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Psychological and pedagogical features of stress in the education system

Abstract. Modern education is characterized by the impact of socio-economic conditions on learning, which leads to an increase in the load on the psycho-emotional sphere of students. In many cases, stress on the psyche leads to excessive emotional tension, which leads to nervous breakdowns and psychosomatic illnesses that affect academic performance. It is important for students to learn to overcome difficulties and be able to adapt to new learning conditions.

This article highlights the stress characteristics of US students, including the student living conditions, stress related health problems, and the affects social support on students.

The following tasks were conducted to analyze student stress: study the theoretical foundations of the influence of stress on learning activities and conduct a study to study the influence of factors on the occurrence of stressful situations.

The novelty of the research lies in the specific research of American students by Kazakhstani scientists.

The results of the study showed a negative effect of stress on deteriorating health and mental state among students. Communication with parents, with teachers, caring for children, advice from a psychologist were named as factors of social support.

The research results can be used in school and university practice.

To increase stress resistance, physical activity, communication with family, friends, a positive attitude, consultations of a school and university psychologist are relevant.

In the future, a comparative study of the stress of Kazakhstani and foreign students should be conducted.

Keywords: student stress, depression, anxiety, social support, stress resistance, stress factors, psycho emotional sphere, stress in learning

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Introduction

Stress is defined as the relationship between environmental burden and a person's ability to cope with their needs (Vermunt R., S. H., 2005).

Student stress is an important subject of research in the educational system. Students are

one of group of people who are going through a lot of stress and doing school can be a stressful time in their life (Hassan W. Y., 2017).

Students experience new stress levels when they transition into academia. They may live on campus, meet new people, work at the same time, marry and raise children, all while completing

school projects, assignments, and exams. All these factors can increase stress levels in their lives. Some of the students might not be able to cope with all the changes and become depressed, anxious, sleep less, experience familial problems, and have work issues. Some students might make poor choices by using controlled substances to help with anxiety (Tartakovsky, Margarita, 2018).

Student stress is an important subject matter in research studies in academic circle due to the increased reliance on an academic degree in today's economy (Kausar M. J., 2013).

Stress may result in psychological and biological changes that lead persons to have certain disease.

Some students cannot balance school with family, work, children, and other life responsibilities. There are five main stressors described by Cynthia Clark, including student stress, anxiety, depression, sleep difficulties and illnesses such as colds, flu, and sore throat. Stress related to school may cause migraine headaches, gastrointestinal disturbance, racing heart rate, respiratory problems, and high blood pressure. Students might experience health problems because of the housework, pressure to succeed and a fear failure (Clark, Cynthia, 2020).

Many of the articles and journals describe how students experience more mental problems than physical due to stress. Stress is anything that poses a challenge or a threat to our well-being.

Student stress can result in sleep deprivation, depression, anxiety, and even suicidal thoughts. Stress can reduce achievement scores, decrease motivation, and increase school dropout rate (Michaela C. Pascoe, S. E., 2020; Mark S. Chapell, B. Z., 2005).

Student stressors in the U.S. include a lot of different factors such as homework, work, family and children, exams, pets if they have any, and even parents if they must take care of them. All these life factors can be difficult to accomplish as a student.

There are healthy strategies and unhealthy strategies that students rely on according to Cynthia Clark, including spending time with families and friends and classmates; talking with counselors; eating well; doing yoga; exercising

and physical activities; praying and meditation; listening to music; scheduling or write down their daily tasks; prioritize what is more important and other self-care and having long term or short-term goals (Clark, Cynthia, 2020).

Stress is a complex interaction between a person and their environment that can affect their well-being.

Social support by Shumaker and Cummings A. L. refer to connections within a social network between friend and family (Shumaker S. A., 1991; Cummings A. L., 2001). Support from people that are close may buffer the effect of stress on students. Social support is an important means of support in the student's life.

A higher education can be overwhelming for students managing all their life responsibilities. There are internal and external factors and interactions between them that lead to stress for students. First year school students may experience more stress because of the big transitional changes they have and by finishing school in last year of school they may be scared about life decisions after graduation (Melissa Wood, 2012).

In an article by Laurie Saloman, she stated that students getting a higher education are more open to seek counseling services. Students are more willing to acknowledge any mental health concern that they may have then at any time in history. That creates more demands from students seeking counseling help at the universities. Some schools increase services by hiring more mental health professionals, keep a 24/7 hotline staffed, and offer community recourses among other initiatives (Saloman L., 2019).

The literary research appeared to show a growing body of research investigations in the relation to health problems due to an academic career.

In an article by Daniel Eisenberg, he stated that mental health problems are numerous and increasing among students in institutions of higher education (Daniel Eisenberg, P. S., 2007).

For the unhealthy strategies Clark describes the use of alcohol or drugs, prescription drugs and overreacting. The biggest major support to reduce their stress is to have positive feedback

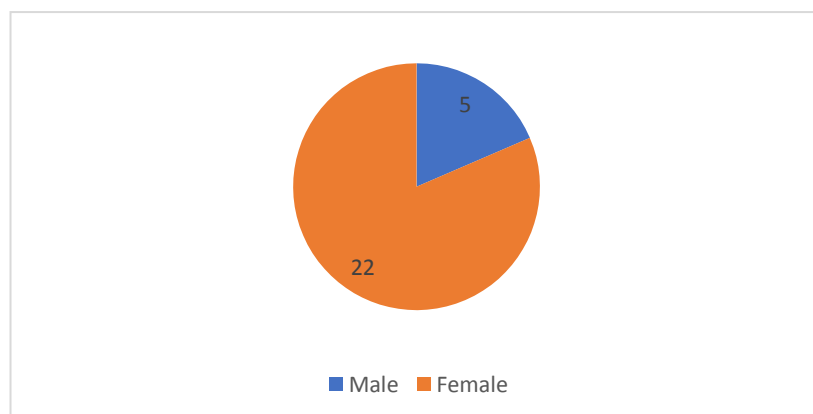


Figure 1. Gender characteristics of students

from their professors, to hear it from a professor how are they doing and what can they do to improve their performance in school (Clark, Cynthia, 2020).

There are many articles about how poor sleep in student life affect their health. Statements from different articles and journals state that not getting enough of sleep can cause depression, anxiety, suicidal ideas, and even use of drugs and alcohol (Shih-Yu Lee, P. R., Wuertz, C., Rebecca Rogers, B., & Yu-Ping Chen, S. P., 2013).

Students may not realize how sleep can affect their level of stress. They describe how not enough of sleep can cause poor academic performance, mood changes, risks of cardiovascular disorders, diabetes mellitus and mortality.

Michelle Short described the influence of three aspects of sleep on a student's life such as sleep duration, sleep quality, and circadian chronotype (Michelle A. Short, M. G., 2013).

Abdullah I. Almojali's article says that sleep deprivation can affect student performance, for example, poor sleep results led to poor marks on exams. (Abdullah I. Almojali, S. A., 2019).

Students with lower income have higher stress because they must work longer hours and have less time to study or they must work to support their family but want to get a higher education (Roberts R. G., 1999).

With improved stress and time, some exercise, a healthy diet, enough sleep, and social support for students can have a positive educational experience.

Participants and Procedure

To measure student stress this research work interviewed American Students using the survey method. This study was conducted over a 4-week period at American University. The study

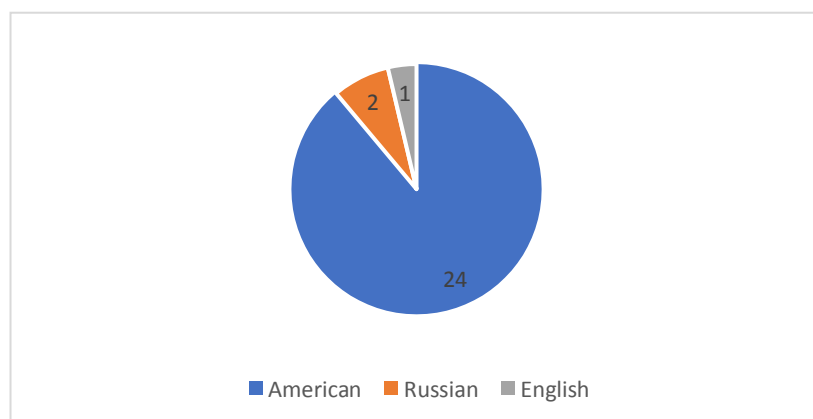


Figure 2. Ethnicity of students

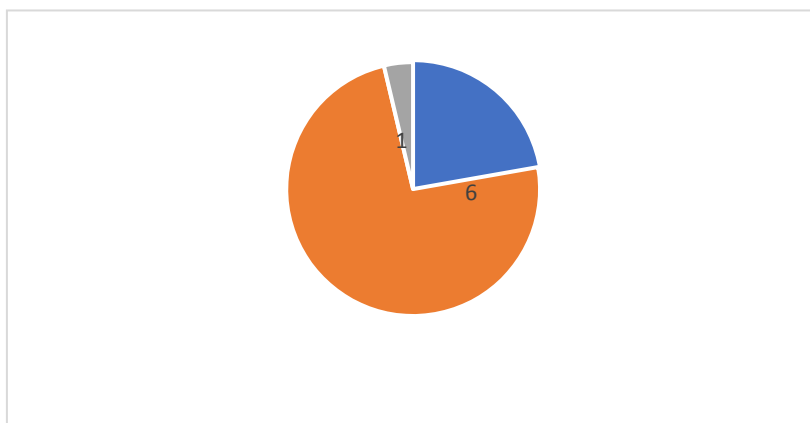


Figure 3. Age characteristics of students

focused on stress that students experience while studying for their degrees at the university.

Number of students that participated in this work were 27 people. Number of men and women participants was 5 man and 22 women (Figure 1).

Most of the students were American nationality and 2 Russians and one English (Figure 2).

The ages of participant were between 25-45 years old (Figure 3). Most students were married and had 10-40 work hours a week.

Eligible participants were sent by email survey questions. Students were instructed to answer the survey independently and were asked not to talk with other students about the questions until answers were returned. Also, students were asked to write about their daily life and how school affects their health. The surveys took approximately 20-30 min to complete, and the writing about their student stress about 20 minutes.

Methods

We conducted a questionnaire consisting of 11 questions. We asked the students how they cope with their studies, work, family, household chores and communication with friends). Also, they were asked to provide a written narrative about their experiences.

The survey utilized a quantifiable measure of the degree to which each situation in one's life are considered as stressful with a ranking of 1-4 and 1-10 in some instances. Students reported their

living situation on a scale from 1 (yes), 2 (no), 3(number).

Examples of these items is Do you live on campus? The scale includes the most common living situations problems that students have while they in school.

Health problems related to student stress were inquired. This is a 9-item self- constructed scale that measures students about different health issues. Students used a scale from 0 (never) to 4 (very often). The final scale item score is the total number of student's health/issues they have. The scale includes the most common student's health issues they may have.

Social support that students have was mainly focusing on family, friends, and professor. There connection was assessed with both questionnaire and observational measures. The questioner regarding connection between students and their family, friends, professors, and counseling included 10 items. Students reported what support they have on a scale ranging from 0 (never) to 4 (very often). Example of these items is How often do you talk with your partner? Items were summed to scale the level of support students experience and rely on.

Social support for students focused mainly on family, friends, and teachers.

Results

The results included students living situation, health problems related to student stress and social support that students have.

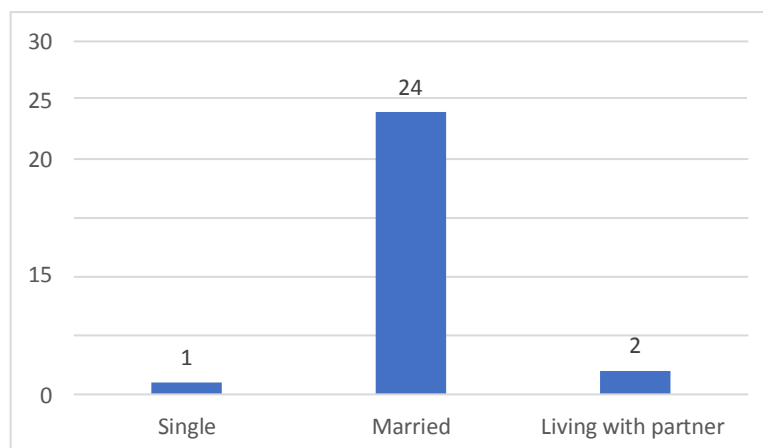


Figure 4. Marital status of students

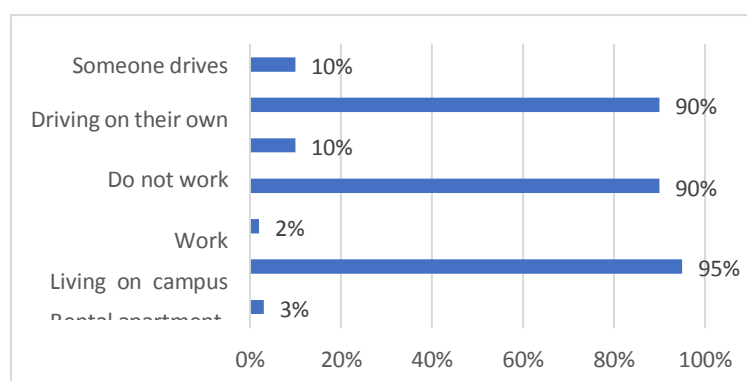


Figure 5. Living conditions of students

The marital status of students and their living conditions are shown in Fig. 4-5.

Figure 4 shows that 88% of students are married, have their own families. Only a small percentage are single (3, 7%) and living with their parents (7, 4%).

The results from students living situation showed 95 % rent apartments or houses, 3 % own their place and two living with parents or on campus. Most of them have children and their household average of 4 people. All of them have jobs and hold 10 to 40 hours a week, 90%

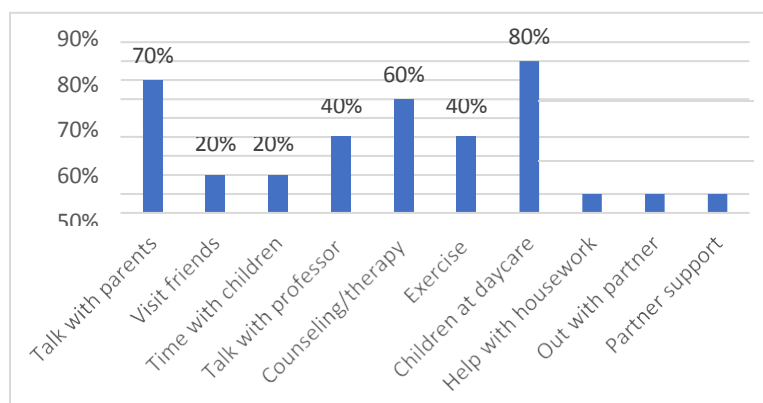


Figure 6. Indicators of social support

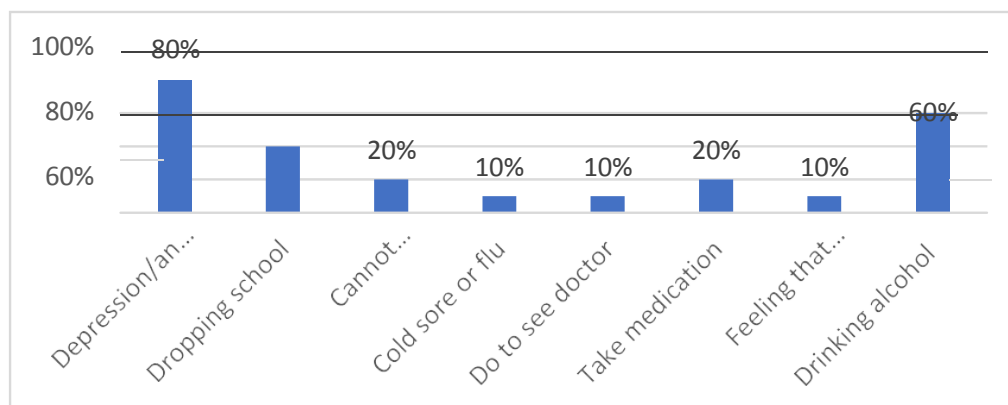


Figure7. Effects of stressors on health

works and 10% not. Also, 90% students driving to university on their own and 10% someone brings them to school. From these answers the results showed that most American students rent apartments and do not own it. Most of them have full-time jobs and not many do not hold jobs. Majority of them have children. Also, the most students drive to university on their own and just a little percentage of them have that someone drive them to school.

Data on the social support of students are shown in Figure 6.

The results from the social support responses by American students showed that they talk with their parents sometimes or 70%, visit their friends 20%, spend time with their children 20%, talk with their professors about their school achievements 40%, see a school counselor or any counselor 60%, exercise 40%, someone (e.g. babysitter) watch their children or their children attending daycare 80%, get help with their housework 10%, go out on a date with their partner/husband 10%, feel that their have mental support from their partner/husband 10%. From all these results we can see that most of the American students talk to their parents, not much have time to spend time with their friends. Almost half of them talk with their professors. More than half have support from some counseling services at school. Not all of them exercise. Children do spend time more in daycares instead of being with their parents. Almost do not have time going on the date with their partners or do not feel like have enough mental support from their partners.

Data on the student's health are shown in Figure 7.

The results from the health problems scales and students' responses showed that 80% of them feels depressed or have an anxiety, 40% feels that want to drop school, 20% cannot manage pressure of their life, 10% have cold or sore, 10% go to a doctor, 20% take medication for stress, 10% stated that medication is helping to manage stress of school, and 60% drink alcohol. From all these results we saw that most of the American students do have depression and anxiety while they in university. Almost half of them have feelings to drop school because they cannot manage all stress they have. Not many of them think that it has too much pressure on them. Not many have symptoms of cold or flu because of the school stress. Not many go to see doctor. Sometimes they take medication. They take medication because it helps them with coping all stress they have. Also, they most of them drink alcohol while they in school.

Discussions

Everyone experiences stress in their life, which can affect a person's mental and physical wellbeing. There is a great deal of research on how to manage stress. To manage stress means to control everything that can impact a person from having a happy life.

Smruti Rekha Sahoo (Smruti Rekha Sahu, 2016) stated that to reduce stress it is necessary to limit working hours to no more than 12 hours per

day, rotate work from high-stress to lower stress functions, rotate work from the scene to routine assignments, as practicable, use counseling assistance programs available through your agency, drink plenty of water, and eat healthy snacks such as fresh fruit, whole grain breads, and other energy foods, take breaks from the scene, as practicable, talk about your emotions to process what you have seen and done, stay in touch with your family and friends, participate in memorials and rituals, and use of symbols as a way to express feelings, pair up with another responder so that you may monitor one another's stress.

In an article by Lawrence Robinson, Melinda Smith, M.A., and Robert Segal,

M.A. (Lawrence Robinson, Melinda Smith, MA, and Robert Segal, MA., 2020), has many tips on how to deal with stress. Sources of stress in your life include work or school, family, or children, or just some people stress you. Identify the sources of stress in your life - work or school, family, or children, or just some people stress you. Keep a stress diary to help you identify stressors and how to deal with them. Learn to say no to people or to things that upset you. Avoid people who stress or upset you. Take control of your environment, for example, if it is stressful, you shop in a store and then shop online.

Shrinking your to-do list means if you are doing something to kick something off your to-do list. Express your feelings instead of holding them back, try to say what you feel. Be prepared to compromise, if you ask someone to change, then be ready to change yourself. Create a balanced schedule that will not be too stressful in your daily life. Rephrase the problem, for example look at the problem from a more positive perspective. Look at the big picture, think about whether it makes a difference in months or a year. Adjust your standards, do not try to be a perfectionist, and try to learn to be okay, just «good enough.» Practice gratitude and be grateful for what you have and all your talents (gifts). Accept what you cannot change with the death of a loved one, serious illness, or a national recession. Do not try to control the uncontrollable rather than strain them, focus on what you can control, such as how

you decide to react to problems. Look for benefits to learn from mistakes. Learn to forgive that we live in an imperfect world and make mistakes. Share your feelings to talk to people you trust or a therapist.

Lawrence Robinson, Melinda Smith, M.A. and Robert Segal, M.A. (Lawrence Robinson, Melinda Smith, MA, and Robert Segal, MA., 2020), also suggested physical activity. Put on the music and dance, take your dog for a walk, take a walk or bike to the grocery store, use the stairs at home or work rather than the elevator, park your car at the farthest parking spot and walk to the end. So, team up with an exercise partner and cheer each other on as you exercise, play ping pong, or activity-based video games with your kids.

We can see that many articles and books have some important tools that can manage student's stress. The most important is that students should their time management. They should prioritize is what more important and what should they do first. A good healthy diet and exercise every day is seams also an important tool. In addition, a social support network that includes time spent with family, friends and children will help relieve stress. Maintaining a positive attitude is also important. Talking to school counselor or with professors is another outlet.

Conclusions

Everyone experiences stress in their life, which can affect a person's mental and physical wellbeing. There is a great deal of research on how to manage stress. To manage stress means to control everything that can impact a person from having a happy life

Stress includes anxiety, depression, irritability, fatigue and withdrawal, aggression, tearfulness, lack of motivation, inability to concentrate and solve a problem. Stress can even cause physical symptoms like heart palpitations, nausea, and headaches. If stress continues, it can lead to changes in neuroendocrine, cardiovascular, autonomic and immunological functioning, which can lead to impaired mental and physical health.

Some students may not be able to cope with all the changes and may become depressed, anxious, sleep less, have family and work problems. Some students may make the wrong choice by using controlled substances to cope with anxiety (Tartakovsky, Margarita, 2018).

Student stress can lead to sleep deprivation, depression, anxiety and even suicidal thoughts. Stress can reduce academic performance, decrease motivation, and increase dropout rates (Michaela C. Pascoe, S. E., 2020).

Sources of stress in your life include work or school, family, or children, or just some people stress you. Identify the sources of stress in your life - work or school, family, or children, or just some people stress you.

Cynthia Clarke (Clark, Cynthia, 2020) described five major stressors, including student stress, anxiety, depression, sleep problems, and illnesses such as colds, flu, and sore throat. School stress can cause migraines, gastrointestinal distress, heart palpitations, breathing problems, and high blood pressure. Students may experience health problems due to homework, a drive for success, and fear of failure. No matter how well students think they can handle stress in everyday life, at some point they all experience feelings of depression and anxiety.

The life situations of students can be different, for example, they can live on campus, meet new people, work, marry and raise children at the same time, while completing school projects, assignments, and exams. All these factors can increase the level of stress in their lives (Tartakovsky, Margarita, 2018).

Some students fail to balance their studies with family, work, children, and other life responsibilities.

Stress is anything that poses a problem or threat to our well-being. Stress can lead to psychological and biological changes that can lead to illness. Students belong to a group of people who experience great stress, and studying at school can be a stressful time in their life (Hassan W. Y., 2017).

In an article by Daniel Eisenberg, he stated that mental health problems are plentiful

and growing among college students (Daniel Eisenberg, P. S., 2007; Shih-Yu Lee, P. R., Wuertz, C., Rebecca Rogers, B., & Yu-Ping Chen, S. P., 2013; Michelle A. Short, M. G., 2013; Abdullah I. Almojali, S. A., 2019).

Melissa Wood (M. Wood, 2012), «Mental Health on College Campuses», discussed how students develop mental health problems when they watch how many students have been killed or abused in school. These tragic events worsen the health of students. This has led to the emergence of mental health services in many universities. In addition, the article says that over the past two decades, the number of college students suffering from clinical depression and suicidal tendencies has increased threefold. In addition, women experienced more feelings of hopelessness and depression than men. Many colleges and universities have developed strong programs to combat student mental health.

Marisa Kay Langlois (Marisa Kay, 2018), in her article «The Stresses of the Dormitory», described how dorm life affects students. Most universities require first-year students to reside on campus in dorms or dorms. It is designed to help students maintain long-term friendships and lower rents. Several studies have shown that living on campuses helps students score better than those who live off campus. Students have many friends and are socially surrounded by many different students. However, this may sometimes not benefit students if they have never lived on campus before and may conflict with other students. Many students liked their privacy, and it was more difficult to get on campus. Sharing a room can stress some students and increase levels of violence and substance abuse. Many students stated that life on campus is a special experience and will not be found anywhere else.

Muhammad Hilmi Muslim, Hafaza Abdul Karim, Ishaq Che Abdullah (Muhammad Hilmi Muslim, Hafaza Abdul Karim, Ishaq Che Abdullah, 2012), wrote in their article «Satisfaction of the living conditions of students between the conditions on campus and beyond: a conceptual overview» that student housing plays an important role during school. There are

significant differences made by different authors between students living on or off campus. Some studies have shown that students are better at school when they live on campus than off campus. But they tend to find housing on campus, students have limited space, lack of privacy, lack of freedom and poor service.

Rossellini-Marie. Gonzalez, Michelle Diane. Levist, Melissa. Santos, Ian Marie. Nozawa, Mitiko (Glory, B., Rossellini-Marie. Gonzalez, Michelle Diane. Levist, Melissa. Santos, Jan Marie. Nozawa, Michiko, 2014), in the article «Quantitative Study of the Impact of Life Away from Home on Academic Performance of Undergraduate Students,» dedicated to finding out how students living on campus affects their academic performance away from family. During this study, it turned out that students living on campus without parents become more independent. The study found that students living on campus are in a better position than those living with their families. They showed better academic performance in educational subjects. students argued that they become more ambitious, independent and better trained when they attend educational institutions that are away from their families.

Lawrence Robinson, Melinda Smith, M.A. and Robert Segal, M.A. (Lawrence Robinson, Melinda Smith, MA, and Robert Segal, MA., 2020), also suggested physical activity.

Keep a stress diary to help you identify stressors and how to deal with them. Learn to say no to people or to things that upset you. Avoid people who stress or upset you. Take control of your environment, for example, if it is stressful, you shop in a store and then shop online.

Shrinking your to-do list means if you are doing something to kick something off your to-do list. Express your feelings instead of holding them back, try to say what you feel. Be prepared to compromise, if you ask someone to change, then be ready to change yourself. Create a balanced schedule that will not be too stressful in your daily life. Rephrase the problem, for example look at the problem from a more positive perspective. Look at the big picture, think about whether it

makes a difference in months or a year. Adjust your standards, do not try to be a perfectionist, and try to learn to be okay, just «good enough.» Practice gratitude and be grateful for what you have and all your talents (gifts). Accept what you cannot change with the death of a loved one, serious illness, or a national recession. Do not try to control the uncontrollable rather than strain them, focus on what you can control, such as how you decide to react to problems. Look for benefits to learn from mistakes. Learn to forgive that we live in an imperfect world and make mistakes. Share your feelings to talk to people you trust or a therapist.

Aiman M. Hamdan-Mansour and Haniya A. Davani's article (Ayman M. Hamdan-Mansour and Haniya A. Davani, 2007) describes various reviews of authors who have done their work on social support and student stress. In this work, they found that when students have more family support, they have less stress in their lives. Living with a family is beneficial for students if they are close and guiding. In addition, they stated that women receive more social support from friends than men.

The most important is that students should their time management. They should prioritize is what more important and what should they do first.

Smruti Rekha Sahoo (Smruti Rekha Sahu, 2016; Lawrence Robinson, Melinda Smith, MA, and Robert Segal, MA., 2020; Wood M., 2012; Marisa Kay, 2018) stated that to reduce stress it is necessary to limit working hours to no more than 12 hours per day, rotate work from high-stress to lower stress functions, rotate work from the scene to routine assignments, as practicable, use counseling assistance programs available through your agency, drink plenty of water, and eat healthy snacks such as fresh fruit, whole grain breads, and other energy foods, take breaks from the scene, as practicable, talk about your emotions to process what you have seen and done, stay in touch with your family and friends, participate in memorials and rituals, and use of symbols as a way to express feelings, pair up with another responder so that you may monitor one another's stress.

The biggest contribution to reducing student stress is getting positive feedback from their teachers, the opportunity to hear from the professor how they are doing and what they can do to improve their performance in school (Clark, Cynthia, 2020).

Social support (Shumaker S. A., 1991) refers to social networking between friends and family. The support of loved ones can mitigate the effects of stress on students. Social support is an important means of support in the life of a graduate student.

Many scholars recognize the importance of strong social support at all stages of life, but especially when going to college and raising young children. Social support can include family members, friends, and others who can provide advice on parenting or study. They may also offer financial support such as tuition or housing money. When students are well supported, they do better physically, mentally and socially (Cummings A. L., 2001).

In an article by Laurie Saloman (Saloman L., 2019; Daniel Eisenberg, P. S., 2007; Shih-Yu Lee, P. R., Wuertz, C., Rebecca Rogers, B., & Yu-Ping Chen, S. P., 2013; Michelle A. Short, M. G., 2013), she stated that college students are more open to seeking counseling. Students are more willing to acknowledge any mental health problem they may have at any point in history. This creates more demands on the part of students seeking advice from universities. Some schools are expanding services by recruiting more mental health professionals, maintaining a 24/7 hotline staffing, and offering community services, among other initiatives.

Lawrence Robinson, Melinda Smith, M.A. and Robert Segal, M.A. (2020) (Lawrence Robinson, Melinda Smith, MA, and Robert Segal, MA., 2020), also suggested physical activity. Put on the music and dance, take your dog for a walk, take a walk or bike to the grocery store, use the stairs at home or work rather than the elevator, park your car at the farthest parking spot and walk to the end. So, team up with an exercise partner and cheer each other on as you exercise, play ping pong, or activity-based video games with your kids.

A good healthy diet and exercise every day is seams also an important tool. In addition, a social support network that includes time spent with family, friends and children will help relieve stress. Maintaining a positive attitude is also important. Talking to school counselor or with professors is another outlet. We can see that many articles and books have some important tools that can manage student's stress.

Thus, the study of student stress provides the following conclusions:

1. The limitation at some points of this research was that many American students did not want to participate because they felt that there was not enough time to complete the survey with everything else that they must deal with.
2. Many students had difficulties answering questions because of everything that they must do in their life. Such as most of their excuses were that they work a lot, must do chores in their houses and deal with children and partners.
3. Also, some of them stated that they were afraid of someone such as professors or family members finding out about feeling depressed or overwhelmed with being a student.
4. Students in America do go to therapists or typically rely on medication as a coping mechanism to handle their stress.
5. This study attempts to focus on student stress in America. Additional research could address student stress in America between two different universities or different degrees or two different countries.
6. The results led us to conclude that students stress increases with more life events they must deal with. Such as long hours of work, with lower income they must work more and have more stress, they do drink to release their stress, have more depression and anxiety and are more overwhelmed with all their responsibilities and want to drop out of school because of it.
7. Many students in America rely on counseling services. With managing better stress and time, some exercise, healthy diet, enough sleep, and social support students might have a positive academic experience.

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Білім беру жүйесіндегі стресстің психологиялық және педагогикалық ерекшеліктері

Аңдатпа. Қазіргі білім беру жүйесі оқу процесіне тигізіп жатқан әлеуметтік-экономикалық жағдайлардың әсерімен сипатталады, бұл жағдай студенттердің психоэмоциялық күйіне едәуір күш түсіреді. Көптеген жағдайларда психикалық күйзеліс шамадан тыс эмоциялық стресске әкеледі, бұл жүйке бұзылыстарына және оқу үлгеріміне әсер ететін психосоматикалық аурулардың туындауына себеп болады. Сондықтан студенттердің қиындықтарды жеңуге үйренуі және жаңа оқу жағдайларына бейімделе алуы маңызды мәселе болып саналады.

Бұл мақалада американдық студенттердің стресстік сипаттамаларын, соның ішінде студенттердің өмір сүру жағдайларын, стресске байланысты денсаулық мәселесі және студенттерге әлеуметтік қолдаудың әсері қарастырылады.

Студенттердегі стресстің көріну ерекшеліктерін талдау үшін келесі міндеттер орындалды: стресстің оқу іс-әрекетіне әсер етуінің теориялық негіздерін зерттеу және стресстік жағдайлардың туындауына негіз болатын факторлардың әсерін анықтайтын эксперименттік зерттеу жүргізу болды.

Зерттеудің жаңалығы американдық студенттерді қазақстандық ғалымдардың зерттеуімен байланысты болып отыр.

Зерттеу нәтижелері студенттердің денсаулығы мен психикалық жағдайының нашарлауына стресстің кері әсерін көрсетті. Студенттерді әлеуметтік қолдау факторларына ата-аналарымен, мұғалімдерімен қарым-қатынасы, психологтың кеңесі көрсетілді.

Зерттеу нәтижелерін мектеп және университет тәжірибесінде пайдалануға болады.

Стресске төзімділікті арттыру үшін физикалық белсенділік, отбасымен, достарымен қарым-қатынас, оң көзқарас, мектеп және университет психологымен кеңесу маңызды болып саналады.

Алдағы уақытта қазақстандық және шетелдік студенттердің стресін салыстырмалы түрде зерттеу қажет деп санаймыз.

Түйін сөздер: студенттік стресс, депрессия, алаңдаушылық, әлеуметтік қолдау, стресске төзімділік, стресс факторлары, психоэмоциялық сфера, оқудағы стресс.

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Психологические и педагогические особенности стресса в системе образования

Аннотация. Современное образование характеризуется влиянием социально-экономических условий на обучение, что приводит к увеличению нагрузки на психоэмоциональную сферу обучающихся. Во многих случаях напряжение психики приводит к чрезмерному эмоциональному напряжению, что приводит к нервным срывам и психосоматическим заболеваниям, влияющим на успеваемость. Студентам важно научиться преодолевать трудности и уметь адаптироваться к новым условиям обучения.

В этой статье освещаются стрессовые характеристики американских студентов, включая условия жизни студентов, связанные со стрессом, проблемы со здоровьем, а также влияние социальной поддержки на студентов.

Для анализа стресса студентов были выполнены следующие задачи: изучить теоретические основы влияния стресса на учебную деятельность и провести исследование по изучению влияния факторов на возникновение стрессовых ситуаций.

Новизна исследования заключается в конкретном исследовании американских студентов казахстанскими учеными. Результаты исследования показали негативное влияние стресса на ухудшение здоровья и психического состояния студентов. Факторами социальной поддержки названы общение с родителями, учителями, уход за детьми, консультации психолога.

Результаты исследования могут быть использованы в школьной и университетской практике. Для повышения стрессоустойчивости актуальны физические нагрузки, общение с семьей, друзьями, позитивный настрой, консультации школьного и университетского психологов. В дальнейшем необходимо провести сравнительное исследование стресса казахстанских и иностранных студентов.

Ключевые слова: студенческий стресс, депрессия, тревожность, социальная поддержка, стрессоустойчивость, стрессовые факторы, психоэмоциональная сфера, стресс в обучении.

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