

Stress tolerance and features of student self-regulation during the pandemic period

Abstract. The coronavirus disease pandemic (COVID-19) of 2019 is a public health emergency all over the world, and in particular in our republic. This problem also poses serious questions in the context of psychological health. One of the problems is self-isolation, accompanied by intensive inclusion in the digital information environment, which has led to a deterioration in the psychological well-being of students and the emergence of stress. This article deals with the problem of a low level of stress tolerance of students during the post-COVID training regime.

During the coronavirus pandemic, measures were introduced around the world to stabilize the social, economic, and political spheres of life. Nevertheless, the pandemic has harmed both the way people live and their affective states. In this regard, the problem of increasing the stress resistance of students at the present stage is of particular importance.

As the COVID-19 pandemic strengthens around the world, all areas of life, including daily activities, education, and economic and social sectors, have experienced significant downturns. While all subpopulations are affected by COVID-19, students are particularly vulnerable given their transition to emerging adulthood surrounded by broad future opportunities. Students are bearing a disproportionate burden of psychosocial illness, according to growing evidence, which can be attributed to the uncertainty surrounding the course of the pandemic and the sudden shift to online education. Stress becomes an integral part of student life and leads to violations of behavioral, emotional, cognitive, and motivational areas of activity. In addition, many businesses have reduced their recruitment efforts, leaving limited employment for students and more competition in the graduate labor market. The coronavirus infection has forced people to stay in their homes for several months, and this is a very difficult task.

Keywords: pandemic, stress, isolation, meta-resource.

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Introduction

The Government of the Republic of Kazakhstan introduced quarantine during the COVID-19 pandemic, in connection with which educational institutions transferred the learning process to an online format in just a few days. I would like to note the forced transition to a completely new way of learning, as well as significant changes in the usual way of life associated with the pandemic, caused a stressful situation, including participants in the educational process.

According to the Ministry of Education and Science of the Republic of Kazakhstan, 84% of students studied in a distance format. At the same time, 16% studied in a mixed format. During this difficult time, the state provided laptops and Internet modems for students to study online.

According to S. Taylor's research, the term "COVID-stress syndrome" is described by strong fear [1]. During the study, which involved 7,000 adults from the United States and Canada, psychologist Steven Taylor even introduced a new term "COVID stress syndrome" (COVID stress syndrome). It appeared in 25% of the subjects. "These people face strong fears of catching an infection. They worry about the social and economic consequences of COVID-19. They constantly monitor the news on this topic, which further increases their anxiety," says the scientist. He notes that there is another symptom of COVID-19 stress — xenophobic tendencies — fears that foreigners and strangers may be carriers of the virus.

Studies have reported that COVID-19 stress hurts both the mental health and academic processes of students. It has been stated that the stress caused by COVID-19 in university students during the pandemic causes stress.

First, there were mentions of stress in the works of V. Wundt, W. James, R. Manning, W. Cannon, and the psychophysiologicalist Hans Selye is considered to be the founder of the doctrine of stress. "Nature" was published in July 1936 in his letter to the editor "Stress (general adaptation syndrome) – this is a non-specific reaction of the body in response to any adverse effect. In another way, we can say that this is a complex of changes that occur in the body in case of danger: the level of adrenaline in the blood sharply increases, blood pressure increases, pulse quickens, blood vessels expand, the intensity of brain and muscular apparatus activity increases, hunger is suppressed and about 1400 other psychophysiological changes occur. In this sense, stress exists as a survival device. Depending on the severity, stress can have both a positive and a negative impact on the activity (until its complete disorganization)," according to G. Selye. And so we can understand that stress is a psychophysiological reaction that is an integral part of the personality. It is impossible to avoid it in the conditions of our existence, but it is worth saying that it is not so necessary, because stress can harden a person's psyche and prepare him for more difficult situations that will occur throughout his life.

Various stress phenomena have been studied by such researchers as G. Villianson, S. Cohen, S. Madi, G.Selye, K. Horney, R. Lazarus, and S. Folkman (Lazarus, Folkman, 1986). In their research, stress is associated with the well-being of the individual and its relationship with the environment. relationships with the environment that put the resources at the disposal of the organism to the test and in some cases may exceed them.

Yu.S. Savenko (1985) defines psychological stress as a state in which a person finds himself in conditions that prevent his self-actualization.

In turn, I.K. Weinstein in his works defined stress as a state of the body that is characterized by the deployment of the mechanism of general adaptation, which in turn provides a positive background for providing specific homeostatic reactions and mobilization of the body's protective abilities.

From the point of view of V.P. Chupina, stress is a non-specific component of the adaptation reaction, which ensures the involvement of plastic and energy reserves in order to carry out a specific adaptive restructuring of the body's systems.

According to E. Fromm (1995), stress is a special type of emotional situation in

which the adaptive ability of the individual is impaired. The success of students' training is largely due to the possibilities of mental regulation of their state, behavior and life. Timely identification of persons prone to neuropsychic breakdowns, disciplinary violations, destructive behavior can become a decisive condition for the success of both individual and group adaptation of students to study at a university. Based on this, the solution of the problems of improving professional psychological selection and methods for determining the neuropsychic stability of young people when entering universities is of particular relevance. Students must be able to adapt for professional development.

Thus, F. Folkman and T. Lazarus defined stress as a specific relationship between a person and the environment, which is assessed by the person himself as burdensome, exceeding his resources, and endangering his well-being. The experience of face-to-face attendance of classes had the greatest impact on student satisfaction. Online learning has had a major impact on student life and, consequently, on the university experience as a whole. Virtual courses complicate social interaction and communication with like-minded people. Online learning has also affected the way students communicate with each other and made it more difficult for the natural interactions that come with classroom activities and common interests.

In turn, D. Cox noted in his works that stress is defined as a kind of psychological state that is part of a more voluminous process of interaction between an individual and the working environment and reflects this process. That is, stress is understood as a state of mental stress that occurs in a person in the process of activity in difficult, difficult conditions and circumstances.

J. Everly (1965) considers the essence of a stressful situation to be the loss of control over the situation, the refusal to react. Therefore, in stressful situations, students should have an increased level of self-regulation.

In many cases, an individual cannot cope with stress. Sharon Melnik, a psychologist specializing in the topic of stress tolerance, states that "stress begins when, in certain circumstances, the demands that are placed on you exceed the ability to control them." Having sufficient control over the situation implies mental stability, the less a person psychologically and physically torments himself.

In the modern world, the problem associated with the disclosure of the features and patterns of mental regulation and self-regulation of a person's activity occupies one of the central places in the general context of the study of the human psyche. Self-regulation is directly related to the problem of stress and stress tolerance, which in modern conditions are gaining increasing scientific and practical interest.

Self-regulation, from the point of view of A. Adler, is an internal condition of a person's personal growth [2]. Also, self-regulation is one of the ways a person constructs his own developing space, where the development and acceptance of the content of activities (including educational, educational, professional) takes place, the development of his own style of activity [3].

B.V. Zeigarnik considers self-regulation as a conscious process that is aimed at controlling one's behavior [4].

Sheriyazdanova H.T. notes the need to develop psychological training for professional development in her work. Therefore, there is a need to develop psychological safety for the professional development of students.

In psychology, the term "psychological safety" was first designated by Harvard Business School professor Amy S. Edmondson. According to the scientist, a person in the team should have a general confidence that he is safe for interpersonal risk, that such trust allows him to create a climate of psychological safety, express and share his ideas.

The scientist's study believes that luck and activity are very important for building a psychologically safe environment, analyzing and maintaining mutually agreed norms in the group. In this regard, universities have the task of training competent specialists who know how to professionally develop, create a psychological climate of security, express and share their ideas for people, in connection with which, according to the scientist, this is important.

In Timothy Clark's study in psychologically safe groups, people feel they value their status and honor. According to the results of the study, psychological safety is considered as an important condition for the development of team training and group dynamics (Clark, Timothy R.)³ In this regard, a student with high psychological safety does not engage in the activities he wants. Does it of his choice and is responsible for it, does not depend, so does not suffer from addiction. The student is emotionally stable, does not give free rein to emotions, solves any situation, wisely. By discovering the difference between other people's true feelings and views, he realizes that they are individuals who have their own characteristics and differences, can analyze the causes of certain events in his life, and predict where this will lead.

According to the conclusion of E. Erickson, psychological health reveals the internal complexity of the person, connects the features of a vital person with age characteristics.

In the work, E. Fromm and P. Tillich study the psychological health of cultural and historical, linking it with the peculiarities of the disease. K. Horney was one of the first to draw attention to the social aspect of mental health issues.

The work of Michael Argyle describes the happiness of the personality, the connection with psychological health, that is, a person with strong psychological health, a person psychologically happy, a person who rejoices in anyone. And a person who is not satisfied with anything has problems with psychological health, such a person cannot be happy. Therefore, only a person with good psychological health can be happy.

V. Nikolaeva defines this concept in this way: "... self-regulation is a systemic process that ensures adequate variability plasticity of the subject's vital activity at any level" [5, p. 241].

In the system-activity theory (L.G. Dikaya), self-regulation is considered both as an activity and as a system.

Self-regulation of functional states is an activity that is associated with the adaptation and professional sphere of a person. As a system, self-regulation is considered in the context of a person's transition from the unconscious to the conscious. Students should improve themselves for professional development.

In the system-functional theory (A.O. Prokhorov), self-regulation is considered as a transition from one mental state to another, which is associated with the reflection of the existing state and ideas about a new, desired state. As a result of the conscious image, the corresponding motives are activated [6]. So, self-regulation performs one of the leading functions of our psyche. For students, the ability to self-regulate is an integral part of academic life, which determines the ability to adapt. After all, emotional self-regulation is a group of techniques and methods that are aimed at correcting the psychophysiological state, thanks to which the optimal functioning of body functions is achieved. Students need to have an idea about the ways of self-regulation. This requires training and, if necessary, expert advice. In a stressful situation, self-regulation helps in a learning situation.

Based on general scientific research, we have identified conditions that contribute to the development of psychological stress and self-regulation. Self-regulation is a kind of adjustment by an individual of his personal inner world and himself for further adaptation. That is, it is the ability to consciously and in an organized manner influence one's own psyche to change its characteristics in the desired and expected direction.

Thus, self-regulation is a conscious, multilevel, subjective activity aimed at setting and achieving goals, carried out through an election system. The system of self-regulation leads to a certain state of the entire human psyche, "helps" to take a subjective position, which is expressed in setting and achieving various goals, taking into account the current situation in the relationship between man and the world.

The problem of stress and stress resistance in modern conditions is gaining increasing scientific and practical interest in connection with the active and continuous growth of political, economic, technogenic, environmental, social and personal extremes of living conditions.

It should be noted that stress is defined as a kind of psychological state that is part of a larger process of interaction between an individual and the working environment and reflects this process.

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Пандемия кезіндегі студенттердің стресске төзімділігі және өзін-өзі реттеу ерекшеліктері

Аңдатпа. Коронавирустық ауру пандемиясы (COVID-19) - бүкіл әлемдегі, атап айтқанда біздің республикамыздағы қоғамдық денсаулық сақтаудың төтенше жағдайы. Бұл проблема психологиялық денсаулық тұрғысынан да маңызды мәселелерді көтереді. Проблемалардың бірі - цифрлық ақпараттық ортаға қарқынды қосылумен бірге өзін-өзі оқшаулау, бұл студенттердің психологиялық көңіл-күйінің нашарлауына және стресстің туындауына әкеп соқтырды. Бұл мақалада оқушылардың оқудан кейінгі оқу режимі кезінде стресске төзімділігінің төмен деңгейі мәселесі қарастырылады.

Коронавирус пандемиясы кезінде бүкіл әлем бойынша өмірдің әлеуметтік, экономикалық және саяси салаларын тұрақтандыру шаралары енгізілді. Дегенмен, пандемия адамдардың өмір сүруіне де, оның құштарлық жағдайына да нұқсан келтірді. Осыған байланысты оқушылардың стресске төзімділігін арттыру проблемасы осы кезеңде ерекше мәнге ие.

COVID-19 пандемиясының күшеюіне қарай бүкіл әлемде күнделікті қызметті, білім беруді, экономикалық және әлеуметтік секторларды қоса алғанда, өмірдің барлық салаларында айтарлықтай құлдыраулар орын алуда. Халықтың барлық кіші топтары COVID-19-ға қатысты болса, студенттер олардың болашақ мүмкіндіктерінің кең ауқымында ересек өмірге көшуін ескере отырып, әсіресе осал. Өсіп келе жатқан мәліметтерге сәйкес, студенттер психоәлеуметтік аурулардың тепе-тең емес ауыртпалығын көтереді, мұны пандемия ағымына байланысты белгісіздікпен және онлайн-білімге кенеттен көшумен түсіндіруге болады. Стресс студенттік өмірдің ажырамас бөлігіне айналып, жүргізуде.

Түйін сөздер: пандемия, стресс, оқшаулану, метаресурс.

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Стрессоустойчивость и особенности саморегуляции студентов в период пандемии

Аннотация. Пандемия коронавирусной болезни (COVID-19) 2019 года - чрезвычайная ситуация общественного здравоохранения во всем мире, и в частности в нашей республике. Эта проблема также ставит серьезные вопросы в контексте психологического здоровья. Одна из проблем - самоизоляция, сопровождающаяся интенсивным включением в цифровую информационную среду, что привело к ухудшению психологического самочувствия студентов и возникновению стресса. В данной статье рассматривается проблема низкого уровня стрессоустойчивости учащихся во время режима обучения после КОВИД.

Во время пандемии коронавируса по всему миру были введены меры по стабилизации социальной, экономической и политической сферы жизни. Тем не менее, пандемия нанесла ущерб как тому, как люди живут, так и его страстному состоянию. В этой связи особое значение на данном этапе имеет проблема повышения стрессоустойчивости учащихся.

Ключевые слова: пандемия, стресс, изоляция, метаресурс.

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