problem among first-year students?
3. Do you feel stressed by your academic workload?
4. How do you rate your productivity at university?
5. How often do you have to sacrifice sleep for studying?
6. Do you feel tired or emotionally exhausted?
7. What factor has the greatest impact on your emotional state?
8. Do you think productivity is more important than rest?
9. Do you feel guilty about resting when you are not studying?
10. Have you ever thought about quitting your studies because of stress or fatigue?
11. What stress relief method do you use most often?
12. Have you had trouble sleeping due to being overloaded?
13. Do you think that the university should provide psychological support to students?
14. How do you rate the balance between study and personal life?
15. What do you think is the main way to avoid burnout?

Our research led to the following results:



1. Do you know what burnout is?

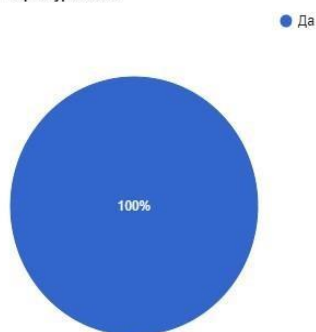
Yes-88.2%
Superficially-11.8%
No-0%

This shows that burnout is a topic that is actively discussed among students. However, despite understanding the concept, not everyone is willing to take steps to prevent this condition. Those who have a superficial knowledge of burnout may not notice its early signs, which increases the risk of its development.

This highlights the need for additional educational programs aimed at raising awareness

2. Do you think burnout is a common problem among first-year students?

Как вы думаете, актуальна ли проблема выгорания среди первокурсников?



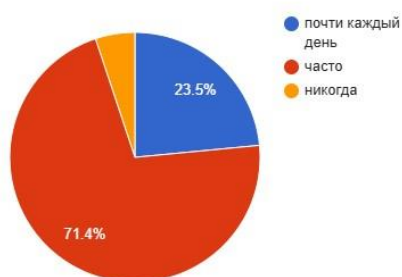
Yes-100%

No-0%

All 100% of respondents believe that the problem of burnout among first-year students is relevant. This indicates that students are aware of the presence of this phenomenon in their environment.

3. How often do you have to sacrifice sleep for your studies?

Как часто вам приходится жертвовать сном ради учебы?



Almost every day-23.5%

Often-70.6%

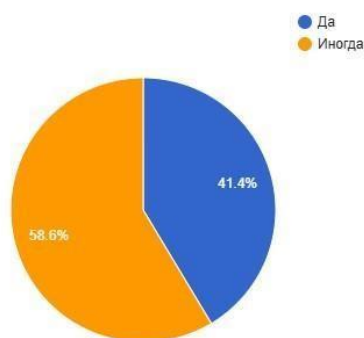
Never-5.8%

Constant sleep disturbance can lead to cognitive decline and poor attention span and memory, as well as increasing the symptoms of emotional exhaustion. Lack of sleep can also lead to the development of depressive states and increased anxiety, which increases the problem of burnout. It is important to raise awareness about the negative effects

of sleep deprivation and how to manage sleep time.

4. Do you experience stress due to the academic workload?

Вы испытываете стресс из-за учебной нагрузки?



Yes, constantly-41.4%

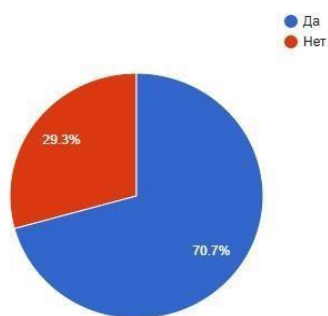
Sometimes-58.6%

No, I don't feel it at all-0%

High stress levels are associated with a large amount of study assignments and high expectations. This can lead to chronic emotional exhaustion if students do not learn how to cope with the workload. Many students feel guilty about taking a break, which increases their stress. They prefer to sacrifice rest in favor of learning tasks, which can worsen the state of emotional burnout.

5. Do you think that productivity is more important than rest?

Считаете ли вы, что продуктивность важнее отдыха?



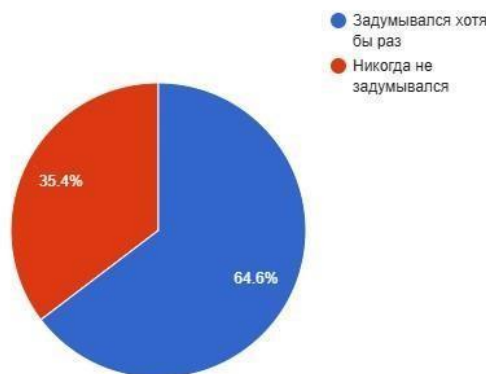
Yes-70.7%

No-29.3%

The cult of productivity, ingrained in society, pushes students to constantly race for results, ignoring the need for full recovery. This leads to a vicious cycle of fatigue and exhaustion. To prevent burnout, it is important to introduce a culture of conscious rest and time planning.

6. Have you ever thought about quitting your studies because of stress or fatigue?

Бывали ли у вас мысли бросить учёбу из-за стресса или усталости?



I thought about it-64.6%

I didn't think about it-35.4%

This high percentage indicates the severity of the burnout problem among students, which can lead to loss of motivation and frustration in the learning process. It is important to provide students with resources and support to overcome difficulties in order to prevent possible expulsion.

Our study has shown that stress and burnout among first-year students are the major problem. Although the situation is not critical, it may worsen without timely measures. It is necessary to prevent burnout at an early stage, not allowing it to develop. Burnout can only be avoided by balancing the workload and taking timely rest. However, in modern conditions, this is difficult to achieve, so it is important to develop self-regulation skills, plan your time and consciously approach the selection of tasks. Meditation and stress reduction techniques can reduce the risk of burnout. In this regard, it is necessary to introduce programs into the educational process that will help students develop these skills. It is important that students not only learn to manage their time, but also have the opportunity to receive support in difficult times. Only an integrated approach combining the personal efforts of students and the support of educational institutions will really help solve the problem of stress and burnout among students.

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