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Shmurakova M.E., PhD in Psychology,
shmurakova@mail.ru

Soveiko E.I., PhD in Pedagogical Sciences
evgeniasoveiko@gmail.com

Vitebsk Regional Institute for Education Development, Vitebsk, Republic of Belarus

Wulijiao, master's student
940058580@qq.com

VSU named after P.M. Masherov, Vitebsk, Republic of Belarus

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FEATURES OF ACADEMIC BURNOUT IN CHINESE AND BELARUSIAN STUDENTS

The article is devoted to the study of academic burnout in university students in China and Belarus; analysis of the main causes of academic burnout and study of the impact of academic burnout on students' academic performance, mental health and social adaptation. The article also shows the role of social support and individual differences in academic burnout. In the context of the globalization of the education system, the perception of academic stress, motivation and family expectations differ from culture to culture. The article provides an idea of the role of different cultures in academic burnout and reveals the universality and specificity of mental health problems among university students in different countries. An empirical study was conducted among 50 Chinese and 50 Belarusian university students, a total of 100 students. Differences in the demographic variables of academic burnout and social support and their relationships were analyzed using the Adolescent Academic Burnout Scale and the Social Support Rating Scale. The results revealed a significant negative correlation between academic burnout and social support among Belarusian and Chinese university students.

Keywords: academic burnout, social support, college students, academic stress, mental health
The article is devoted to the problem.

ОСОБЕННОСТИ АКАДЕМИЧЕСКОГО ВЫГОРАНИЯ КИТАЙСКИХ И БЕЛОРУССКИХ СТУДЕНТОВ

Статья посвящена исследованию академического выгорания студентов университетов Китая и Беларуси; анализу основных причин академического выгорания и изучению влияния академического выгорания на успеваемость студентов, психическое здоровье и социальную адаптацию. В статье также показана роль социальной поддержки и

индивидуальных различий в академическом выгорании. В условиях глобализации системы образования восприятие академического стресса, мотивации и ожиданий семьи различаются от культуры к культуре. Статья дает представление о роли различных культур в академическом выгорании и раскрывает универсальность и специфику проблем психического здоровья среди студентов университетов в разных странах. Эмпирическое исследование проведено среди 50 китайских и 50 белорусских студентов университетов, всего 100 студентов. Различия в демографических переменных выгорания в учебе и социальной поддержки и их взаимосвязи анализировались с использованием шкалы выгорания подростков в учебе и шкалы рейтинга социальной поддержки. В результате была выявлена значительная отрицательная корреляция между академическим выгоранием и социальной поддержкой среди белорусских и китайских студентов университетов.

Ключевые слова: академическое выгорание, социальная поддержка, студенты колледжей, академический стресс, психическое здоровье.

Introduction. With the development of global higher education, Academic Burnout (AB) has become one of the common psychological problems faced by college students. Academic burnout is not only manifested as emotional exhaustion, but also accompanied by apathy toward learning and a decreased sense of achievement [1]. The concept of Learning Burnout Syndrome originated from the theory of job burnout and was first proposed by Maslach et al. in their study of occupational burnout [2]. Pines and Kafry (1981) first proposed the concept of Learning Burnout in their study of college students, noting that college students are more prone to burnout during their school years than are professional workers [3]. Learning burnout is particularly associated with emotional burnout, which manifests itself as a gradual loss of interest in learning tasks and emotional detachment, which in turn affects academic performance. Learning burnout typically includes three dimensions: emotional fatigue, depersonalization, and low achievement. According to the burnout model proposed by Maslach and Jackson (1981), these three dimensions refer to students' fatigue with learning, loss of interest in learning and detachment from learning activities, and perceived difficulty in achieving academic success. Most studies in the existing literature have found that emotional fatigue is the most prevalent manifestation of academic burnout among college students, especially during periods of academic stress such as exam week or dissertation delivery. Low achievement, on the other hand, occurs more frequently among college seniors, especially during the pre-graduation period, when students may experience anxiety due to uncertainty about their future, which in turn affects their academic self-confidence.

The main causes of academic burnout include chronic academic stress, lack of autonomy and control, and a diminished sense of achievement. In addition, lack of external support, teachers' singular teaching styles, and high family expectations can exacerbate students' burnout. Individual psychological traits such as perfectionist tendencies and poor coping strategies are also important factors contributing to academic burnout. Social support is recognized as a key factor in preventing and alleviating academic burnout. Studies have shown that emotional and instrumental support from families, teachers, and peers can significantly reduce students' emotional exhaustion and enhance their motivation to learn. Emotional support alleviates students' negative emotions, while instrumental support helps students overcome specific difficulties in learning. A good social support system can also increase students' self-confidence and help them develop positive attitudes toward learning, thus reducing the occurrence of burnout.

Studying college students' learning burnout has important theoretical and practical significance, especially in current higher education, where the phenomenon of learning burnout is exacerbated by the academic pressures, mental health problems, and uncertainty of future career development faced by college students. First of all, improving academic performance is an important motivation for studying academic burnout. Schaufeli et al. (2002) pointed out that

the manifestations of academic burnout include emotional depletion, learning alienation, and decreased sense of achievement, which directly affects students' learning efficiency and academic performance. Dyrbye et al. (2005) found that students who have been in a state of burnout for a long period of time are more likely to have psychological problems such as anxiety and depression [4]. In addition, future career development is also closely related to learning burnout, and Salanova et al. (2010) pointed out that learning burnout may continue into future careers, affecting students' motivation and sense of achievement [5].

Therefore it is crucial to study college students' academic burnout. This survey will quantitatively analyze the prevalence, causes and influences of college students' academic burnout to provide a basis for developing effective interventions. By analyzing the data, schools and related education departments can design more intervention programs to help students alleviate academic stress and enhance their academic performance and mental health.

Material and methods. To solve the research problems, a set of complementary methods was used: study and analysis of scientific literature on the problem under study; empirical research – The Adolescent Learning Burnout Scale (Yan Wu and Xiaoyang Dai); Social Support Scale for Adolescents (Yeh Yuemui and Dai Xiaoyang). The study involved 50 Chinese and 50 Belarusian university students, a total of 100 students.

Results and their discussion.

The conducted research showed the following results. There is a significant difference between Chinese and Belarusian university students in terms of study burnout. Belarusian university students have higher levels of burnout than Chinese university students, with significant differences in learning detachment and no significant differences in physical and mental exhaustion and low achievement subscales. Academic detachment is defined as a loss of interest in learning or even a negative attitude towards learning. This state often manifests itself in behaviors such as avoiding learning tasks, reducing classroom participation, and neglecting academic responsibilities. Academic alienation significantly affects students' academic performance, mental health and social adjustment.

There is a significant negative correlation between learning burnout and social support among Belarusian college students and Chinese college students. The significant negative correlation between study burnout and social support among Belarusian and Chinese college students means that among student groups in these two countries, the higher the level of social support, the lower the degree of study burnout. Despite the different cultural backgrounds of China and Belarus, the negative correlation between academic burnout and social support is consistent among students from both countries. This shows that social support has a general role in alleviating learning burnout. Chinese culture is more collectivistic, with family and group support being very important for students; while Belarus may tend to be more individualistic and independent, but social support is considered important in both cultures in mitigating study burnout.

Table 1 – Correlation Between Social Support and Academic Burnout for Belarusian College Students

		Total Academic Burnout Score	Total Social Support Score
Total Academic Burnout Score	Pearson Correlation	1	-.357*
	Significance (2-tailed)		.011
	N	50	50
Total Social Support Score	Pearson Correlation	-.357*	1
	Significance (2-tailed)	.011	
	N	50	50

*Note: Correlation is significant at the 0.05 level (2-tailed).

Table 2- Correlation Between Social Support and Academic Burnout for Chinese College Students

		Total Academic Burnout Score	Total Social Support Score
Total Academic Burnout Score	Pearson Correlation	1	-.354*
	Significance (2-tailed)		.012
	N	50	50
Total Social Support Score	Pearson Correlation	-.354*	1
	Significance (2-tailed)	.012	
	N	50	50

*Note: Correlation is significant at the 0.05 level (2-tailed).

The study also found that gender did not have a significant impact on burnout and social support among Chinese and Belarusian university students.

Conclusion. The results of this study show that there are significant differences between Chinese and Belarusian university students in terms of study burnout. Belarusian university students had significantly higher levels of burnout than Chinese university students, especially in the dimension of academic detachment. However, the dimensions of physical and psychological exhaustion and low achievement were not significantly different between the two countries. In addition, gender did not show a significant effect on burnout and social support among both Chinese and Belarusian students, suggesting that gender is not a key factor influencing burnout. Finally, there was a significant negative correlation between academic burnout and social support, with higher social support being associated with lower levels of academic burnout in both China and Belarus. This suggests that social support plays an important role in mitigating academic burnout, and in particular has a positive effect on reducing academic alienation.

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