

УДК 316.6: 355.337.2: 377.35.007.2"313"

DOI: 10.31548/hspedagog2019.03.070

PSYCHOLOGICAL DETERMINATIONS OF STRESS SUSCEPTIBILITY OF FUTURE PSYCHOLOGISTS

Martyniuk I.A., candidate of psychological sciences,
associate professor of the department of psychology

National University of Life and Environmental Sciences of Ukraine,

E-mail: martirene@ukr.net

Abstract. *The article substantiates the conditionality of stressors of future psychologists by the level of development of their communicative and organizational abilities, meaningful attitude to life. The ways of development of these psychological characteristics during the period of professional training in universities are offered.*

Keywords: *Psychological determinations, stress susceptibility, future psychologists, professional preparation of future specialists, personality characteristics.*

Introduction. Stress situations in the psychologist's work are a common and irreversible phenomenon. For a psychologist-beginner, professional situations are often subjectively important, related to the experience of strong emotions. Today, in domestic and foreign psychological science there is a small number of works devoted to the study of stress tolerance in the professional activities of psychologists (G. Berdnik, A. Meloyan, V. Chupin, L. Gavrilenko, Yu. Yusofatov, etc.), which indicates insufficient attention, which is given to researchers by this problem. It is quite obvious that the work with people, because of the high requirements of the profession, special responsibility and emotional load, potentially involves the danger of difficult experiences and the probability of professional stress. Low stress susceptibility in a stressful situation leads to the development of a psychological crisis. However, high stress is conducive to the productive processing of a stressful situation, which becomes a kind of catalyst for professional growth, when a sudden strong experience rearranges thinking and perception. Thus, gaining experience of successful stress management and development of stress resistance is a prerequisite for becoming a psychologist.

Analysis of recent researches and publications. In modern psychological literature, stress susceptibility is considered as a structural-functional, dynamic, integrative property of a person as a result of the transactional process of collision of an individual with a stressful factor that accommodates the process of self-regulation, cognitive representation, objective characterization of the situation and the requirements to the individual (according to V.Korolchuk, 2009). It is also a measure of human stressfulness, the basis of its successful social interaction, which is characterized by emotional stability, low level of anxiety, high level of self-regulation, psychological readiness for stress (according to R. Kupriyanov, Yu. Kuzmin, 2012). This is an integrative property of a person characterized by such interaction of emotional, volitional, intellectual and motivational components of human mental activity that ensure optimal successful achievement of the goal of activity in a complex emotional environment (according to N.Brezhnev, 2012). Stress resistance provides the individual with the ability to withstand significant mental, physical, volitional and emotional stress, while maintaining the efficiency of functioning (according to M. Bilova, 2007).

Close to the concept of "stress" in its essence - the concept of proactive coping and emotional stability.

Proactive copying is a multi-faceted strategy of self-control of a forward-looking character. It is oriented towards the future, integrates the processes of personal management of quality of life with self-regulation to achieve the goal. It is a process that prepares for potential future stressors and provides an opportunity for their distraction (by A. Zhuravlyov, O. Sergienko, N. Tarabrina, N. Kharalenkova, 2016).

Emotional stability is an integrative property of an individual, manifested in the overwhelming disposition of the subject of professional activity and life in general, to maintain or restore the balance of the organism as an "active subsystem" with a constantly changing environment (I. Arshava, 2007).

Emotional stability is an integrative property of an individual, manifested in the overwhelming disposition of the subject of professional activity and life in general, to maintain or restore the balance of the organism as an "active subsystem" with a constantly changing environment (I. Arshava, 2007).

Numerous studies of domestic and foreign scientists indicate the relationship of stress and a number of psychological qualities of the individual.

In particular, in the work of R. Kupriyanov and Yu. Kuzmina (2012) we find an analysis of the results of such studies, which implies that stress is closely related:

- with the internal control locus (in extreme conditions, experiencing social pressure internals are less distressed than externals), low level of personal anxiety (according to L. Kitayev-Smyk);

- with adequate self-esteem, self-confidence, patience, sociability,

- compulsory (the ability to fully devote to his business, which it would not be), control (the tendency to think and act as if the subject is capable of influencing the course of events), endurance (J.Greenberg);

- with a tendency to calm, measured activity (M. Friedman, R. Rosenman).

I. Arshava (2007) substantiates that the emotional stability of the individual is determined by the motivational and energy resource of the individual (motivational, volitional, emotional and intellectual qualities that are formed in the process of individual life experience).

M. Bilova (2007) investigated that individuals with high levels of stress are characterized by a high degree of development of cognitive-intellectual qualities: flexibility of thinking; abstract thinking; pronounced polenedependence; the ability to high concentration; performance RAM and mediated memory; ability to concentrate; the ability to differentiate the essential from the secondary, to find meaningful relationships between the phenomena. The following qualities are characteristic for a stress-proof person: emotional stability, average level of anxiety, aggressiveness, predominance of a positive emotional background of mood, internal control locus, superiority of business orientation of the individual, moderately-optimal behavioral activity.

According to V. Korolchuk (2009), individuals with a high level of stress resistance are also characterized by confidence and activity, emotional and volitional self-control, high indicators of motivational sphere, general and professional internality, readiness for activity, assertiveness, prosociality, high level of functional capabilities of the nervous system, low level of stress and anxiety (personal and situational). The scientist

substantiates that the person's stability to stress is also influenced by: assessment of the stress situation, strategies for overcoming stress, peculiarities of personal self-regulation, the degree of development of traumatic education, social support, psychological readiness for action under extreme conditions. According to V. Korolchuk, the determinants of stress tolerance are all structural components of personality: orientation, experience, mental processes, neurodynamics, temperament, character, ability. According to the scholar, there are three types of interaction between the genotype and external influence as factors of personality's stress to stress: 1) preservation (primary, that is given by the genotype, stress resistance); 2) gain, 3) induction. Therefore, if there is a high level of indicators of primary stress, even without the relevant experience, it provides the optimal stability of the individual to the effect of stress factors. With appropriate experience, it will be strengthened. If the level of primary stress is minimal, then, under the influence of social experience, the optimum stability of the individual to the action of stressors can be developed.

D. Morozov (2013) is convinced that the stress-resistance of the individual is closely connected with her motivational sphere.

Boris Biron (2015) notes that proactive coping of an individual is accompanied by persistent personal convictions in their own ability to self-development and the ability to change the environment.

O. Lutsenko (2011) describes the possibilities of development of stress resistance at various psychological peculiarities of the individual.

L. Antsiferova (1994) emphasizes the significance of the cognitive sphere of the individual in the

process of activating the coping strategies. According to her, the process of overcoming a stressful situation begins with the fact that the person perceives it, therefore the actualization of behavioral reactions takes place. The choice of behavioral strategy to overcome traumatic events depends on the ability of cognitive evaluation: a person evaluates how much he can master the situation. If the situation is classified as a controlled person, then, as a rule, a coping strategy is chosen, if the level of injury exceeds the ability of the subject, then the protective mechanisms are updated. Consequently, the cognitive sphere and the level of development of consciousness and human consciousness predetermine the development of its stress resistance.

According to S. Korsun and T. Tkachuk (2013), no less important is the communicative competence of a person.

Explaining the relationship of stress resistance with individual psychological peculiarities of the individual, scientists hold the idea of the possibility of formation and development of this property. In particular, V. Korolchuk (2009) observes that the level of stress resistance is formed in the dynamics of professional formation, increasing with the increase of the level of professional competence (experience) of the individual.

From the above it follows that a significant stage in the development of stress resistance of a person is the student's age as a period of intense professional development of the individual. In this stress-resistance personality of the future psychologist determines a certain complex of its psychological characteristics, the identification and purposeful development of which is important for the professional training of a specialist.

The purpose of the article is to find out the personality traits of future psychologists, which determine the increase of their stress resistance.

Methods. Methodology "Forecast" V. Bodrova was used to detect the level of stress resistance of future psychologists. To identify the level of development of communicative and organizational abilities, the methodology of KOZ (method of identifying communicative and organizational skills) was used. To identify the level of development of mental abilities, the methodology of the COT (Short Orientation Test, V.M. Buzina, E.V.Vanderlik) was used, which also gives an opportunity to obtain the characteristic of the formation of cognitive adaptation of the subject in the world. To identify the level of meaningfulness of life, the Dementia orientation test by D. Leontiev was used. To reveal the level of development of reflexivity, the Questionnaire of Reflexivity by A. Karpov was used.

Results. An empirical study was carried out to find out the personality traits of future psychologists, which predetermine the increase of their stress tolerance.

In the course of the study, based on the above theoretical analysis, it was suggested that the level of stress resistance of future psychologists is conditioned by such personal

characteristics: communicative abilities, organizational skills, mental faculties, meaningfulness of life, reflection, internal motivation of learning.

The research was conducted during 2017-2018. The researches were students of the I-IV years of bachelor's and I years of studying at the Master's program of full-time study at the specialty "Psychology" of the MP Drahomanov National Pedagogical University (Kyiv) and Ternopil National Pedagogical University named after Volodymyr Hnatyuk (Ternopil) in a total of 100 people. The sample was balanced by the number of persons in each course (20 persons) and by the number of persons in each ZOO (by 50). It was not possible to achieve the equilibrium of the sample by gender (among the 91 women and 9 women surveyed), which can be explained by the dominance of female students among the students of the specialty "Psychology" at universities.

For the processing of the results, mathematical methods were used: the methods of descriptive statistics (determination of percentages, average values and standard deviation), the method of Spirman correlation.

According to the results of the "Prognosis" method, three groups of subjects with different levels of neuromuscular stability / instability were distinguished (see Table 1).

Table 1.

The level of stress resistance of future psychologists

Course	Level of stress resistance		
	Good level	Satisfactory	Unsatisfactory
	% person	% person	% person
I	2	16	2
II	3	9	8
III	3	14	3
IV	2	6	12
I mas	4	6	10
In general	14	51	35

As we can see from Table 1, only a small proportion of the investigated

level of neuropsychic stability is good, in the vast majority of this characteristic is

© Martyniuk I.A.

at a satisfactory level of development, which means the possibility of neuro-psychic failures in extreme situations, in a large number – the neuro-psychological stability of the unsatisfactory level, which makes an unfavorable forecast of their behavior in stressful situations. At the same time, such a pattern in the development of stress resistance does not depend on the stage of training in ZOO, – in each course, the proportion of students with reduced stress is prevailing.

The analysis of the psychological characteristics of the studied subgroups among the stressed levels showed that higher level of development of communicative, organizational and mental abilities, reflection and comprehension of life is available to students with good stress resistance in comparison with students with satisfactory stress resistance, in students with satisfactory stress resistance in comparison with students with unsatisfactory stress resistance (see Table 2).

Table 2.

Indicators of psychological characteristics of future psychologists with different levels of stress resistance

Groups of subjects under stress levels	Indicators of psychological characteristics (M, σ)				
	Understanding life	Communicative abilities	Organizational abilities	Mental abilities	Reflection
With good stress resistance	112 (9,86)	13,36 (4,11)	14,3 (3)	27,57 (5,78)	126,71 (11,47)
With satisfactory stress resistance	104 (14,27)	10,41 (3,85)	13,29 (2,56)	25,18 (5,21)	123,31 (11,22)
With unsatisfactory stress resistance	89,46 (14,72)	7,46 (3,24)	10,34 (1,93)	22,69 (3,94)	119 (11,31)

As we can see from Table 2, the value of standard deviation for each of the indicators shows a relative homogeneity of the studied by the level of development of these psychological characteristics. This partly confirms our assumption that people with higher stress levels are characterized by

higher levels of development of such psychological characteristics as meaningfulness of life, communicative abilities, organizational skills, mental faculties, and reflection.

To test our hypothesis, a correlation analysis was used, the results of which are given in Table. 3.

Table 3.

Spirman correlation indices of stress resistance and psychological characteristics of future psychologists

	Understand- ing life	Communicative abilities	Organizational abilities	Mental abilities	Reflection
Stress resistance	-0,407	-0,485	-0,510	-0,162	-0,142
Level of signifi-cance	p≤0,01	p≤0,01	p≤0,01	-	-

The data in Table 3 indicate the presence of a negative statistically significant link between the mean of the indicators of neuro-psychological instability and indicators of intelligence of life, communicative and organizational abilities.

The obtained data of the correlation analysis partially confirm the hypothesis of our hypothesis that the level of stress resistance of future psychologists is predetermined by such personal characteristics: communicative abilities, organizational skills, meaningfulness of life.

Discussion. The results of the study show that among the important determinants of future psychologists' stress susceptibility is their personal characteristics, such as organizational and communicative abilities, meaningfulness of life.

Therefore, in order to increase the stress resistance of these specialists it is expedient to purposefully develop their ability to organize their own activities, communicate with different categories of people and in different situations, train confidence in setting goals, ability to achieve them, correlate goals with the future, feel the emotional saturation of the present life, understand the positive aspects. achieved results.

Appropriate methods for improving these characteristics are the use of psychological trainings during training sessions on professionally

oriented disciplines, analysis of situations of students' life experiences and professional interaction situations with clients (both from student practice and from the practice of more experienced senior colleagues).

Prospects for further research in this direction is the study of the characteristics of stressors of future psychologists and the dynamics of its development.

Список використаних джерел

1. Бердник Г. Б. Дослідження стресостійкості особистості майбутнього практичного психолога в процесі професійної підготовки у ВНЗ // URL:

[file:///C:/Users/Moyo%20m6/Downloads/Vpo_2009_11\(2\)_5%20\(1\).pdf](file:///C:/Users/Moyo%20m6/Downloads/Vpo_2009_11(2)_5%20(1).pdf)
(дата звернення: 28.02.2019).

2. Водопьянова Н. Е., Старченкова Е. С. Синдром выгорания: диагностика и профилактика. СПб., 2009. С. 335.

3. Корольчук В. М. Суб'єктивні та об'єктивні обставини впливу на процес адаптації особистості до стресогенних умов діяльності // Вісник Національної академії оборони України. 2010. № 6(19). С. 92 – 95.

4. Мелоян А. Е. Особенности прояву стресостійкості майбутніх психологів у конфліктній ситуації // Проблеми екстремальної та кризової психології. 2007. Вип. 2. С. 97 – 106.

5. Павлович Н. Р. Зв'язок стресостійкості з метапізнавальними

характеристиками // Інноваційний розвиток: освіта та наука XXI століття. 2019. Том 6. С. 91 – 97.

6. Психологія стресостійкості студентської молоді: монографія / Афанасенко Л., Мартинюк І., Омельченко Л., Шамне А., Шмаргун В., Яшник С. К.: Вид. центр НУБіП України, 2018. 198 с.

7. Ришко Г. М. Основні концептуальні теорії та підходи до вивчення феномена стресостійкості особистості // Проблеми сучасної психології. 2013. Вип. 22. С. 493 – 509.

8. Степанова А. С. Психологічні особливості стресостійкості осіб юнацького віку // Молодий вчений. 2018. № 9 (61) вересень. С. 314 – 319.

9. Фокин В. А. Трудности вхождения в профессию у психологов // Актуальные вопросы психологии и педагогики в современных условиях. 2016. № 3.

10. Церковский А. Л. Личностные детерминанты стрессоустойчивости студентов // Вестник Витебского государственного медицинского университета. 2011 // URL: <https://cyberleninka.ru/article/n/lichnostnye-determinanty-stressoustoychivosti-studentov> (дата звернення: 28.02.2019).

11. Чупина В. Б., Гавриленко Л. С. Особенности проявления показателей стрессоустойчивости у студентов клинических психологов и инженеров // Азимут научных исследований: педагогика и психология. 2018. Т. 7. № 2(23). С. 430 – 432.

12. Юзофатова Ю. А. Стресс и стратегии совладания в работе начинающего психолога // URL: <http://www.supervis.ru/content/140282053-yuzofatova-yua-stress-i-strategii-sovladaniya-v-rabote-nachinayushchego-psihologa> (дата звернення: 28.02.2019).

References

1. Berdnyk, H. B. (2009). Doslidzhennia stresostiikosti osobystosti maibutnoho praktychnoho psykholoha v protsesi profesiinoi pidhotovky u VNZ // URL: file:///C:/Users/Moyo%20m6/Downloads/Vpo_2009_11(2)_5%20(1).pdf (data zvernennia: 28.02.2019).

2. Vodopianova, N. E., Starchenkova, E. S. (2009). Syndrom vyhoranyia: dyahnostyka u profylaktyka. SPb. S. 335.

3. Korolchuk, V. M. (2010). Subiektyvni ta obiektyvni obstavyny vplyvu na protses adaptatsii osobystosti do stresohennykh umov diialnosti // Visnyk Natsionalnoi akademii oborony Ukrainy. № 6(19). S. 92 – 95.

4. Meloian, A. E. (2007). Osoblyvosti proiavu stresostiikosti maibutnykh psykholohiv u konfliktnii sytuatsii // Problemy ekstremalnoi ta kryzovoi psykholohii. Vyp. 2. S. 97 – 106.

5. Pavlovych, N. R. (2019). Zviazok stresostiikosti z metapiznavalnymy kharakterystykamy // Innovatsiinyi rozvytok: osvita ta nauka KhKhI stolittia. Tom 6. S. 91 – 97.

6. Psykholohiia stresostiikosti studentskoi molodi: monohrafiia (2018) / Afanasenko L., Martyniuk I., Omelchenko L., Shamne A., Shmarhun V., Yashnyk S. K.: Vyd. tsentr NUBiP Ukrainy. 198 s.

7. Ryshko, H. M. (2013). Osnovni kontseptualni teorii ta pidkhody do vyvchennia fenomena stresostiikosti osobystosti // Problemy suchasnoi psykholohii. Vyp. 22. S. 493 – 509.

8. Stepanova, A. S. (2018). Psykholohichni osoblyvosti stresostiikosti osib yunatskoho viku // Molodyi vchenyi. № 9 (61) veresen. S. 314 – 319.

9. Fokyn, V. A. (2016). Trudnosti vkhozhdennia v professyiu u psykholohov // Aktualnye voprosy

psykholohyy u pedahohyky v sovremennykh uslovyakh. № 3.

10. Tserkovskiy, A. L. (2011). Lychnostnye determinanty stressoustoichyvosty studentov // Vestnyk Vytebskoho hosudarstvennogo medytsynskoho unyversyteta. // URL: <https://cyberleninka.ru/article/n/lichnostnye-determinanty-stressoustoichyvosty-studentov> (data zvernennia: 28.02.2019).

11. Chupyna, V. B., Havrylenko, L. S. (2018). Osobennosty proiavlennia

pokazatelei stressoustoichyvosty u studentov klynycheskykh psykholohov u ynzhenorov // Azymut nauchnykh yssledovanyi: pedahohyka i psykholohyia. T. 7. № 2(23). S. 430 – 432.

12. Iuzofatova, Yu. A. (2019). Stress y stratehyy sovladaniia v rabote nachynaiushchego psykholoha // URL: <http://www.supervis.ru/content/140282053-yuzofatova-yua-stress-i-strategii-sovladaniya-v-rabote-nachinayushchego-psihologa> (data zvernennia: 28.02.2019).

ПСИХОЛОГІЧНІ ДЕТЕРМІНАНТИ СТРЕСОСТІЙКОСТІ МАЙБУТНІХ ПСИХОЛОГІВ Мартинюк І. А.

Анотація. У статті обґрунтовується обумовленість стресостійкості майбутніх психологів рівнем розвитку їх комунікативних та організаторських здібностей, осмисленим ставленням до життя. Доводиться ідея про те, що для підвищення стійкості до стресу майбутніх фахівців-психологів доцільно цілеспрямовано розвивати їх здатність організовувати свою діяльність, спілкуватися з різними категоріями людей і в різних ситуаціях, виховувати впевненість в постановці цілей, вміння їх досягати, співвідносити цілі з майбутнім, відчувати емоційну насиченість справжнього життя, зрозуміти позитивні аспекти досягнутих життєвих результатів. Пропоновано найбільш ефективні методи для поліпшення цих характеристик, зокрема використання психологічних тренінгів під час навчальних занять з професійно орієнтованих дисциплін, аналіз ситуацій життєвого досвіду студентів і ситуацій професійної взаємодії з клієнтами (як з практики студентів, так і з практики більш досвідчених старших колег). Пропонуються способи розвитку цих психологічних характеристик у період професійної підготовки у закладах вищої освіти.

Ключові слова: психологічні детермінанти, стресостійкість, майбутні психологи, професійна підготовка майбутніх спеціалістів, особистісні характеристики.