

The improvement of students' stress resistance with the help of the development of self-regulation during university studies

La mejora de la resistencia al estrés de los estudiantes con la ayuda del desarrollo de la autorregulación durante los estudios universitarios

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Summary

The article is devoted to the urgent problem of the formation of stress resistance in university students with the help of self-regulation training. The study highlights the specifics of examination of this phenomenon in modern science, the structure of stress resistance, and the significance and characteristics of the development of students' stress resistance. The article also emphasizes the fact that the development of the given asset is especially effective within the self-regulation training, which is an effective method for improving the emotional-volitional component of students' personality. The article indicates that the developed self-regulation of students and, in particular, personal self-regulation are important for the development of stress resistance. The research is aimed at studying the specifics of university students' stress resistance with the help of self-regulation training. To achieve the goal of the research, the experiment aimed at studying the state and dynamics of students' stress resistance was developed and carried out. The research methodology and its algorithm were selected, which included a complex psychological and pedagogical experiment and tracking the state and dynamics of stress resistance before and after the formative influence. The study was carried out at the Department of Social Pedagogy of the Institute of Foreign Languages, Peoples' Friendship University of Russia. The study involved 56 students, the sample is representative in terms of gender and other characteristics. The results of the study allow the authors to conclude that self-regulation training is an effective method for the formation of stress resistance in students.

Key Words: conflict situations, stress resistance, higher education, self-regulation, educational goals.

Resumen

El artículo está dedicado al problema urgente de la formación de resistencia al estrés en estudiantes universitarios con la ayuda del entrenamiento de autorregulación. El estudio destaca los aspectos específicos del examen de este fenómeno en la ciencia moderna, la estructura de la resistencia al estrés y la importancia y las características del desarrollo de la resistencia al estrés de los estudiantes. El artículo también enfatiza el hecho de que el desarrollo de un activo dado es especialmente efectivo dentro del entrenamiento de autorregulación, que es un método efectivo para mejorar el componente emocional-volitivo de la personalidad de los estudiantes. El artículo indica que la autorregulación desarrollada de los estudiantes y, en particular, la autorregulación personal son importantes para el desarrollo de la resistencia al estrés. La investigación tiene como objetivo estudiar las características específicas de la resistencia al estrés de los estudiantes universitarios con la ayuda de la formación de autorregulación. Para lograr el objetivo de la investigación, se desarrolló y llevó a cabo el experimento destinado a estudiar el estado y la dinámica de la resistencia al estrés de los estudiantes. Se seleccionó la metodología de investigación y su algoritmo, que incluyó un experimento psicológico y pedagógico complejo y el seguimiento del estado y la dinámica de la resistencia al estrés antes y después de la influencia formativa. El estudio se llevó a cabo en el Departamento de Pedagogía Social del Instituto de Idiomas Extranjeros de la Universidad de la Amistad de los Pueblos de Rusia. El estudio involucró a 56 estudiantes, la muestra es representativa en términos de género y otras características. Los resultados del estudio permiten a los autores concluir que el entrenamiento de autorregulación es un método eficaz para la formación de resistencia al estrés en los estudiantes.

Palabras clave: situaciones de conflicto, resistencia al estrés, educación superior, autorregulación, metas educativas.

Introducción

One of the main tasks of modern education is the encouragement of students' effective learning process, their activities and independence. Adequately developed self-regulation is the

psychological basis for their independence. The necessary condition for students' conscious setting and achieving of the goals is students' choice of their future profession.

After enrolment in a university, students experience certain difficulties associated with a change of place of residence, surrounding people and the familiar environment, as well as with the emergence of new responsibilities (cooking, tidying up a new home, etc.). Thus, it becomes necessary to develop personal self-regulation (Deryabina, 2016).

University students face personal choices, introspection and self-determination. There are many reasons for the emotional stress in the process of receiving higher education: daily stress due to insufficient time in solving educational and household problems (inadequate time management concerning educational activities and leisure), illnesses that interrupt the educational process, inappropriate timing of sleep, conflicts with the classmates and in the family, etc. (Sharonova, Trubnikova, Sokolova, 2018; Dolzhich, Dmitrichenkova, 2018; Tekucheva, Gromova, 2016; Khutorskoi, 2019).

Many factors influence the successful education of a future specialist, one of which is stress. The emerging difficulties in the educational process cause additional pressure, as a result of which stress develops. This gives rise to the need to study the student's ability to manage the stress, the level of which affects the quality of their educational activities.

Literature review

A large number of works are devoted to the problem of stress, the authors of which are the Russian researchers A.V. Petrovskii, M.G. Yaroshevskii, F.E. Vasilyuk, L.A. Kitaev-Smyk, N.I. Naenko, L.P. Grimak, V.A. Bodrov, D.M. Abolin, V.A. Ganzen, V.D. Nebylitsyn, D.N. Isaev and many others, including H. Selye, A. Mindell, R. Lazarus, R. Launier, M. Seligman, I. Rosentock, N. Rizvi and others. Scholars pay special attention to the study of the stress resistance factors, their manifestations in educational activities, as well as their importance during the career development by a young specialist. This is demonstrated in the works by such Russian and foreign authors as K.K. Platonov, O.Ya. Chernikova, V.L. Marishchuk, L.A. Kitaev-Smyk, V.A. Bodrov, S.V. Subbotin, R. Lazarus, S. Folkman, L. Pearlin, S. Kobasa and others (Gorev et al., 2018; Vasbieva et al., 2018; Volkova, Panchenko, 2018; Blinova, Dugina, Zabolotskikh, 2018; Zimnyaya, 2010).

Undoubtedly, one of the important problems of modern education is the development of meaningful and responsible planning and organization of future professional activities (Abramyan, Guseva, 2015; Selye, 2009).

According to psychological and pedagogical studies, the results of educational and further professional activities of students depend on the level of development of conscious self-regulation, or, in other words, skills that help them manage the process of implementing internal and external activity (O.A. Konopkin, N.F. Kruglova, A.K. Osnitskii and others). Speaking about the actions of a person, as well as the mental states and processes that relate to the activity performance, self-regulation carries out a unifying function (Andreeva, Soloveva, 2016).

The educational stress that accompanies students throughout the entire period of obtaining higher education affects the success of the learning process and the student's health. The study of self-regulation and stress resistance of students is of great importance since the variety of approaches to these problems does not allow ignoring them (Bírová et al., 2018).

Thus, considering stress to be an adaptation syndrome and taking into account the stages of human growing up in stress (the complete absence of stress means death), this approach includes the use of a stressful situation and a situation of tension to successfully pass exams. In this case, the stress in the educational process requires regulation by both students and other participants of the educational process (Karbuzova, Shamilova, 2018).

Self-regulation is a conscious process of controlling one's behavior. Self-regulation of activity is a student's conscious regulation of their behavior and activities, which will be manifested in the ability to overcome the difficulties that arise during higher professional education (Pochebut, Chiker, 2009).

Self-regulation of students is characterized by style features that affect the effectiveness of educational activities. Students' exploration of the optimal style of self-regulation can determine further prospects for their professional growth and personal development (Selye, 2009; Rogers, 2011).

For the successful and timely implementation of the requirements of teachers, who carry out educational activities at a certain stage, the student must have self-regulating personality components, namely: organizational and activity-related, emotional-volitional, intellectual and communicative.

Methods

The study was carried out in the Department of Social Pedagogy of the Institute of Foreign Languages, Peoples' Friendship University of Russia. The study involved 56 students. The goal of the empirical research was to reveal the effectiveness of the development of students' stress resistance by developing their self-regulation during self-regulation training.

The research was aimed at studying the specifics of university students' stress resistance with the help of self-regulation training.

The following diagnostic techniques were used:

1. The survey entitled "Determined Self-Control (DSC)" elaborated by A.G. Zverkov and E.V. Eidman.

2. The method "Test to determine the level of stress resistance of the individual" elaborated by I.A. Usatov.

The research was carried out according to the algorithm typical for psychological and pedagogical research, presented in Table 1.

Table 1.

The experiment algorithm

Algorithm
1) ascertaining stage;
2) formative stage;
3) control stage.

Results

Let us highlight the key results of the control stage of the research. At the ascertaining stage, the most common results range from the medium to below the midpoint, with the identical range of the formation of self-regulation.

After the conducted training on self-regulation at the formative stage, the second study was carried out.

The study of the assessment of the level of stress resistance of the individual according to the test elaborated by I.A. Usatov made it possible to reveal the following results.

Figure 1 shows the data in percentage terms.

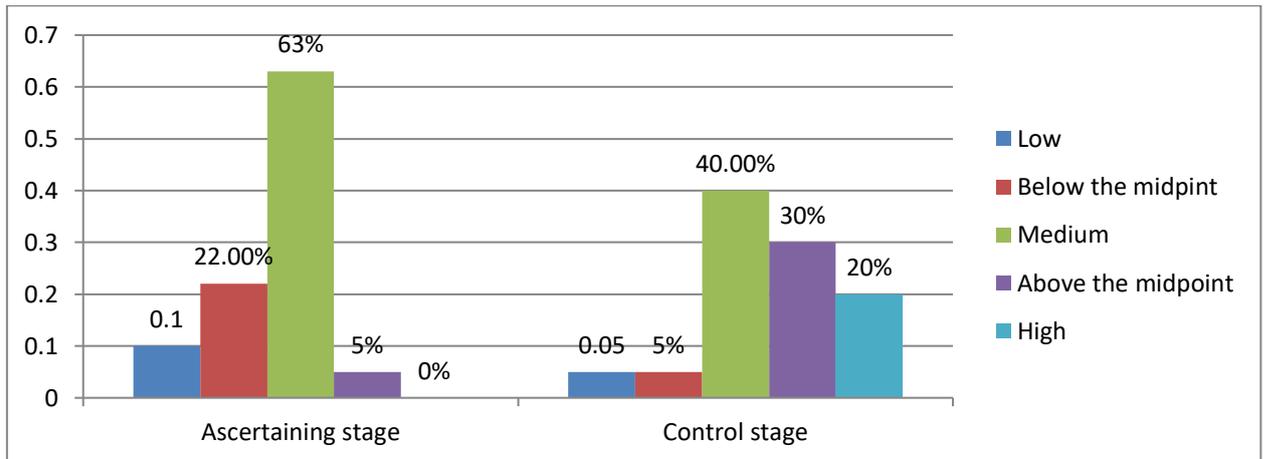


Figure 1. The results of analysis of the level of stress resistance according to the method proposed by I.A. Usatov.

The obtained data allow us to draw the following conclusions.

22% of the respondents had the level of stress resistance below the midpoint. These students had to deal with their negative psychological states in a stressful situation with the help of their resources.

10% of the respondents had a low level of stress resistance. These students were highly sensitive to stress and vulnerable in stressful situations; they lacked confidence in themselves and their knowledge; they were aggressive and detached.

A high level of stress resistance was not revealed, which suggests that the respondents did not have absolute stress resistance.

Thus, the conducted analysis with Usatov’s method allows us to determine the prevalence of the medium level of stress resistance in students of this sample and the prevalence of the values ranging from the above the midpoint to the high level at the ascertaining stage and the control stage respectively. At the same time, we found that only the respondents with a high level of self-regulation had a high level of stress resistance, which confirms several statements made earlier.

The analysis of the level of self-regulation at the control stage (the method proposed by A.G. Zverkov and E.V. Eidman) allowed us to reveal the results presented in Figure 2, where 1 is the general level of self-regulation, 2 is the subscale “persistence”, and 3 is the subscale “self-control”.

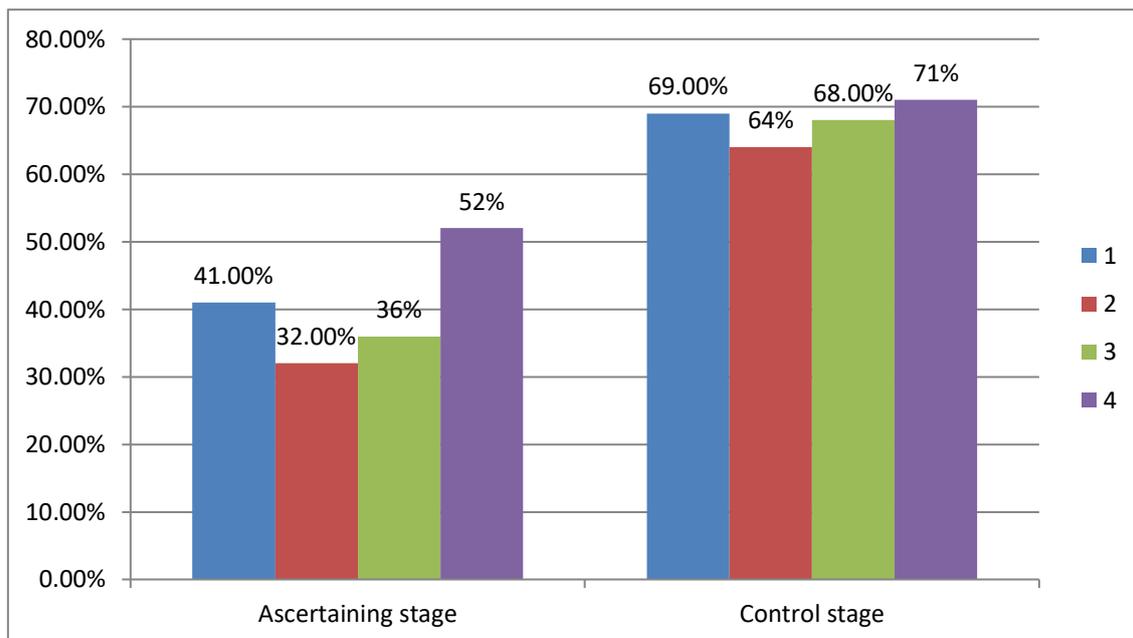


Figure 2. The results of analysis of the level of self-regulation according to the method proposed by A.G. Zverkov and E.V. Eidman

Conclusion

The results of the conducted research made it possible to conclude that at the control stage of the study, a high level of self-regulation prevailed, which tells us about the respondents' ability to consciously control their behavior in various situations and understand and manage their states and impulses.

The obtained data unambiguously shows the effectiveness of the measures taken at the formative stage.

The study allows us to conclude that there is a connection between the development of self-regulation and the improvement of stress resistance. As a result of our work, we can state positive changes in the participants after self-regulation training.

For further research, in our opinion, it is important to statistically study the impact on stress resistance, its state and dynamics of various pedagogical technologies and factors of the educational environment.

Conflict of interests: The authors declare that they have no conflicts of interest.

Authors' contribution: The authors have participated in the research process, in the writing of the work and in the analysis of the documents.

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