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# DISTANCE LEARNING AND EMOTIONAL BURNOUT OF FOREIGN LANGUAGE TEACHERS IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

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The productivity of both teachers and students is often negatively affected by the urge to deal with modern realities, the constant acceleration of the educational process, coupled with increasingly complex tasks to fulfill. Long-term stressors have negative effects on the physical and mental qualities of the body. Overworking and dissatisfaction with work outcomes can slow down the ability to think clearly and concentrate effectively. Academic burnout, skepticism, and procrastination can be the result of prolonged periods of emotional stress, «...time and work pressure (including missing rest periods, time pressure, and pressure to get through the subject matter), vocal strain, uncertainty concerning the subject matter, uncertainty concerning didactical decisions, achievement-related diversity in class... » [1]. Busy schedules can reduce the efficiency of task performance and, at times, render tasks impossible to complete.

Most non-language institutions of higher education are multidisciplinary, and it is essential that the instructor has a comprehensive understanding of the subject matter beyond just the linguistic aspect. Having a solid grasp of the vocabulary is insufficient without a basic understanding of the field of knowledge, as it impedes the creation of a communicative classroom environment. Foreign language instructors at non-language universities who utilize specialized vocabulary are often not native speakers. To effectively perform their job, teachers must continuously improve their language skills, particularly regarding specialized terminology. This requires an extra effort and time investment, leading to additional psychological strain.

The implementation of personalized multimodal methods for delivering educational information through distance learning requires a significant increase in resources and time invested by instructors. Marc Prensky, in calling adult computer learners «digital immigrants», noted that they dedicate more effort and time to mastering activities that come naturally to «digital natives» [2].

Foreign language instructors in non-linguistic educational institutions may face pressure to provide high quality education to students who do not always possess the necessary language proficiency when entering university. Teachers must frequently modify their teaching methods and materials to accommodate the

various needs of their students. English courses aim to be practical, so it is imperative to assist students in overcoming the obstacle of uncertainty and promoting interaction and cooperation.

The implementation of distance learning components or a total shift to distance education, resulting in limited personal interaction, necessitates the utilization of ever-evolving technology, and it is not always possible to get qualified technical assistance in time. Instructors may not always possess the same level of technological proficiency as their students. Production of video lectures, audio materials, quizzes, surveys, tests, and visual materials requires a significant amount of time, energy expenses and creative effort, resulting in additional personal strain. «Furthermore, students' level of engagement might decline as it is more challenging to remain motivated and focused for prolonged periods, in this circumstance, not all students possess self-organizational skills» [3].

One of the primary goals of foreign language teaching is to develop students' communicative skills. Computer-mediated communication, despite all of its multimedia tools, is currently incapable of offering the complete range of multimodality necessary to create an authentic sense of live communication.

Strategies such as long-term, medium-term, and short-term planning, time management, and workplace organization can significantly reduce stress levels and improve performance. «Reflection can be even more beneficial for teachers when it is turned into social practice among them (i.e., teachers reflect together with colleagues on emotion-related experiences that are concerning them), on feeling rules and decisions that they may have to resist or follow, or on matters relating to students that they would otherwise be unsure of how to tackle» [4]

### References:

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