

**BSU SPECIALIST AT THE DEPARTMENT OF PSYCHOLOGY FOR THE
QUESTION OF THE RELATIONSHIP BETWEEN PROFESSIONAL BURNOUT
AND COGNITIVE REGULATION OF EMOTIONS**

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Abstract

According to a widespread explanation, professional burning is a chronic, negative, service - related mood in individuals, characterized by depletion, accompanied by stress, a reduced sense of efficiency, reduced motivation, and the development of dysfunctional attitudes and behavior. Consequently, it is important for a person to be able to regulate their emotions.

The regulation of emotions implies the combination of all processes involved in monitoring, evaluating and transforming the emotional reaction. Cognitive Regulation of Emotion - This is the answer to emotionogenic stimuli that allows a person to control his or her emotional state.

Keywords: stress, professional burning, motivation, cognitive regulation of emotions.

To determine which strategies for the cognitive regulation of emotions are used by teachers, we conducted a study involving teachers in the Adjara region. 500 teachers, including 80% of women and 20% of male, average age - 47.94 ± 11.01 , the majority of married - 91.8%. The research hypothesis was as follows: Teacher with professional burning syndrome is more often appealing to the regulation of emotion regulation.

Statistical analysis of the results of the study has shown that a teacher with a professional burning (with all three dimensions) is more likely to apply disadaptive strategies to emotions than low-level teacher-burning teachers.

