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THE INFLUENCE OF EDUCATIONAL STRESSORS
ON THE GENERAL STRESS RESISTANCE
OF STUDENTS IN EDUCATIONAL ACTIVITIES

Annotation. *Stress resistance is one of the main qualities necessary for a modern teacher. This is due to the fact that the professional activity of a teacher is filled with social interaction and the need for communication with other members of the educational process. Accordingly, in order to prevent an excessive negative impact of stressors on the personality of a teacher, a sufficient level of stress resistance is necessary, but it still needs to be formed or developed, and this task must be completed during the student's training, the future teacher. The purpose of the study is to determine the relationship between educational stressors and students' resistance to stress during the period of study. The sample of the study is 30 students. At the theoretical level, the research and work of psychologists on the impact of stress on the personality of a student, ways of coping with stress, the main causes of increased levels of stress and anxiety of students are considered. A comparison of such definitions as: stress, stress resistance, stressors by various authors was carried out. The cla is presented. The empirical level is represented by a diagnostic study of the levels of stress resistance and the degree of stress impact of two groups of students (2nd and 4th year). In the course of this study, a relationship was established between the level of a student's resistance to stress and the degree of exposure to stress.*

Keywords. *Stress resistance, levels of stress resistance, stress, coping strategies, professional development.*

Introduction

The relevance of the problem of increasing stress resistance as a factor determining the competitiveness of future teachers is associated with the value-semantic sphere of the labor market, the conditions for a sufficient level of emotional stability and stress resistance, which allow avoiding the «emotional burnout» syndrome. Various factors influence the rise in anxiety levels among the population, including social adaptation, confidence in the future, and social optimism, as well as events taking place in the world and within a country. One recent event that has had a significant impact on mental health and increased anxiety levels is the COVID-19 pandemic. Naturally, the question arises as

to how to reduce stress and implement preventative measures to increase stress resistance in the population. Ideally, stress resistance should be developed from childhood, and both parents and teachers should prepare children for the challenges of adulthood. However, for teachers to help children find effective ways to cope with stress, they must first be taught these skills, which should be incorporated into their educational activities during their university studies.

Materials and methods

Stress is an inevitable part of human life, and this is true even during our educational years. It's helpful to first define what we mean by stress, stressors, and stress resistance. According to R.S. Nemoj, stress is «a state of prolonged and intense psychological pressure that occurs during a nervous system overload» [1]. V.P. Zinchenko offers another interpretation of stress, defining it as «a state of mental strain that arises in a person during activity under highly challenging and difficult conditions, whether in everyday life or in exceptional circumstances» [2]. It's clear that stress always involves mental strain or pressure.

According to V.P. Zinchenko, stressors are «unfavorable, significant influences, whether external or internal, that are of sufficient strength and duration to bring about a state of stress.» In other words, a stressor is anything that can trigger a highly stressful condition, including physical or mental demands, environmental changes, and more.

There is no single definition of stress resistance, but we can look to L.M. Mitina and N.T. Vodopyanova for two different interpretations. According to Mitina, stress resistance is «a psychological trait that helps teachers carry out necessary activities successfully even in emotionally challenging conditions.» Meanwhile, Vodopyanova defines stress resistance as «a unique interplay of all components of mental activity, including emotions, that allows individuals to maintain harmonious relationships between those components during emotional situations, thereby enabling successful performance of activities.» [3]. Despite some differences, these definitions share the view that stress resistance is a personality trait that affects the success of activities under emotionally challenging conditions.

The concept of stress is also closely tied to the concept of «coping», which N.E. Vodopyanova defines as «a strategy that enables individuals to respond to and adapt to stressful situations.» [3, p. 12]. The term «coping» was first coined by L. Murphy in 1962, when she studied stress resistance during periods of developmental crises. Murphy referred to coping as the active and conscious efforts of an individual to overcome a crisis situation or problem. She explored ways to enhance stress resistance through coping strategies. [3, p. 15].

In her study, L. Murphy examined the correlation between coping behavior tactics, individual personality traits, and personal experiences with stress.

Expanding on the topic of stress management and increasing stress resistance, R. Lazarus wrote the book «Psychological Stress and the Coping Process», in which he described various strategies for dealing with tension, stress, and anxiety. [3, p. 20]. Lazarus believed that the main factor in the regulation of the relationship between the individual and the external environment is a continuous process that includes such stages as:

- 1) cognitive assessment of the situation causing stress;
- 2) overcoming this situation;
- 3) emotional processing of their feelings.

E.R. Isaeva identifies 3 main directions to the definition of coping:

– in the first approach, the scientist compares coping with the process of the dynamics of one's own Ego, which is used to ease mental stress. This approach also includes practical research by G. Vaylan, N. Haan, K. Menninger [4];

– the essence of the second approach is reflected in the process of co-ownership in accordance with personality traits that reflect a stable, constant style of the psyche's reaction to stress in a certain, specific way;

– the third, most famous and popular approach, is reflected in the studies of R. Lazarus and S. Folkman.

Their research depicts coping as a combination of cognitive and behavioral strategies aimed at mitigating the impact of stress on learning.

This systematization of the main approaches indicates that the decrease in the intensity of the use of the term «coping» as a descriptive characteristic of a number of psychological defense processes, and the transformation of «coping» leads to an understanding of this concept as an independent phenomenon. The revealed fact is noted by E.R. Isaeva that “it is the unconscious learned defense mechanisms that are responsible for regulating the emotional state and are aimed at maintaining mental homeostasis and the integrity of the personality from the damaging influence of external influences” [4, p. 42].

However, it will be erroneous to understand that stress resistance and coping are one and the same. According to the definitions presented by us, coping is a way of dealing with stressful effects, and stress resistance is a certain property of the psyche, thanks to which a person is able to perform his activity despite any external and / or internal influence.

Stress while studying at a university meets us from the very beginning, this is, firstly, a new environment, often even a completely new city and possibly even a country, which also causes additional stress, and secondly, this is a new type of educational activity, different from school. All this leads to various psycho-emotional experiences, anxieties,

which ultimately increases the vulnerability of students to the effects of various stressors. Another factor that can contribute to the progression of psychological stress among students is the cultural, social and economic heterogeneity of the group of students. Also, students in the course of their educational activities are under constant intellectual and emotional stress, due to which it is possible to form a negative attitude towards the chosen specialty, this can also include a change in ideas about the specialty (expectation \ reality). The period of examinations and sessions also plays a special role in the stressful impact on students.

According to the studies of E.S. Starchenkova, examination stress occupies a leading place among the causes that increase the level of psycho-emotional stress. This is due to the fact that the exam is the final result of assessing students' knowledge, while it is strictly limited in time and preparation time for it. R. Lazarus and S. Folkman, studying the emotional reactions and the type of coping strategies of students during the examination session, revealed a pattern in the quality of the strategy used and its adaptation in the process of developing a stressful situation. This fact was proved by certain combinations of various coping strategies before the session (focusing on the problem) and also directly while waiting for the assessment of the results of one's work (focusing on emotions) [5].

Important at this point will be to determine what exactly will cause stress for students in the process of their learning. In this case, the work of Hess G.C., who gives specific causes of stress in students [6]. Based on these specific examples, it is possible to determine which coping strategies are used to overcome stress.

She divided all situations into 4 main groups, which are briefly discussed in the study.

The first group is adaptation and change in the main activity – this group of situations mainly refers to first-year students, because. They are just starting to get used to the new social environment, they are just “trying on” the status of a “student”, the adaptation process begins, and socialization takes place with the new educational team, teachers and adaptation to new formats of education. This can also include the beginning of an independent life, the occurrence of financial difficulties.

The second group is associated with difficulties directly related to the educational process, this includes both the difficulty in studying certain disciplines, and too much incoming information that is difficult to assimilate, as well as difficulties in preparing for seminars.

The third group is negative factors that can lead to an overload of the nervous system – a large amount of tasks that leads to an excessive overload of the body, lack of time management to allocate one's time, lack of sleep. Difficulty of assignments, missed assignments, failure to meet deadlines for assignments, lack of confidence that they have

chosen the right profession, loss of interest in the profession and in academic subjects, disappointment in their own choice. The fourth cause of stress is the exam session.

The influence of examination stress on the psyche of students is also highlighted by Creswell, J. W. [7]. He emphasizes that this type of stress occupies one of the leading places among a number of reasons that can cause mental stress in students. K.V. Sudakov also notes that it is the session that causes the most traumatic effect on students and contributes to high emotional tension [8].

Speaking about the coping strategies of students during the session, we can say that the variety of coping strategies is most clearly manifested in student life. This is conducive, as well as the new environment associated with the transition to new conditions of activity, the adaptation period and stressful situations, such as new types of educational activities, the first session, etc. This is most clearly manifested in first-year students, due to the fact that they are only adapting to studying at a university.

Thus, we understand that the successful completion of the adaptation period largely determines the success of the formation of a full-fledged specialist. Let us examine in more detail the importance of the adaptation period.

Adaptation is a rather lengthy and complex process, this can be due to the fact that a person already has formed behavioral strategies in the previous educational institution. In addition, the factors of success or failure of adaptation include: poorly developed communication skills, high expectations about students, personal characteristics, a sense of «adulthood», when the student believes that he is already a formed personality and can decide for himself what he needs, and other factors.

R.S. Nemov defines adaptation as «A set of physiological and psychological reactions of the body, which are aimed at maintaining the stability of the internal environment in which social interaction takes place.» V.A. Slastenin and V.P. Kashirin supplement this definition with the fact that a person is a system of relationships between a person and the surrounding reality. That is, the question of the social side of the personality is raised. This is an important aspect, because Currently, there is no common understanding and definition of a person's personality, but most researchers and scientists agree that a person cannot exist without society. K.V. Sudakov writes that “Human relations are distinguished primarily by selectivity in emotional and value terms. They are a conscious psychological connection with the comprehensive aspects of reality, expressed in actions, which in turn are able to arise and be formed in the activity of the individual” [8, p. 7].

According to L.D. Stolyarenko, «The success of students' adaptation depends on a number of psychological, communicative and production features of the student's interaction with the surrounding reality» [9]. A fairly large number of scientists, both domestic psychology (B.G. Ananiev, A.A. Bodalev, A.N. Leontiev, etc.) and Western (K. Rogers, G. Selye, Z. Freud), dealt with the issues of adaptation. Their research

was aimed at studying the characteristics of the socio-psychological adaptation of the individual.

Conducting a theoretical analysis of various studies of the problem of students' adaptation to the conditions of educational activity, it can be noted that the main criterion for a productive passage of the adaptation period and, as a result, an increase in interest and motivation in one's own specialty, is the blocking of internal discomfort, as well as the possibility of learning outside the conflict zone.

Turning to the classification of Yu.V. Postyalykova, the factors that influence the success of a student's adaptation can be divided into pedagogical, social and psychological. Psychological factors include: the level of intellectual development, social status (position in the group), personal potential. Pedagogical factors include: the level of pedagogical skills of university teachers, the construction of a holistic pedagogical process and the organization of educational activities. Social factors include: student's age, social status, type of educational institution [10].

According to V.V. Potyavina and O.I. Pyatunina, "the organization of educational activities at the university does not provide adequate adaptation of students to specific learning conditions" [11]. As a result, the process of adaptation of students is quite difficult, difficult, with many stressful situations, during which students show their coping strategies. The importance of productive coping strategies is key to the successful involvement of students in the educational process.

Exploring the stress resistance of students, T.T. Shchelina and L.M. Mitin [12], determined that various stressors in different courses of study affect students. Here are examples of some features of the impact of stress on second and fourth year students:

1. Second-year students are most often and strongly affected by communication-related stressors (with peers, close people, faculty, etc.), conflict situations in studies and in life, as well as various health problems, including physiological ones. (sleep disturbance, insomnia, loss of appetite, etc.). Quite a strong value in this case is also the degree of duration of exposure to the stressor. According to various studies and sources presented above, it can be determined that the cause of stress is long-term, constantly recurring negative emotional states, as well as various situations of emotional stress that are important for the individual (regarding educational activities, this can be both a response to a seminar lesson and exam session). Research L.M. Mitina, confirm the fact that the impact of a number of stressors on the body and mind of students during the year is a prerequisite for reducing the level of stress resistance.

2. Among the most common stressors in a student's life are: a change in financial situation, an increase in social activity, a change in living conditions (often associated with moving to another city, country, etc.), i.e. As we can see, almost all of these stressors are external in nature. T.T. Shchelina defines the 2nd and 3rd training courses as a transitional

and crisis stage in a student's life, it is at this stage that the final formation of stress resistance to educational situations and the building of productive coping strategies take place, which allow reducing the negative impact of stressors on the student's personality, which in turn leads to to increase personal and professional development, and serves as a preparation of students for their professional activities. The degree of development of these factors is determined by both personal characteristics and characteristics of the emotional sphere, temperament and character. A characteristic feature for students of this course is: low emotional excitability and duration of emotions, the superficial nature of negative emotions.

3. Students of the fourth have their own, distinct features, which include the reduction of the destructive influence of stressors associated with educational activities, because the adaptation process has already been finally completed, the crisis of the 3rd year has been overcome, during which the chosen specialty was rethought, the process of forming professional qualities is being completed, the student is finally convinced that he is a future specialist, he loses the feeling that “he knows nothing and does not can.» At the same time, it is noted that by the fourth year, despite the proximity of final exams, the defense of a thesis and the choice of a job, problems of personal life are also of particular importance.

G.B. Monina highlights the fact that the vast majority of students have a period of adolescence, and the use and formation of coping strategies depends on the type and characteristics of the situation, and also takes into account their own capabilities [13].

Returning to the topic of coping with stress, we should mention that there are three main approaches to understanding coping strategies, which are based on three models: integrative, situational and dispositional.

The essence of the integrative model is that the choice of coping strategies used is influenced by both personal and situational aspects. They actively interact with each other, closely intertwined with each other so that it is rather difficult to distinguish them from each other. those. This approach takes into account both personal characteristics (temperament, character) and the characteristics of the most stressful situation.

The situational model studies the process of coping with stress in connection with the difference in certain stressful situations. The creators of these trends are R. Lazarus and S. Folkman, who are the founders of «coping». According to the situational direction, it is believed that a directly stressful situation determines the choice – which coping strategy should be applied. That is, the situation occupies a dominant role, and already starting from it, the actions of the individual are launched: emotional, behavioral and cognitive. Also, according to R. Lazarus, coping is all the efforts that are consciously expended by an individual to reduce the impact of a stressor on the body and psyche of the individual.

The dispositional model studies various personal qualities that most actively and effectively help the individual in the fight against stress and the formation of stress resistance, such qualities most often include various psychological defense mechanisms.

Starting from 2010, active research begins, aimed at studying a number of individual aspects of the personal and professional development of students, incl. psychologists and teachers – psychologists, in the course of their studies at the university. Researchers in their works raise questions about the actualization of the personal and cognitive characteristics of a student teacher – psychologist as a subject of self-development [14], the study of creativity and creative thinking as components of the complex of personal and professional development of a student teacher – psychologist [15], the influence of stress on learning activities is actively studied and the personality of the student as a whole, as well as ways to increase stress resistance and the difference in the level of stress among students of different periods of study [16].

Maxwell, A., having done a theoretical analysis of a number of studies, notes that “coping as a separate type of behavior, which reflects the ability of student teachers – psychologists to solve personal and professional problems, is responsible for personal activity, the ability to master effective and efficient ways and methods of self-development and self-realization, is not enough consecrated in research works” [16, p. 87].

In addition, T.T. Shchelina notes that in studies studying coping behavior as a protective mechanism for educational psychologists in the course of their professional development, “protective coping behavior is integrated into the structure of psychological activity at the stages of basic professional qualities that perform a regulatory function” [12, p. 250]. Each of the stages of professionalization is characterized by its own model of defensive behavior, which were discovered and described in detail in the work of T.T. Shchelina. These defensive behaviors can lead to both constructive and destructive solutions to various normative professional crises.

The following methods were used as research methods: a technique for diagnosing the degree of susceptibility to stress E.A. Tarasova, Taylor's technique «Test questionnaire for diagnosing the development of stress» in the adaptation of T.A. Nemchina.

The study was conducted on the basis of Pavlodar Pedagogical University, the study sample consisted of 30 students, of which 15 were second-year students and 15 were fourth-year students.

Result

The psychological and organizational conditions of the diagnostics posed certain limitations to collecting complete data on the characteristics of stress resistance and the degree of exposure to stressful influences of students, as well as their readiness to develop protective co-control behavior.

Despite these limitations, the study provided valuable insights into the factors affecting stress resistance and the degree of stress exposure among university students. The results of the study can be used to develop strategies to promote stress resistance among students and to mitigate the adverse effects of stress during their training period. Since at this level of diagnostics methods of free description are used, the method of direct interrogation in its various varieties, semantic differentials. Another part of the methods (variations of some projective methods) allows us to study only the motives that guide people in crisis situations.

But with the help of the logical structure of the main diagnostic methods as a new version of the value-normative methodology (TSNM), it is possible to obtain sufficiently rigorous data to identify levels of readiness for the processes of coping with stress, including criteria for assessing the direction of the study.

As criteria for assessing the degree of readiness for exposure to stressful effects and their harmful consequences, there is stability as the ability to regulate emotional states or be an emotionally stable student.

In our version of the survey, subjects need to answer 20 test questions, giving one of four possible answers.

The data of the results of the testing carried out according to the method «The degree of exposure to stress» E.A. Tarasov are presented in Figure 1.

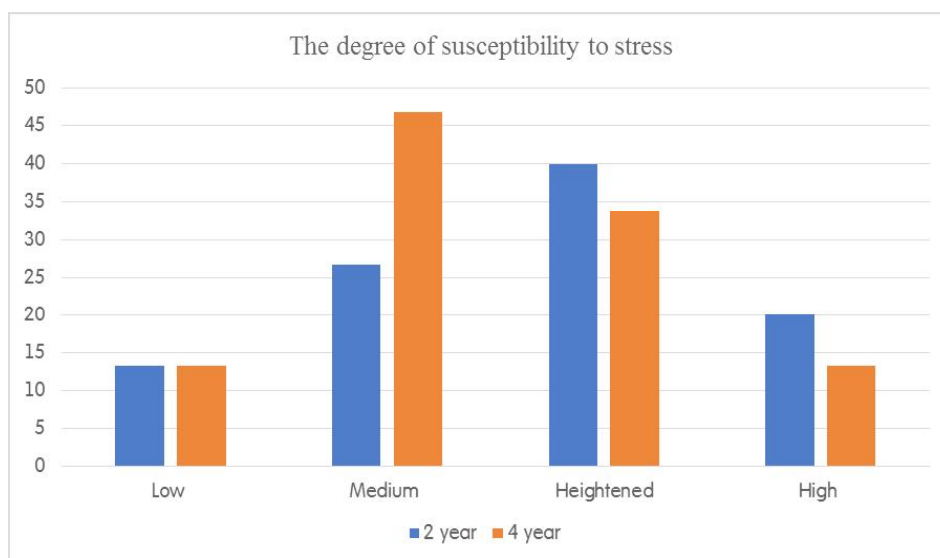


Figure 1. «The degree of exposure to stress» E.A. Tarasov

Based on the results obtained, it can be concluded that second-year students demonstrate the following characteristics.

The indicators of students of the 2nd year of study reflect a higher degree of susceptibility (40% increased and 20% high) to stress. This may indicate that the reason for the low level of stress resistance and, accordingly, the high degree of influence of stressors on the student's personality, may be the low level of student adaptation to learning conditions. Which accordingly leads to such problems as: irrational use of time (both in relation to study and personal life), an increased level of social responsibility, difficulties in changing one's habits. All this can lead to such characteristic features as: high impulsivity, sudden mood swings, decreased emotional stability, thus destructive emotions affect the student's personality.

Among fourth-year students, there are the following features.

The indicators of 4th year students indicate a higher level of resistance to stressors (33.7% increased and 13.3% high exposure). Thus, we can conclude that fourth-year students are characterized by emotional stability, endurance, reality orientation, increased resistance to stress and the use of productive coping strategies. In situations associated with high emotional excitability and intensity, students experience negative emotions relatively quickly, which helps to reduce tension and anxiety. All this also affects the formation of skills for quick and effective adaptation to rapidly changing conditions.

According to the method of «Test-questionnaire for diagnosing the development of stress» by Taylor in the adaptation of T.A. Nemchin, the following data were obtained, presented in Figure 2.

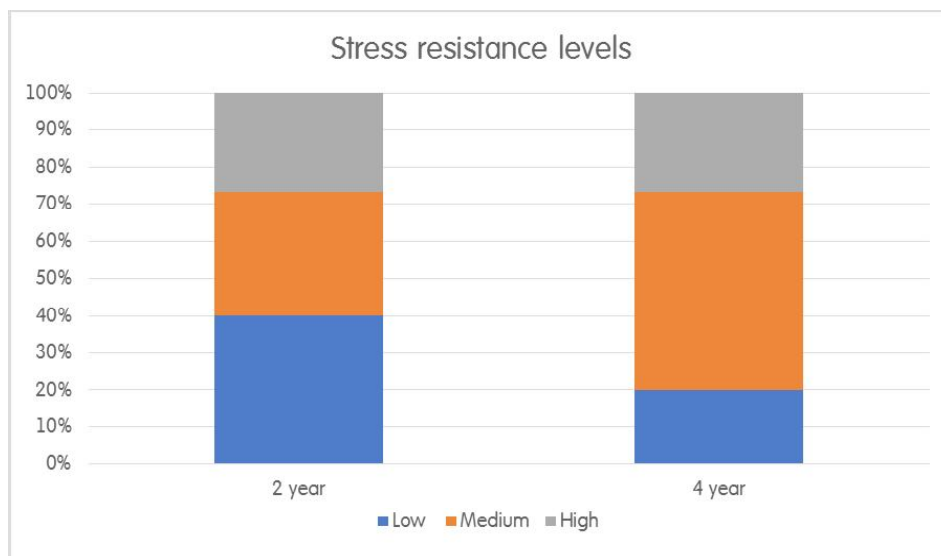


Figure 2. «Test-questionnaire for diagnosing the development of stress» in the adaptation of T.A. Nemchin

The results obtained from the technique for diagnosing the degree of susceptibility to stress by E.A. Tarasova indicate that among the second-year students, all three levels of stress resistance were represented in nearly equal proportions, with low and medium levels slightly more prevalent. This suggests that students in their second year have not yet fully developed coping strategies for dealing with stressful situations, and lack universal methods to mitigate the negative effects of stress on their body. On the other hand, fourth-year students exhibited a significantly higher level of average stress resistance (53.3%, more than half of the respondents). This suggests that by their fourth year of study, students have already developed and established effective methods of coping with stress, as evidenced by the increase in the level of average stress resistance and decrease in the number of respondents with a low level of stress resistance. In conclusion, we can state that by the fourth year of study, the average level of stress resistance increases compared to earlier years.

Conclusion

The conclusion of our study suggests that stress is a complex response of an individual to both internal and external stimuli with the aim of achieving a positive outcome. The validity of the research findings is ensured by the combination of statistical data analysis and qualitative analysis. The results of the study of the level of readiness of students to cope with stress can be utilized in planning and organizing the educational process in universities that operate in a multicultural educational environment. We have revealed the relationship between the level of stress resistance and the course of students' education.

In summary, the study showed that there is a relationship between the level of stress resistance, the degree of influence of stressors, and the year of study. Stress resistance is a crucial component of the competencies required of a university graduate. This competence prepares the student for socio-pedagogical interaction with the teaching and educational team as well as with their fellow students. The level of stress resistance is also linked to personal anxiety. To increase the stress resistance of students, it is necessary to utilize interactive methods, forms, and technologies of teaching, and to develop productive and proactive coping strategies for students.

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Актуальность стрессоустойчивости в личностно- профессиональном развитии студентов

Аннотация. В статье раскрыты основные понятия, связанные со стрессоустойчивостью, которая является одним из основных качеств, необходимых современному педагогу. Это связано с тем, что профессиональная деятельность педагога наполнена социальным взаимодействием и необходимостью коммуникации с другими членами образовательного процесса. Соответственно, для предотвращения излишне негативного воздействия стрессоров на личность педагога, необходим достаточный уровень стрессоустойчивости, однако его ещё необходимо сформировать или же развить, и эту задачу необходимо выполнить в период обучения студента, будущего педагога.

Цель нашего исследования заключается в диагностике уровня стрессоустойчивости и подверженности стрессорному воздействию студентов разных курсов обучения. Выборка исследования

составляет 30 студентов. На теоретическом уровне рассмотрены исследования и работы психологов о воздействии стресса на личность студента, способы совладания со стрессом, основные причины повышенного уровня стресса и тревожности студентов. Проведён сравнительный анализ таких определений как: стресс, стрессоустойчивость, стрессоры у различных авторов. Эмпирический уровень представлен диагностическим исследованием уровней стрессоустойчивости и степенью стрессорного воздействия на личность студентов. В ходе данного исследования была установлена зависимость между уровнем стрессоустойчивости студента и степенью подверженности его стрессорному воздействию.

Ключевые слова: стрессоустойчивость, уровни стрессоустойчивости, стресс, копинг стратегии, профессиональное становление.

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Студенттердің тұлғалық және кәсіби дамуындағы стресске төзімділіктің өзектілігі

Анотация. Стресске төзімділік – қазіргі мұғалімге қажетті негізгі қасиеттердің бірі. Бұл мұғалімнің кәсіби іс-әрекеті әлеуметтік өзара әрекеттестікпен және оқу-тәрбие процесінің басқа мүшелерімен қарым-қатынас қажеттілігімен толтырылғандығына байланысты. Тиісінше, стресс факторларының мұғалімнің жеке басына шамадан тыс теріс әсер етуінің алдын алу үшін стресске төзімділіктің жеткілікті деңгейі қажет, бірақ оны әлі де қалыптастыру немесе дамыту қажет және бұл тапсырма студентті оқыту, оқыту кезінде орындалуы керек. Біздің зерттеуіміздің мақсаты әртүрлі оқу курстарының студенттерінің стресске төзімділік деңгейін және стресске бейімділігін диагностикалау болып табылады. Зерттеу үлгісі – 30 студент. Теориялық деңгейде стрестің оқушы тұлғасына әсері, күйзеліспен күресу жолдары, студенттердің күйзеліс пен мазасыздану деңгейінің жоғарылауының негізгі себептері туралы психологтардың зерттеулері мен жұмыстары қарастырылады. Әртүрлі авторлардың стресс, стресске төзімділік, стрессорлар сияқты анықтамаларын салыстыру жүргізілді. Клас ұсынылды. Эмпирикалық деңгей екі топ студенттерінің (2 және 4-курс) күйзеліске төзімділік деңгейін және стресс әсер ету дәрежесін диагностикалық зерттеумен ұсынылған. Осы зерттеу барысында оқушының күйзеліске төзімділік деңгейі мен күйзеліске ұшырау дәрежесі арасында байланыс орнатылды.

Кілтгі сөздер: стресске төзімділік, стресске төзімділік деңгейлері, стресс, күресу стратегиялары, кәсіби даму.