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PSYCHOLOGICAL ASPECTS OF STRESS PREVENTION IN THE SOCIO-PEDAGOGICAL PROCESS

Abstract

Pedagogy can be a stressful profession. The work of a teacher requires constant interaction with children or students, often in conditions of high burden and responsibility for their education and development. Teachers also often face different problems and difficulties, Behavior and communication of students, requirements and expectations on the part of parents and the administration of the school or institution. All of this can cause stress, even emotional exhaustion in teachers. However, despite this, teachers also get satisfaction and joy from their work, especially in those cases, when they see positive results and achievements of students.

In this regard, in the pedagogical environment, measures are needed to prevent stress to make the social and pedagogical process effective.

This study focuses on providing a theoretical basis and conducting research on the effects of professional stress on the mental well-being of educators. The study demonstrates an increasing incidence of burnout among professionals in today's society, emphasizing the importance of addressing this issue.

Keywords: stress, occupational stress, professional burnout, prevention of professional stress

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ӘЛЕУМЕТТІК-ПЕДАГОГИКАЛЫҚ ПРОЦЕСТЕГІ СТРЕСТІҢ АЛДЫН-АЛУДЫҢ ПСИХОЛОГИЯЛЫҚ АСПЕКТІЛЕРІ

Аннотация.

Педагогика саласы стресті жиі тудыратын мамандықтардың бірі. Мұғалімнің жұмысы оқушылармен үнемі өзара әрекеттесуді талап етеді, көбінесе жоғары жүктеме жағдайында және олардың білімі мен дамуы үшін артылатын жауапкершілік болып табылады. Сонымен қатар әртүрлі қиындықтарға, оқушылардың мінез-құлқы мен қарым-қатынасына, ата-аналар мен мектеп немесе мектеп әкімшілігінің талаптары мен үміттеріне жиі тап болады. Мұның бәрі мұғалімдерде стресті, шамадан тыс жұмыс істеуді және тіпті эмоционалды шаршауды тудыруы мүмкін. Алайда, осыған қарамастан, мұғалімдер оқушылардың оң нәтижелері мен жетістіктерін көрген жағдайларда өз жұмыстарынан қанағат пен қуаныш алады.

Осыған байланысты педагогикалық ортада әлеуметтік-педагогикалық процесті тиімді ету үшін стрестің алдын алу шаралары қажет.

Бұл зерттеу теориялық негізді қамтамасыз етуге және кәсіби стресстің мұғалімдердің психикалық әл-ауқатына әсері туралы зерттеулер жүргізуге бағытталған. Зерттеу көрсеткендей, қазіргі қоғамда кәсіби күйіп қалу жағдайларының өсуі байқалады, бұл мәселені шешудің маңыздылығын көрсетеді.

Кілт сөздер: стресс, кәсіптік стресс, кәсіби күй, кәсіби стрестің алдын алу

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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ПРОФИЛАКТИКИ СТРЕССА В СОЦИАЛЬНО-ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ

Аннотация.

Педагогика может быть напряженной профессией. Работа учителя требует постоянного взаимодействия с детьми или учащимися, часто в условиях высокой нагрузки и ответственности за их образование и развитие. Учителя также часто сталкиваются с различными проблемами и затруднениями, поведением и общением учащихся, требованиями и ожиданиями со стороны родителей и администрации школы или учреждения. Все это может вызвать стресс, переутомление и даже эмоциональное истощение у учителей. Однако, несмотря на это, учителя также получают удовлетворение и радость от своей работы, особенно в тех случаях, когда видят положительные результаты и достижения учащихся.

В связи с этим в педагогической среде необходимы меры по предотвращению стресса, чтобы сделать социально-педагогический процесс эффективным.

Данное исследование направлено на обеспечение теоретической основы и проведение исследований влияния профессионального стресса на психическое благополучие педагогов. Исследование демонстрирует, что в современном обществе наблюдается рост случаев профессионального выгорания, подчеркивая важность решения этой проблемы.

Ключевые слова: стресс, профессиональный стресс, профессиональное выгорание, профилактика профессионального стресса

INTRODUCTION.

Stress is an integral part of modern society and significantly impacts people's quality of life. In the modern world, many factors create a stressful load on people's psyche. First of all, globalization and the fast pace of life require people to constantly strive for success, efficiency and achieve high results. This creates a feeling of constant lack of time and lack of resources, which is a source of stress. In addition, modern technologies and constant mass information flow create an atmosphere of information saturation, which also causes increased anxiety and stress in the individual.

The social environment can also be a source of stress in modern society. Difficulties in interpersonal relationships, high demands from society and others, stereotypes and expectations can create emotional tension and stress.

In addition, economic problems and the uncertainty of the future also cause stress for citizens.

Some studies prove that stress is not always a negative phenomenon, because it allows you to mobilize human resources and adapt a person to new conditions. However, in the case of excessive stress, stress can negatively affect a person's physical and mental health, therefore, the ability to manage it and the desire to find a balance between stress and relaxation is an important aspect of the overall well-being of the individual and his psychological and physiological health.

The educational system, as part of the overall social system, is associated with the interaction of a significant number of people. Thus, the educational system is an open system that concentrates the interests of each member of our society. The educational system is open to interchange with the environment, functions and develops progressively, interacting with industrial, scientific, cultural and other institutions and community groups. According to the scientist Heidegger, a student in an open educational system is in a state where his personality is completely open to the surrounding space,

and his life values are actively formed under the influence of the knowledge he receives. It is in such conditions that the formation of socialization of students takes place, and their social qualities are formed – through interaction within the framework of a process called the socio-pedagogical process. The teacher initiates the socio-pedagogical process as an active participant. In addition, administrative workers, social workers, tutors, mentors, parents, etc. are certainly involved in this process. Nevertheless, teachers, as the main participants in the socio-pedagogical process, assume the main function in the organization and implementation of the socio-pedagogical process, which is an accumulation of stressful factors for the professional work of an employee.

To conduct a study of the problem "psychological aspects of stress prevention in the socio-pedagogical process", it is also necessary to justify the term "stress" and such a type of stress as "professional stress".

Based on the analysis of scientific sources, it is concluded that at the moment there is still no consensus on the definition of "stress". The most relevant problem of our research is the interpretation of L.A. Kitaeva-Smyka: "... the perception of stress as a phenomenon that is nonspecific for the human body, forcing it to develop adaptation mechanisms in physiological and psychological terms" (Kozlovskaya V.V., 2 Ishchenko M.M. (2021).

Occupational stress (as a type of stress in the socio-pedagogical process) is a state of mental or emotional stress caused by work or other related conditions. Currently, occupational stress is classified in a separate category in the International Classification of Diseases ICD-10: Z73 – "Problems associated with difficulties in maintaining a normal lifestyle."

The problem of occupational stress in their studies was engaged by both foreign and domestic researchers: J. The Dreta M. Dzh. Smith, M. F. Cleaver, A. N. Zankovskaya, N. E. Vodopyanova (Vodopyanova N. E. (2009), L. V. Kulikov, T. A. Berges (Berges T. A. (2019) A. Wettstein, S. Schneider, M. gross and R. Holdforth La Brand (Wettstein A., Schneider S., gross, M. and La Holdforth Mark R. (2021), etc.

From the position of A.N. Zankovsky, stress is characterized by a change in the physiological and psychological reactions of a person when they get into a difficult, non-specific situation. This definition allows you to explore stress through the following components:

- 1) the parameters of occupational stress and their correlation to various fields of activity;
- 2) the establishment of deviations in stress parameters and the elevation of these deviations to the rank of personality deformation within the chosen profession;
- 3) determining the degree of influence of certain aspects within the profession on the personality of the employee.

In scientific sources, the problem of studying occupational stress borders on such a phenomenon as the problem of emotional burnout of an employee's personality. In this regard, we highlight the works of such authors as A.S. Shafranova, M.M. Rubinstein and other specialists who have focused their scientific work on the study of stress factors in the professional activities of teachers (Kireeva M.V. (2019), Pryazhnikov N. S. (2018), Shcherbatykh (2018).

In various classifications of stress causes in communicative professions Vodopyanova N. E., Starchenkova E. S. (2016), Kozlovskaya V.V., Ishchenko M.M. (2021), Filippchenkova S. I., Balakshina E. V. (2021), etc.), in which activities are directly related to intensive communication and to which the teaching profession belongs, the following factors are considered the most stressful:

1. Long-term and intensive communication, which is often associated with solving difficult communication tasks. For teachers, professional stresses are associated with the need to interact with "difficult" children and "difficult" parents.

This aspect is explained by scientist T.A. Bergis (Bergis T.A. (2019) as follows:

firstly, teachers spend a significant part of their working time communicating with children. This can be intensive communication with a large number of children at the same time, or individual communication with each child separately. In both cases, teachers face various communicative tasks, such as explaining the material, resolving conflicts, controlling behavior and regulating children's

emotions. These situations can be emotionally stressful and require teachers to have high concentration and control over their own emotions;

Secondly, teachers also face "difficult" children who may have behavioral or psychological problems. Interacting with such children requires special skills and self-control. Teachers often feel the problematic situation, as their position requires assistance to these children and support for their development. Interaction with such children can be complicated and conflictual, and, accordingly, cause stress;

Thirdly, educators also face "difficult" parents who can be demanding, critical, or distrustful. Teachers should be in constant contact with parents, and discuss problems and expectations regarding their children. This can lead to conflicts or difficult situations, which are also stressful for teachers.

All these stress factors add up and complement each other, creating a complex combination of negative factors for teachers (Dubrovina I. V. (2019). Constant communication with children and parents, especially in emotionally and communicatively difficult situations, requires high emotional and psychological training from teachers. Lack of support, work overload and high expectations of others from teachers can also exacerbate stress and affect their physical and psychological condition.

2. Insufficient preparation of the teacher's personality for professional activity. The professional sphere of a teacher is very mobile due to the influence of various innovations both in terms of the development of various technologies and in regulatory, theoretical, etc. To meet new, constantly changing requirements, the teacher himself must be in a state of perception, and assimilation of new skills and knowledge, which forms a certain attitude towards the permanent inconsistency of his profession. This constant unconscious attitude can create a favorable environment for the development of burnout syndrome when teachers experience emotional and physical exhaustion from the constant desire to be better and experience disappointment and dissatisfaction with their achievements.

3. Emotional relationships with children and colleagues. Thus, T.A. Bergis (Bergis T.A. (2019) emphasizes that the teacher is an active participant in establishing emotionally trusting relationships with students.³ This, in turn, creates additional psychological pressure on the teaching staff's work, which ultimately causes stress.

N. E. Vodopyanova points out that the main cause of stress for a teacher is the need to constantly maintain emotional balance and control their own emotions during work (Vodopyanova N. E. (2009).

In addition, the work of a teacher is associated with constant communication and interaction with colleagues, which can also become a source of emotional stress. Labor disagreements and conflicts between teachers can affect the atmosphere in the team and cause stress for all participants in the socio-pedagogical process.

Another reason for stress for a teacher is the need to constantly maintain emotional balance and control their own emotions while working. Teachers should be calm, tolerant and friendly, even if they are stressed or have personal problems. It also requires extra effort, which can lead to emotional and physical exhaustion.

Thus, relationships with children and colleagues can be a source of stress for a teacher.

4. This aspect also creates the basis for the formation of professional stress. In addition, this is aggravated by the fact that the media and social networks can make any incidents occurring in an educational institution widely publicized. This can lead to a negative impact on the image of the teaching staff and create additional pressure on teachers who already experience a high degree of responsibility for their work.

Psychologists consider professional responsibility as one of the stressful factors since it requires a teacher to constantly evaluate, analyze and make important decisions (Vodopyanova N. E., Starchenkova E. S. (2016). Emerging doubts and uncertainty about the correctness of the decisions made can cause significant stress and negatively affect the psychological health of teachers.

It should also be noted that the professional responsibility of teachers is often associated with complex moral dilemmas. Teachers have to balance the different interests and needs of students,

parents, administration and society as a whole. This can cause internal conflicts and exacerbate the stress of the factor in question.

5. Inability to act effectively. This stress factor for a teacher is associated with the fact that success in the work of a teacher depends on joint efforts and effective interaction with students. If a teacher cannot achieve positive results in teaching students, there is a feeling of resentment towards students and a sense of professional helplessness. Both of these conditions can be destructive to the teacher's self-esteem, and his perception of his importance in the socio-pedagogical process. And this, in turn, can reduce his motivation, the effectiveness of the teacher's work, etc.

6. Isolation from the support of colleagues. This stress factor in the teaching environment means that teachers who are constantly in contact with children spend most of their time communicating and interacting with students, and they often do not have the opportunity to discuss professional problems or their emotional state with their colleagues (Filippchenkova S. I., Balakshina E. V. (2021). This can be caused by several factors, including the lack of time to communicate with colleagues during the working day, the lack of structured activities for communication and cooperation between teachers, etc.

Isolation from the support of colleagues poses a serious threat to teachers, as it entails a feeling of loneliness and professional isolation. They cannot share their problems, stress, and emotions with someone who can understand and support them. This can lead to the development of professional and emotional burnout among teachers (Evenko S. L., Tsareva M. V. (2018).

Professional burnout manifests itself in a feeling of depletion of resources, physical and emotional fatigue, as well as loss of motivation and interest in work. Emotional burnout, in turn, manifests itself in feelings of helplessness, anxiety, irritability and alienation.

7. Insufficient moral and material stimulation of a teacher's professional activity. This aspect is the basis for the formation of a teacher's (not) respect for his personality, underestimation of his participation in the education of the student's personality, etc. This leads to a personal crisis for the teacher.

So, all the highlighted factors, in combination with each other or separately, can lead to professional burnout of the teacher's personality. To understand these factors, and readiness to coexist in stressful conditions, there is a basis for preparing future teachers for successful work within the framework of the socio-pedagogical process.

MATERIALS AND METHODS OF RESEARCH.

The purpose of this study is to theoretically substantiate and conduct practical work on the study of the impact of occupational stress on the mental well-being of teachers.

The object of the study is the mental health of social educators.

The subject of the study is the impact of occupational stress on the mental health of social educators and the need to develop measures to prevent professional burnout.

The study hypothesizes that increased occupational stress can lead to professional burnout, therefore it is important to develop preventive measures to prevent this phenomenon when working in the socio-pedagogical field.

Characteristics of the study sample: 42 people (aged 21-22 years) are employees with experience in social work at school.

The following methods and the method of mathematical statistics were used to conduct an empirical study:

1. The methodology of "Assessment of occupational stress" (Weissman questionnaire);
2. Methodology for the study of symptoms of professional "burnout" K. Maslach, S. Jackson (adapted by N.E. Vodopyanova);
3. When calculating the correlation, the Pearson linear correlation coefficient was used.

The "occupational stress assessment" technique or the Weissman questionnaire is one of the most common tools for measuring employee stress levels. It is designed and used to assess the psychological state of people in the work environment and can be useful for studying the effects of stress on work and health.

The Weissman questionnaire consists of several questions to which the respondent must indicate their answers on the proposed scale. The answers can be expressed in points or verbal descriptions, depending on the specific version of the questionnaire.

The questionnaire contains several main sections or scales that assess various aspects of stress:

1. Workload: assessment of the amount of work, deadlines and degree of demands placed on the employee.
2. Work control: assessment of the degree of autonomy and independence in decision-making and work planning.
3. Remuneration: assessment of the fairness of remuneration for work, including payments, bonuses and rewards.
4. Social support: assessment of support and cooperation from colleagues and management.
5. Uncertainty of remuneration: assessment of the degree of predictability and uncertainty regarding remuneration and career prospects.
6. Career prospects: assessment of opportunities for professional growth, development and promotion.
7. Work-family balance: an assessment of the balance between work and personal life.

The Weissman Questionnaire is a reliable tool for measuring occupational stress and can help educational organizations and their employees identify factors that affect stress levels and develop measures to reduce and manage it.

The methodology for studying the symptoms of professional "burnout", proposed by K. Maslach and S. Jackson, and adapted by N.E. Vodopyanova, is based on a multifactorial approach to the study of this phenomenon. The technique allows you to identify the main symptoms of "burnout" and understand its features in various professional groups, primarily communicative ones.

The methodology contains three scales:

- 1) "Emotional exhaustion" – reflects the severity of the emotional state in connection with professional activity. A high score on this scale is associated with depression, apathy, high fatigue, and emotional emptiness.
- 2) "Depersonalization" – the indicator on this scale reflects the level of relationships with colleagues at work, as well as the general feeling of oneself as a person in connection with professional activity. A high score on this scale means the severity of a callous, formal relationship with patients, and a feeling of unfair treatment on the part of patients.
- 3) "Reduction of personal achievements" – this scale diagnoses a low level of general optimism, self-confidence and faith in the ability to solve emerging problems, a positive attitude towards work and employees.

THE RESULTS OF THE STUDY.

Let's present the data obtained during the study.

The results of the diagnosis using the "Occupational Stress Assessment" method (Weissman questionnaire) are shown in Table 1.

Table 1. Diagnostic results

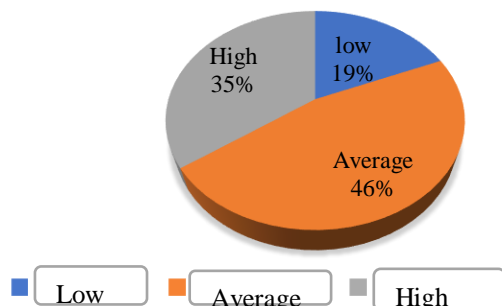
The level of professional stress	Number, people	Number of people, %	Average score
Low	8	18,6	27,5
Average	20	46,51	45,2
High	15	34,88	63,4

The presented research results help to identify three groups of subjects. Only 18.6% (8/42 people) of the respondents have a low level of professional stress. These employees work in optimal working conditions 2. Further, the study identified a group of 46.51% (20/42 people), among whose member's professional stress is expressed at an average level. This group of employees experiences

stress from time to time in the process of performing their professional duties. Nevertheless, in general, it can be noted that employees are aware of certain nuances of their activities.

A significant group with a high level of occupational stress is alarming (34.88% (15/42 people)). This group of people is at the stage of professional burnout

Graph 2. Graphical representation of statistical data obtained during the experiment using the method "Assessment of occupational stress" (Weissman questionnaire)



Let's reflect on Table 2 and analyze the diagnostic results using the method of studying the symptoms of professional "burnout" K. Maslach, S. Jackson (adapted by N.E. Vodopyanova)

Table 2. Diagnostic results

Scales of symptoms of professional "burnout"	Number, people				Number of people, %				Average score			
	el	ev	hv	exv	el	ev	hv	exv	el	ev	hv	exv
Psychoemotional exhaustion	8	22	-	13	18,6	51,16	-	30,23	6,75	28,5	-	48,61
Depersonalization	8	11	-	24	18,6	25,58	-	55,81	2,63	17,45	-	27,79
Reduction of personal achievements	8	29	-	6	18,6	67,44	-	13,95	3,63	23,76	-	36,5
Mental burnout	8	14	12	9	18,6	32,56	27,9	20,93	11,63	68,21	87,5	113,44

Decoding:

El – extremely low

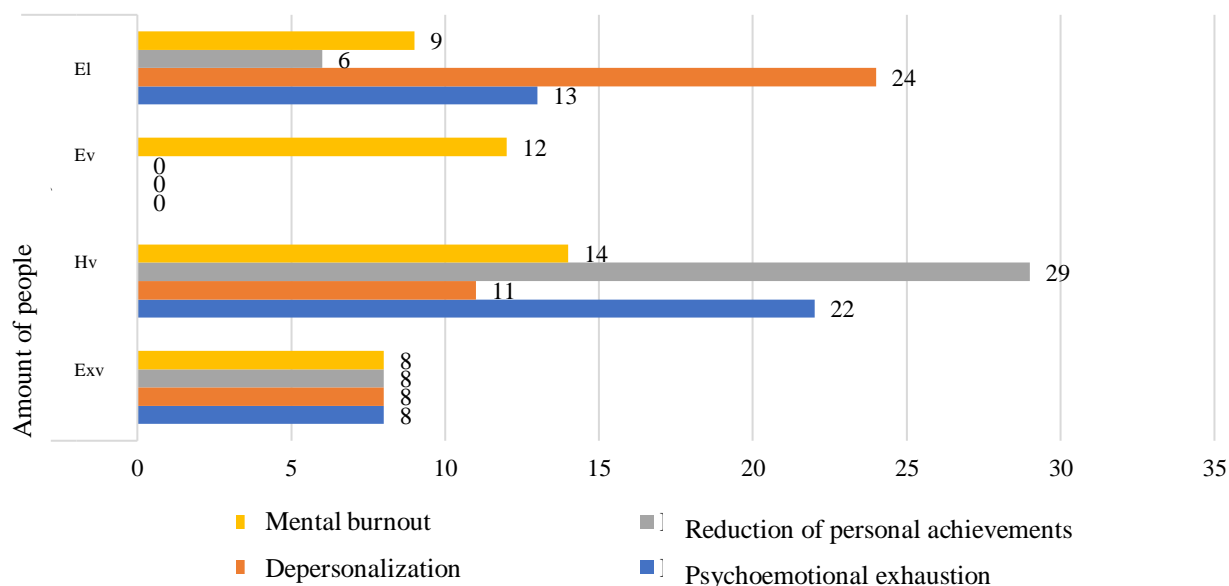
Ev – the average value

Hv – high value

Exv is an extremely high-value

For clarity, let's present the diagnostic results in Figure 2.

Graph 1. Diagnostic results, %



Based on the presented diagnostic results, a high degree of depersonalization was determined in most of the subjects 55.81% (24/42 people); 30.23% (13/42 people) of the subjects were characterized by emotional exhaustion caused by psychophysiological overstrain during the performance of professional duties; reduction of personal capabilities prevails in 13.95% (6/42 people) of the subjects (this circumstance was revealed during the rejection of the feelings of others).

The study also revealed a high level of mental burnout (27.9% (9/42 people) and extremely high in 20.93% (9/42 people).

DISCUSSION. To test the hypothesis, the Pearson correlation coefficient was used to establish a linear relationship between the parameters (Table 3) and to assess its tightness and statistical significance.

Table 3. Search for a correlation between research aspects

Dependent research aspects	Indicator
Extremely high mental burnout (Vodopyanova) /High level of professional stress (Weissman)	-0,553

The correlation between the indicators of "Extremely high mental burnout (Vodopyanova): A high level of professional stress (Vasyman)" is negative because burnout in the profession leads to demotivation to work efficiently and for results.

CONCLUSION.

A large number of studies indicate that currently, a significant part of the world's population suffers from mental and somatic disorders caused by occupational stress. Chronic stress is one of the main problems of modern society. Communicative professionals, including participants in the socio-pedagogical process, are in particular need of stress prevention in their professional activities. The study showed that increased stress levels at work lead to an increased risk of professional burnout.

In the course of the study, the research hypothesis was confirmed that with a high level of occupational stress, the level of professional burnout is high, which necessitates the development of preventive measures in the organization of any socio-pedagogical process. This means that preventive mechanisms for professional burnout of employees must be introduced in the workforce.

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