

IRSTI 14.35.05

UDC 378.02

DOI 10.70239/arsu.2024.t77.n3.10

MODERN RESEARCH ON THE PROBLEM FORMATION OF STRESS TOLERANCE IN STUDENTS

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Abstract. Life is never perfect. No matter how much we might wish for everything to go smoothly, difficulties are inevitable, and we all have to deal with them. Resilience theory asserts that what matters most is not the nature of adversities but how we cope with them. When we face hardships, misfortunes, or disappointments, resilience helps us recover. It aids in our survival, recovery, and even thriving in the face of and after misfortunes, but that's not all. Read on to learn more about the theory of resilience, including its connection with shame, organizations, and much more. The article explores approaches to understanding stress resilience, as well as scientific studies dedicated to examining the factors that affect the level of stress resilience. The purpose of the study is a theoretical analysis of scientific works focused on the issue of developing stress resilience among students. Publications in scientific journals covering the research topic in the collection The Newman In Foreign Policy June 2022 were used as the research material. Common theoretical methods were used to achieve the research goal. Results and their discussion. A logical structure of the section writing is established. The main factors influencing the formation of students' stress resilience and research methods are presented. Conclusions: 3 main views of the article's author on what affects the formation of stress resilience and the emotional stability of a student.

Key words: stressors, stress resilience, resilience, resilience theory, factors of stress resilience, stress management.

Nowadays, the words «stress» and «stress tolerance» are on everyone's lips. Though it is said with exaggeration, but it will not be a lie that 10 years ago Kazakhstani people treated the word «psychologist» with ridicule and with fear saying «I am not crazy» if he was referred to a psychologist. Now the situation has changed, Kazakhstani people more often began to be interested in psychology, including «stress». What is it? And how do you overcome it?

Stress according to the founder of stress G. Sellier «is, effort, fatigue, pain, fear, the need to concentrate, the humiliation of public censure, loss of blood or even an unexpected huge success, leading to the breaking of the whole way of life. ... Any of the conditions listed can cause stress, but none of them can be singled out and said: this is stress, because the term applies equally to all the others».

Undoubtedly, all of us in the course of life are exposed to stress, especially we want to emphasize adolescence and crises in this period. Now, as of 2024, teenagers are those children born in 2005 through 2014. At that time, Kazakhstan's economy stabilized after the collapse of the USSR, and the tenge was strengthening its position, and people started taking loans. Kazakhstan joined the Eurasian Economic Union and the very first smartphone «iPhone» appeared. This is the time when the current teenagers of Kazakhstan were born.

Raising children who were born in the era of rapid development of technology to parents who in turn were raised by the USSR generation is not an easy task. After all, the circumstances and problems faced by the adolescents of the USSR generation and the post-Soviet generation were different. And the experience of stress tolerance that parents of current teens have had has also differed.

It turns out children have to deal with a lot of difficulties alone. Such as bullying, behavioral disorder, RPP (eating disorder), persistent anxiety. These are only socio-psychological problems, not including physiological, economic, biological ones.

We hear about the problems and crises of teenagers every day on the news: «A teenager attacked classmates with a knife», «The number of obese teenagers is rising», «Hooliganism and vandalism», «One in five teenagers has been bullied», «Two teenagers died trying to take selfies on the roof of a train». These are the headlines that surround us nowadays. Therefore, I would like to note the importance and relevance of this topic.

In modern higher education institutions, students are exposed to emotional and intellectual stresses: complicated study programs, material difficulties, the emergence of conflicts in the study group, separation from family. Due to the variety of stressful situations, most students cannot regulate their activity and behavior in such situations, as they do not have enough knowledge about the formation of stress resistance and ways of coping with stress. Based on the above, the relevance of our study consists in generalizing the results of various studies devoted to the problem of forming stress resistance in students.

The purpose of the study is to theoretically analyze the scientific works devoted to the problem of forming stress resistance in students.

Materials and Methods.

In December 2023, at the Department of General Pedagogy and Management in Education of Aktobe Regional University named after K. Zhubanov, an analytical study was conducted to develop a short concise material on the modern research of stress resistance in students.

The research material used was publications in scholarly journals that in some way address the research topic, as well as the practical experience of editing scholarly publications submitted to the editors of *The Newman In Foreign Policy* June 2022.

At the first stage, the search was carried out in the scientific electronic library Elibrary.ru. In the extended search, using the combination of keywords “stress tolerance of students” 1264 sources were found, further restriction on the time of writing from 2020 to the present, exclusion of any form of manuscripts except for articles in scientific journals narrowed the search area to 429 sources. Restriction on the subject of publications (Medicine, Pedagogy, Psychology), as well as exclusion of publications unavailable for viewing allowed leaving 368 sources, of which 7 articles corresponded to the topic of the study to a greater or lesser extent. A similar search using the keywords “ways to manage emotions” without regard to the year of publication in this research library found 76 sources, of which only 5 were relevant to the topic. A search was also carried out in the scientific electronic libraries Cyberlenink and Scopus, where 4 found publications containing information necessary for the study and meeting the criteria for research selection were selected for further analysis.

Such theoretical methods as analysis, synthesis, induction, deduction, content analysis, comparative analysis and modeling were used as research methods.

Results and their discussion.

In modern science, the problem of stress resistance is devoted to the works of such scientists as D. Amirkhan, D. Greenberg, W. Cannon, R. Lazarus, L. Murphy, G. Sellier, S. Volkman, L.M. Abolin, A.A. Baranov, V.A. Bodrov, B.X. Vardanyan, M.Y. Denisov, L.V. Kulikov, A.V. Libina, L.A. Kitaev-Smyk, A.A. Rean, S.V. Subbotin and others.

Along with stress resistance in modern science, various terms are used to describe the ability to maintain the adequacy of the mental state: «personality stability» (L.I. Bozhovich, B. Basarov); «mental stability» (V.M. Genkowska, M.F. Sekach, A.A. Korenev); «emotional-volitional stability» (V.F. Vlasov, I.I. Rudskoy); «professional-psychological stability» (E.V. Vasilenko); «volitional regulation» (J. Rotter).

All the named types of resilience have specificity, but they are based on two key components: first, the ability of the individual to maintain an optimal mental state under the influence of negative factors, and, second, the ability to maintain optimal performance and efficiency of activity in stressful situations.

At the same time, as A.P. Katunin notes, analyzing the works on this topic, in general, sustainability “covers the persistence of the process - the sequence of states in time” (A.P. Katunin). Resilience is characterized by activity, it is an integral part of student development, one aspect of the adaptation process of the early days of college.

As follows from the above definitions of stress tolerance (quality, trait, property) is considered mainly from functional positions, as a characteristic that affects the success of activity.

Stress tolerance is closely related to needs and motivation. In turn, needs and motives contribute to the development of the individual throughout life. According to L. S. Vygotsky, the period of adolescence is accompanied by changes in motivation and interests, affecting behavior and personality orientation.

Volitional regulation, an important aspect of resilience to stress, is determined by an individual's ability to control events and lifestyle, as well as his or her attitude toward self and the world around him or her.

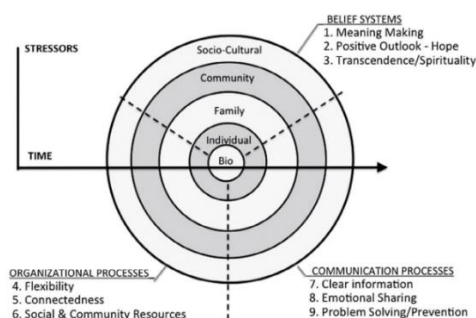
Strengths such as gratitude, kindness, hope, and courage have been shown to act as protective factors against life's adversities, helping us to positively adapt and cope with challenges such as physical and mental illness (Fletcher & Sarkar, 2013).

Certain character strengths may also be important predictors of resilience, with particular correlations between resilience and emotional, intellectual, and restraint strengths (Martínez-Martí & Ruch, 2017).

The academic environment also plays a significant role in a student's stress tolerance due to the academic workload, the need to take exams and meet deadlines.

Social factors such as relationships with others, social support from family, friends, and coworkers, and adaptation to a new social environment can significantly influence a student's stress tolerance.

In a meta-analysis of family resilience, Walsh (2003) suggested that the concept involves nine dynamic processes that interact with each other and help families strengthen their bonds while developing more resources and competencies.



Source: Walsh, 2016, p. 10

The psychological characteristics of a student, such as the level of self-esteem, self-confidence, the ability for emotional regulation, and the degree of optimism or pessimism, have a significant impact on his or her stress tolerance.

Shame Resilience Theory, was developed by Brené Brown, who introduced the concept in her 2006 article “Shame Resilience Theory: a grounded theory study of women and shame” and her 2008 book “I Thought It Was Just Me (But It Isn't).”

The theory attempts to explore how we respond to and overcome shame, an emotion we all experience. Brown (2008) describes shame resilience theory as the ability to recognize this negative emotion when we feel it and constructively overcome it so that we can “maintain our authenticity and grow from our experiences.”

To the reasons for the development of resistance to stress during early adolescence can be attributed: high level of development of cognitive processes, the peculiarity of self-concept of adolescents, the level of subjective control, the level of meaningfulness of life, the specifics of family upbringing, social ties and values.

Personal resources are also an important factor in determining the level of stress tolerance. In S. Hofball's theory of resource conservation, the author notes that in order to increase stress resistance, it is important to accumulate (“conserve”) resources, even if stress has not yet manifested itself.

Among all types of resources: objective, social, energetic and personal, it is the latter, in the author's opinion, that are determinant in the context of stress coping. The key personal resources, according to S. Hofball, are self-efficacy, optimism, self-control and the ability to persevere.

However, stress resistance is not an innate property of a person, but depends on the level of formation of self-regulation skills, i.e. the impact of the individual on himself in order to bring his own functioning to normal conditions. C. Hobfall identified psychological conditions for the development of stress tolerance:

- sufficient knowledge of the phenomenon of stress and ways to overcome it;
- development of the ability to self-regulate the psychophysiological state;
- application of experience of successful overcoming of stressful situations;
- creating a model of constructive behavior under stressful conditions;
- development of positive and rational thinking of the individual;
- Forming an awareness of one's own behavior.

Thanks to stress resistance a person feels the importance of his existence, independence, is able to influence his own life, shows interest in changes and treats them not as a threat, but as an opportunity for development.

Thus, the analysis of the literature on factors influencing the formation and stress resistance, as well as different theories of resilience has shown that stress resistance is considered by different authors in different problem contexts. Stress resistance is defined as a quality of personality consisting of a set of components (psychophysiological, motivational, emotional, volitional, intellectual, professional preparedness) that allow the individual to resist stress. Stress resistance depends on the quality of stressors, their duration and strength, the subjective significance of the event, the adaptive capabilities of the organism, personality traits, the availability of sufficient resources to overcome stress and social factors.

Conclusions

First, current research says that stress tolerance is not an innate quality. It can be modified over time, building mental health and emotional resilience.

Secondly, an important factor for building stress tolerance in a student is to be active after class. Open and deeper communication with loved ones. Developing critical thinking helps students to separate emotion from situation in difficult times, and to clearly define the tasks in front of them.

Third, effective time management also influences the development of stress resilience. Since the student is most often faced with different activities in his life, a well-developed to-do list will give him freedom in time and efficiency in the result in his action.

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СТУДЕНТТЕРДЕ СТРЕССКЕ ТҰРАҚТЫЛЫҚТЫ ҚАЛЫПТАСТЫРУ МӘСЕЛЕСІ БОЙЫНША ҚАЗІРГІ ЗЕРТТЕУ

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Аңдатпа. Өмір ешқашан мінсіз болмайды. Біз қалай болғанын қаласақ та, қиындықтар қашанда болады, және адамзатқа олармен күресу білу керек. Тұрақтылық теориясы бойынша, қиындықтардың сипаты емес, олармен қалай күресетініміз маңызды. Қиындықтармен және қателіктермен кездескенде, тұрақтылық бізге қалыпқа келуге көмектеседі. Бұл бізге қалыпты өмір сүруге, қиындықтарды жеңіп шығып, әрі қарай көтеріңкі баспен жайлы өмір сүруге көмектеседі, бірақ бұл әлі барлығы емес. Тұрақтылық теориясы туралы, оның ұятпен, ұйымдармен және басқа да көп нәрселермен қалай байланысатынын білу үшін одан әрі оқыңыз. Мақалада стресске төзімділікті түсінуге бағытталған әдістер қарастырылған, сондай-ақ стресске төзімділік деңгейіне әсер ететін факторларды зерттеуге арналған ғылыми еңбектер талқыланды. Зерттеудің мақсаты студенттердің стресске төзімділігін қалыптастыру мәселесіне арналған ғылыми жұмыстарды теориялық талдау болып табылады. Зерттеу материалы ретінде 2022 жылдың маусымында шыққан *The Newman In Foreign Policy* жинағындағы зерттеу тақырыбын қамтитын ғылыми журналдардағы мақалалар қолданылған. Зерттеудің мақсатына жету үшін қолданылған әдеттегі теориялық әдістер. Нәтижелері мен талқылаулары. Бөлімнің логикалық құрылымы жасалған. Студенттердің стресске төзімділігін қалыптастыруға әсер ететін негізгі

факторлар мен зерттеу әдістері келтірілген. Қорытындылар: мақала авторының үш негізгі көзқарасы, стресске және студенттің эмоциялық тұрақтылығын қалыптастыруға әсер ететін факторлар сипатталған.

Түйін сөздер: стрессорлар, стресске төзімділік, тұрақтылық, тұрақтылық теориясы, стресске төзімділік факторлары, стресс басқару.

СОВРЕМЕННЫЕ ИССЛЕДОВАНИЯ ПРОБЛЕМЫ ФОРМИРОВАНИЯ СТРЕССОУСТОЙЧИВОСТИ У СТУДЕНТОВ

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Аннотация. Жизнь никогда не бывает идеальной. Как бы нам ни хотелось, чтобы все шло своим чередом, трудности неизбежны, и нам всем приходится с ними справляться. Теория устойчивости утверждает, что важнее всего не природа невзгод, а то, как мы с ними справляемся. Когда мы сталкиваемся с невзгодами, несчастьями или разочарованиями, устойчивость помогает нам прийти в норму. Это помогает нам выживать, восстанавливаться и даже процветать перед лицом несчастий и после них, но это еще не все. Читайте дальше, чтобы узнать о теории устойчивости более подробно, включая ее связь со стыдом, организациями и многим другим. В статье рассматриваются подходы к пониманию стрессоустойчивости, а также научные работы, посвященные изучению факторов, влияющих на уровень стрессоустойчивости. Целью исследования является теоретический анализ научных работ, посвященных проблеме формирования стрессоустойчивости у студентов. В качестве материала исследования были использованы публикации в научных журналах, затрагивающие тему исследования в сборнике The Newman In Foreign Policy июнь 2022 г. Для достижения цели исследования были использованы общепринятые теоретические методы. Результаты и их обсуждение. Выстроена логическая структура написания раздела. Приведены основные факторы влияющих на формирование стрессоустойчивости студентов и методов исследования. Выводы: 3 основных взгляда автора статьи, что влияет на формирование стрессоустойчивости и эмоциональной устойчивости студента.

Ключевые слова: стрессоры, стрессоустойчивость, устойчивость, теория устойчивости, факторы стрессоустойчивости, управление стрессом.