

ANNOTATION

to a thesis research of Umurkulova Madina Maximovna on a topic "Strategies for coping with academic stress among students in the context of psychological and pedagogical support", presented for the degree of Doctor of Philosophy (PhD) in the educational program "8D01102 - Educational Psychology"

The relevance of the dissertation research. Trends in the development of Kazakhstani and world society dictate new requirements for the professional learning of specialists in various fields, exacerbating the urgency of the issue of improving the quality of education. Speaking about the priorities of work in the field of education, the First President of the Republic of Kazakhstan N.A.Nazarbayev in his Address to the people of Kazakhstan "Strategy "Kazakhstan-2050": A new political course of an established state" focuses on the importance of learning the practical skills necessary to become a competitive specialist. The same idea can be traced in the article by N.A.Nazarbayev "Looking into the future: modernization of public conscience", in which the First President calls on every citizen of Kazakhstan to define education as their main goal and strive to master the qualities that are key to life in the 21st century.

The decisive role of education in increasing the potential of the nation and the need to develop competencies that are in demand in today's labor market are also emphasized in the Address of the Head of State Kassym-Zhomart Tokayev to the people of Kazakhstan dated September 1, 2022 "A Just State. United nation. Prosperous Society". The same idea is reflected in the program of the national project "Quality Education" Educated Nation ", in which an important place is given to the idea of increasing the competitiveness of Kazakhstani organizations of higher and postgraduate education.

Along with the development of professional knowledge, skills and abilities, modern education is aimed at the formation of personal characteristics that are the key to the successful functioning of a student in complex or ambiguous situations that arise in educational activities and in everyday life. Among these characteristics, coping behavior is of particular importance, which is associated with the ability not only to overcome emerging life difficulties with the least losses for oneself and others, but also to develop successful strategies for adapting to dynamic and unpredictable circumstances that arise in the learning process. The search for ways to solve this complex problem is associated with rethinking the goals, content and results of education, updating the forms and means of education, and requires paying close attention to the educational space in which the learning process unfolds.

A thorough analysis of all kinds of reasons that complicate the process of preparing a future professional is justified from the point of view of preventing unreasonable personnel, material and time losses. One of these obstacles is academic stress, which has a direct impact on the effectiveness of the pedagogical process and the personal development of its subjects.

Various aspects of the influence of environmental and personal factors on the success of education were covered in the works of researchers from neighboring countries: A.M.Akbaeva, D.G.Badmaeva, Yu.E.Sosnovikova, N.G.Garanyan,

Z.B.Kuchina, E.A.Golubev, Yu.V.Shcherbatykh, A.B.Kholmogorova, A.Yu.Malenova, Ya.G.Evdokimova, E.D.Sokolova, V.V.Krasnova, A.A.Andreeva, E.D.Krasik, N.D.Levitov, E.A.Tarasova, etc.

Theoretical understanding and practical analysis of academic stress are devoted to the studies of western scientists: B.C.-H.Kuo, T.Heiman, C.Hodgson, T.J.Lawson, M.A.Brackett, N.Misra, J.Jung H.K., D.Kariv, M.Dahlin, B.Andrews, K.Nakano, A.L.Dwyer, M.R.Reyes, S.E.Rivers, J.Simoni etc.

The studies of Kazakhstani scientists on this issue are narrowly focused and mainly affect the medical aspects of the phenomenon of educational stress. In this vein, the works of L.L.Matsievskaya, A.A.Nagimtaeva, G.B.Nietbayeva, S.A.Alimova, Z.A.Askarova, G.T.Srailova. Among these studies, a few works stand out that analyze the influence of various factors on learning activities, social adaptation and subjective well-being of students. In particular, these are the studies of such authors as G.K.Kasymova, K.Zh.Turebaeva, O.B.Tapalova, M.K.Bapaeva.

Along with this, there are studies in which the authors offer different approaches to coping with stressful conditions. Among such studies, of particular interest are the developments devoted to the concept of proactive coping, which is new in the scientific psychological and pedagogical space, a characteristic feature of which is its anticipatory, preventive nature (G.Allport, R.Schwarzer, E.Greenglass, N.M.Voishcheva, A.I.Erzin, E.S.Starchenkova and others). Proactive coping is coping that can not only eliminate the consequences of stress that has already arisen, but also act proactively, preventing the likelihood of a crisis by accumulating the necessary resources for this. However, studies of proactive coping in the context of Kazakhstani higher education have not been conducted.

An analysis of studies on the topic of experiencing and overcoming academic stress forces us to draw a disappointing conclusion that the Kazakhstani psychological and pedagogical community undeservedly ignores this problem. Despite the numerous empirical data, indicating the need for an in-depth study of this issue, it becomes clear that Kazakh physicians pay much more attention to educational stress than representatives of pedagogical and psychological science. At the same time, there is no doubt that stress damages not only the somatic, but also the mental health of the student. The psychological consequences of academic stress are of a deep, often unconscious nature and can become irreversible in case of unsuccessful coping with it.

The few publications currently available in the domestic literature are dedicated to of academic stress are predominantly descriptive in nature and are limited to a narrow contingent of students. There are no studies devoted to the study of factors and determinants of stress, typical for students of various profiles, courses or forms of education. There are very few works that offer programs of psychological and pedagogical support to students experiencing learning difficulties, based on a serious methodological justification and systematic empirical research.

Thus, the relevance of the problem of this dissertation research is due to the existing **contradictions**:

- between the need for an in-depth analysis of the phenomenon of academic stress among students and the lack of comprehensive systematic empirical and

theoretical studies on this issue;

- between the need to provide effective assistance in coping with learning difficulties and the lack of a targeted, scientifically based and practically verified approach to providing psychological and pedagogical support to students in a stressful situation;

- between the existing possibilities of higher education institutions in terms of psychological and pedagogical support and the lack of scientific and methodological support for the process of supporting students experiencing educational difficulties.

The need to resolve these contradictions and search for evidence-based ways to solve them determined the **problem** of our study.

The insufficient development of this problem in psychological and pedagogical theory and practice led to the choice of the topic of this study in the following wording: "**Strategies for coping with academic stress among students in the context of psychological and pedagogical support.**"

Given the above, we have identified the object, subject, goal, hypothesis and tasks of the study.

Object of study: the educational process of a higher educational institution.

Subject of study: formation of coping behavior of students with academic stress.

The purpose of the study: to theoretically substantiate and experimentally test the model of the formation of coping behavior of students with academic stress and the program of psychological and pedagogical support.

The hypothesis of the study: if the developed model of the formation of coping behavior of students with academic stress and the program of psychological and pedagogical support are introduced into the educational process of the university, then this will positively affect the development of their personal resources in general, as students will acquire knowledge, abilities and skills that contribute to constructive prevention and relief of stress based on proactive coping.

In accordance with the purpose and hypothesis of the study, the following **tasks** were set:

1. To analyze the formation and current state of knowledge of academic stress as a phenomenon.
2. To reveal the essence of proactive coping behavior and determine its resources.
3. To identify theoretical approaches to the psychological and pedagogical support of coping with academic stress.
4. Explore the resources of proactive coping behavior of university students.
5. Experimentally test the effectiveness of the developed model for the formation of coping behavior of students with academic stress and the program of psychological and pedagogical support.

The main idea of the study: the process of forming the coping behavior of students with academic stress should be carried out taking into account the developed model for the formation of coping behavior of students with academic stress and the program of psychological and pedagogical support based on proactive coping.

The methodological and theoretical basis of the study were:

- the methodological basis of the dissertation research are: resource approach in

personality psychology (S.E.Hobfoll, J.D.Brown, E.C.Poulton, A.L.Zhuravlev, L.A.Aleksandrova); subject-activity approach (S.L.Rubinshtein, A.N.Leontiev, A.V.Brushlinsky); integrative approach (R.H.Moss, J.A.Schaefer); systematic approach to the study of personality (B.F.Lomov, V.A.Ganzen, K.K.Platonov); approaches to the study of coping with stress in various activities (N.E.Vodopyanova, V.A.Bodrov, L.A.Kitaev-Smyk);

- The theoretical foundation of the study was: the classical theory of stress (H.Selye); the theory of proactive coping (L.G.Aspinwall, E.R.Greenglass, V.M.Yaltonsky, E.S.Starchenkova); cognitive-transactional concept of coping (R.S.Lazarus, S.Folkman, N.Endler); provisions of the psychology of coping behavior (L.I.Antsyferova, T.L.Kryukova, S.K.Nartova-Bochaver); the concept of academic stress (B.Kuo, A.Smith and others); the concept of psychological and pedagogical support (M.R.Bityanova, E.A.Kozyreva, T.V.Khristidis, etc.).

Research sources: the works of philosophers, psychologists, teachers, physicians on the problem under study, official government materials and regulatory documents in the field of education, as well as their own psychological, pedagogical and research experience.

The following **research methods** were used:

- theoretical methods: analytical review of the psychological and pedagogical literature on the research problem;

- diagnostic methods: observation, conversation, interviews, questionnaires ("Educational stress test"(Yu.V.Shcherbatykh); "Questionnaire of student stress" (author's adaptation of C.S.Crandall questionnaire), "Diagnosis of the level of socio-psychological adaptation" (C.Rogers and R.Dymond in the adaptation of A.K.Osnitsky); "Questionnaire for self-organization of activity" (M.Bond and N.Feather in the adaptation of E.Yu.Mandrikova); "Emotional intelligence" (D.V.Lyusin); "Questionnaire of learning styles" (P.Honey and A.Mumford in the adaptation of A.D.Ishkov and N.G.Miloradova); "Learning strategies" (T.A.Dvornikova and S.N.Kostromina); "Questionnaire of psychological well-being of students" (author's adaptation of G.Williams questionnaire); "Proactive coping behavior" (E.Greenglass in the adaptation of E.S.Starchenkova); analysis of overall performance (GPA), etc.;

- statistical methods: correlation analysis, factorial analysis by means of principal component analysis with Varimax rotation; cluster analysis; dispersion analysis; determination of Pearson's coefficient, α -Cronbach's coefficient; analysis of the criteria of Fisher, Mann-Whitney, Wilcoxon, Bonferroni, etc. For statistical data processing, the statistical software package "Statistical Package for the Social Science" in the version "SPSS 23.0" was used;

- organizational methods: comparative and mini-longitudinal methods, organization of ascertaining, forming and control experiments;

- project methods: creation of a model of psychological and pedagogical support for the development of proactive coping, development of a training program for the development of proactive coping resources, development of a specialized course on the research problem.

Empirical basis of the dissertation research: the study was organized and conducted on the basis of Karaganda University named after academician E.A. Buketov” with the participation of students of the faculty of philosophy and psychology, economic, law, chemistry, physics and technology, faculty of foreign languages.

At each cycle of empirical research, in accordance with the tasks set, different groups of subjects were formed. 662 students of various courses and faculties took part in the adaptation cycle of English-language questionnaires. 443 students participated in the cycle of empirical research of proactive coping resources. For the third cycle of experimental testing of the developed model for the formation of coping behavior of students and the program of psychological and pedagogical support, control and experimental groups were formed, with a total of 105 people. Thus, the total sample was 1210 people.

The main stages of the study:

The first stage of the study (2019-2020) is a theoretical and exploratory stage, during which the data existing in the scientific literature related to the consideration of the formation and current state of academic stress as a phenomenon, proactive coping behavior and its resources, theoretical approaches to the psychological and pedagogical support of coping with academic stress were analyzed. The development of a model for the formation of coping behavior of students with academic stress and a program of psychological and pedagogical support was carried out.

The second stage of the study (2020-2021) - the empirical stage - included three research cycles. The first cycle of the empirical stage was carried out with the aim of adapting two foreign methods for the Russian-language sample and testing their psychometric properties. In the second cycle of the empirical stage, predictors of academic stress were determined, resources for proactive coping were identified, and factors influencing the effectiveness of coping behavior were analyzed. The third cycle of the empirical stage was organized to conduct a pedagogical experiment (stating, forming, control stages).

The third stage of the study (2021-2022) is an analytical stage, during which the results obtained during the formative and control stages of the experiment were processed, which were compared with the research hypothesis, the formulation of conclusions, the development of recommendations, and the preparation of a dissertation.

The scientific novelty and theoretical significance of the dissertation research is as follows:

1. The formation and current state of knowledge of academic stress as a phenomenon are analyzed.
2. The essence of proactive coping behavior is revealed and its resources are determined.
3. Theoretical approaches to the psychological and pedagogical support of coping with academic stress have been identified.
4. The resources of proactive coping behavior of university students have been studied.
5. The effectiveness of the developed model for the formation of coping

behavior of students with academic stress and the program of psychological and pedagogical support was tested experimentally.

The practical significance of the study lies in the possibility of using the results obtained in the process of forming the coping behavior of students with academic stress, developing and introducing a program of psychological and pedagogical support into the educational process of the university, including:

- diagnostic methods: " Questionnaire of psychological well-being of students " (certificate № 23194 dated February 1, 2022), " Questionnaire of student stress " (certificate № 23196 dated February 1, 2022);

- The Training program for the development of proactive coping resources introduced into the work of the Center for psychological support of educational activities of Karaganda University (certificate № 23164 dated January 31, 2022);

- Computer program "Psychometric testing" (certificate № 20062 dated September, 2021);

- special course "Psychology of academic stress" for students of the educational program 6B03106 - "Psychology";

- curriculum (SYLLABUS) for the special course "Psychology of Academic Stress";

- electronic lectures on the special course "Psychology of Academic Stress";

- slide presentations for the special course "Psychology of Academic Stress".

The main points of the research submitted for the defense:

1. There are three areas in stress studying: homeostatic, ecological, and transactional. "Academic stress of students" is a specific state of psycho-physiological stress that occurs in the context of special conditions and requirements of educational activity, perceived by the student as subjectively significant and significantly exceeding his resources.

2. The essence of proactive coping lies in conscious anticipatory coping behavior associated with the accumulation of resources to prevent and overcome stressful situations, and contribute to the achievement of learning goals and personal growth of students. For effective coping with stress, proactive coping resources play an important role - a system of environmental and personal characteristics, as well as knowledge, abilities and effective learning skills used by a person to prevent and relieve stress.

3. The study of theoretical approaches to psychological and pedagogical support of coping with academic stress made it possible to substantiate and identify adaptive, professional and acmeological approaches to support. The most effective form of support in a situation of academic stress is support based on proactive coping. Indicators of the success of psychological and pedagogical support for students in a situation of academic stress are a decrease in the level of academic stress, an improvement in psychological and physical well-being, an increase in educational performance and social adaptation of students.

4. The main resources of proactive coping behavior of university students are motivational-volitional, cognitive-activity, affective, social and reflexive resources.

Motivational-volitional resource - a system of motivational and volitional characteristics that support the ability of the individual to conscious self-determination of behavior, aimed at actively transforming activity to overcome stress.

Cognitive activity resource is a set of intellectual abilities, learning strategies and activity organization skills that contribute to the effective assessment of potential stress, predicting its outcome and planning coping behavior.

An affective resource is a system of emotional characteristics that provides an affective assessment of the situation and the use of emotional information to anticipate and overcome stress.

A social resource is a system of communicative qualities of a person and features of his social environment, which provide a choice of constructive strategies for coping with stress.

A reflexive resource is a system of reflexive regulation that provides the ability to objectively assess coping potential, analyze one's own behavior and personal characteristics as factors that allow one to cope with stress.

5. The model of formation of coping behavior of students with academic stress includes a target block (formation of coping behavior); conceptual block (methodological approaches and principles; psychological and pedagogical conditions for the formation of coping behavior, factors of educational activity associated with coping behavior); procedural block (stages and forms of activity for the formation of coping behavior); result block (students with formed coping behavior).

The program of psychological and pedagogical support is a complex of psychological and pedagogical activities based on proactive coping and aimed at developing students' coping behavior with academic stress.

Approbation and implementation of research results. The main provisions, results and conclusions of the dissertation research were regularly submitted for discussion at meetings of department and scientific and methodological seminars of the Karaganda University named after academician E.A.Buketov. The dissertation materials are reflected in articles presented in publications recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of MSHE of RK ("Bulletin of KazNPU named after Abai, series "Pedagogical Sciences", 2019; "Bulletin of Karaganda University", series "Pedagogy", 2020; "Bulletin of KazNU", series "Psychology and sociology", 2021; "Bulletin of KazNPU named after Abai", series "Psychology", 2021; "Bulletin of KazNPU named after Abai", series "Pedagogy and psychology", 2021); in the materials of international conferences (Almaty, 2020; Moscow, 2020); in a publication indexed in the Scopus database ("International Journal of School & Educational Psychology", 2022).

The reliability and validity of the research results is ensured by:

- relying on a sufficient number of domestic and foreign sources that acted as the theoretical and methodological basis of the dissertation research;
- the use of psychodiagnostic tools with proven psychometric properties and proven in world research practice;
- sufficiency and representativeness of the study sample;
- the use of mathematical and statistical methods adequate to the purpose and

objectives of the study, used to process empirical data and confirm their statistical reliability;

- consistency of the results obtained in the course of this dissertation research with the theoretical points and empirical data of other researchers.

The structure of the thesis. The dissertation consists of an introduction, three sections, a conclusion, a list of references and appendices. The list of references includes 216 sources, 129 of which are in Russian, 86 in English, 1 - in German. The text of the dissertation research is presented on 175 pages, contains 24 tables and 16 figures.

The introduction to the dissertation substantiates the relevance and choice of the research topic; its object and subject are determined; the purpose, hypotheses, tasks and the main idea of scientific research are formulated. The methodological and theoretical basis of the study, its methods, stages and procedure are described. The introduction also presents the empirical basis of the study; its scientific novelty and theoretical significance, the practical significance of the study are substantiated, the main points submitted for defense are revealed. It contains information about the approbation and implementation of the results of the study, the reliability and validity of its results, and describes the structure of the dissertation.

The first section of the dissertation "**Theoretical foundations of coping with academic stress in the context of psychological and pedagogical support**" analyzes the formation and current state of knowledge of the phenomenon of academic stress. The author's understanding of the term "academic stress" is given. The concept of proactive coping behavior is concretized, the role of resources in coping is substantiated, resources that provide proactive coping are described. Theoretical approaches to psychological and pedagogical support are considered. The essence of the psychological and pedagogical support of students in a situation of academic stress based on the concept of proactive coping is described.

The second section of the dissertation "**Resources for proactive coping behavior of university students**" describes the procedure and methodological support of the study, and describes the diagnostic tools. The process and results of adaptation of foreign diagnostic techniques are shown. The data of the empirical study of students' life stressfulness, predictors of academic stress, its specific features are described and interpreted. The results of the study of coping behavior, its effectiveness and resources are described and comprehended. It is proved that proactive coping is the most effective type of coping. The list of proactive coping resources that ensure effective coping of students in a situation of academic stress is specified.

The third section "**Experimental verification of the effectiveness of the model for the formation of coping behavior of students with academic stress and the program of psychological and pedagogical support**" describes the model for the formation of coping behavior of students with academic stress, as well as the program of psychological and pedagogical support. The organization, methods and results of a study to test the effectiveness of the model for the formation of coping behavior of students with academic stress and the program of psychological and pedagogical support are described.

In **conclusion**, the main results and conclusions of the dissertation research are described, methodological recommendations are given.

The appendix contains diagnostic methods adapted by the author of the dissertation for the Russian-language sample; primary research materials, revealing the stages of experimental work; author's certificates, acts of implementation of the results of the dissertation research; a description of the training for the development of proactive coping resources is given.