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INTEGRATIVE MODEL OF STUDENT AND TEACHER STRESS COPING: THE CORRECTION OF RELATIONS IN EDUCATIONAL, PROFESSIONAL AND PERSONAL INTERACTION

Abstract. This paper deals with stress, which is a major problem for students and teachers throughout the modern world. Stress is a significant problem in our times and affects both the physical and mental health of people. The main objectives are to ascertain the extent to which stress affects students' academic success and health and to suggest some techniques and practices cope with stress for students. Stress coping methods are the physiological, behavioral, social and psychological methods to deal with stress (to its prevention and coping). Authors outline and suggest stress management techniques, which are easy to practice for students and teachers even during the lesson and in special activities. In addition to educational and professional stress, it is important to take into account the stresses of personal development and interpersonal relations, which are associated with the "private" or "intimate-personal" as well as social aspects and layers of relationships.

Keywords: stress, health, stress coping, students, teachers, creative abilities, network, values, crisis management, psychological assistance.

Introduction. Stress is a major problem for students throughout the modern world. Stress is a significant problem of our times, affects both the physical and mental, and spiritual health of people. Stress management techniques are easy to practice for students and teachers even during the lesson and in special activities (Kassymova, 2018c; Kassymova, Kosherbayeva, Sangilbayev, Schachl, Cox, 2018).

In developing an integrative coping model for students and teachers, it is important to consider the prevention and correction of stress in the context of correcting the development of the subjects of education in different contexts: in the context of educational or professional and personal interaction. Prevention and correction of stress in education is associated with the prevention and correction of pediogenias (harm caused by incorrect, destructive, and pathologizing attitudes of teachers towards students), as well as correction and prevention of "mathetogenias" (harm caused by incorrect, devastating, and pathologizing attitudes of students towards teachers). Although the share of the latter is supposed to be relatively small, it has been growing lately, as the tension between pupils and teachers is growing. Modern educational institutions often mark not only the "usual" forms of confrontation between teachers and students (in the form of lower grades, pickiness, situational conflicts, etc.) but also forms that are close to directional, group bullying and other forms of harassment.

Also typical are psychosomatic and mental disorders. In general, a psychosomatic type disorder refers to a clinically defined group of symptoms or behavioral signs that, in most cases, cause suffering and interfere with personal functioning. The severity and nature of the disorder are determined by the degree of deviation in the field of basic criteria of human health as a whole. For health, self-understanding is important as awareness and a sense of continuity, constancy, and identity of different parts of yourself: physical, mental, spiritual. For health, the understanding of the world is also important as an experience

and an idea of the constancy and variability of the world, identity, and difference of experiences in situations of the same type. Self-reflection is very necessary as acceptance and criticality to oneself and to one's own mental production (activity) and its results. The most important point is the confirmation and "self-affirmation" as the correspondence (adequacy) of mental reactions to the strength and frequency of environmental influences, social circumstances, and situations. A healthy person needs self-government as the ability to control oneself in accordance with one's own, internal with them, and with external, social norms, rules and laws. A healthy person implements self-design as the ability to plan one's own livelihoods and implement plans. A person needs flexibility as the ability to change the way of behavior, depending on the change of life situations and circumstances. Mental disorders appear when a person persists in his mistakes, not wanting to "suffer" bodily and socially, does not admit that he did wrong, that his behavior violated moral values and was life-denying. At the same time, from the point of view of medical psychological and spiritual aspects of violations are secondary or background, however, from the point of view of a psychologist, as well as a healer and a priest, they are primary. As for infectious diseases, the psychological aspects of this type of health disorders of a small person are practically not studied: purely "medical" status is attributed to diseases, the causes of diseases are seen in foreign infections affecting a weakened or injured body, the consequences of diseases are considered solely negative: the purpose and value diseases as a uniquely destructive and undesirable phenomenon is denied.

However, every disease has a goal - the improvement of man and his relationship. Therefore, it is not surprising that an optimistic attitude and an active lifestyle are important predictors of somatic health and/or full recovery. The results of many studies "allow us to assert the existence of close relations with the state of the organism with such characteristics as: a system of attitudes towards one's health, an awareness of its value, an active attitude towards the disease, a level of self-understanding, attitude to life, a focus on a healthy future, ways of coping with stress. As D. Likken, for example, notes many other studies that the development of diseases "comes faster if the patient uses denial as a typical coping strategy, suppresses the manifestation of anger, demonstrates guilt or has recently experienced stressful events" (Likken, 2003, p. 696). Scientists describe such psychological characteristics of the sick as the feeling of dependence on the social environment and the lack of ability to act independently in life (they tend to shift the responsibility to other people and circumstances); the tendency of reproduction is the reproduction of strategies and stereotypes previously learned, the lack of desire to change them, even if they are ineffective, the desire to act "like everyone else", "as it should be", "as they are used to". In the process of psychological support for children with infectious diseases, support aimed at transforming the personality to oneself and the world is necessary, the leading modus of which is self-acceptance and peace, selfless service and mutual assistance, developmental orientation, and also complex aid to the child's body: pharmacological, physiotherapeutic and etc., as well as psychological assistance to his parents, family. In addition to educational and professional stress, therefore, in the work of preventing and correcting stress, developing the knowledge and skills of students and teachers in coping with stress, correction, and support of personal development and interpersonal relations are important. In general, the ability to cope with stress is a function of the harmony of intrapersonal and interpersonal relations. Asymmetries, disharmony, mistakes, and incompleteness of educational and professional relations often mark the problems of interpersonal and intrapersonal relations.These asymmetries manifest themselves in pedagogical and administrative conflicts, in psychological burnout, overwork, and depression, in deviant behavior and deformations (personal and professional type), in diseases and injuries, accidents, deaths, including murder and suicide. Very often, a person cannot cope with stress, if he is deprived of faith in himself and life, support of his family, friends, comrades, and colleagues, if weakened by illness and other injuries, if he does not have the knowledge and skills of co-development, he is not familiar with mechanisms of productive and effective transformation of stress and distress.

The main objectives of our investigation are to ascertain the ways, which stress affects teacher's and students' professional and academic success, satisfaction and health and to suggest some techniques and practices prevent and cope with stress for students. Stress coping methods are the physiological, cognitive, behavioral and psychological methods to deal with stress.

The main method of our investigation used has been to gather and analyses the relevant theoretical and empirical data. For this purpose, questionnaires about stress were randomly distributed to different student and teachers groups mostly at three Kazakhstani universities. The results obtained show that

students and teachers need to be given effective techniques and integrative anti-stress assistance to cope with stress while they are studying and work. In addition to educational and professional stress, it is important to take into account the stresses of personal development and interpersonal relations, which are associated with the "private" or "intimate-personal" as well as social aspects and layers of relationships. These are, for example, such characteristics as the social distance of relations between groups, the social status of a person and a group, the presence, and absence of stigmatization and isolation (ghettoization), readiness for close, trusting relationships, friendship, love, parenthood and mentoring, etc.

Results and its discussion. After a thorough literature review in major databases stress management techniques were identified. Stress can be managed through the introduction of a stress management course and engaging in extracurricular physical and mental activities. These techniques are easy to learn and practice, with excellent results in individuals with sound health or even those with health issues. They are beneficial and very helpful for both groups' school stakeholders, teachers, and students (Kassymova, 2018a; Kassymova, Kosherbayeva, Sangilbayev, Schachl, Cox, 2018). Distress and its consequences are especially dangerous, including widely known post-traumatic stress, which, in fact, is an accumulation of injuries and stresses. Such injuries are becoming more common in the relations of subjects of education: pediogeny and mathetogeny, psychological burnout, and professional and personal information are typical results of the relationship of bullying between students, between teachers, and between teachers and students.

Stress is a survival program and has some negative effects on teaching and learning and openness of the man to the world in whole. The focus idea in this context is based on different stress management techniques. To cope with stress there are recommended some types of yoga exercises, meditation, and other relax-technologies. An intensive focus should be put on physical exercise: it contains positive impacts not only on health but also on cognitive learning (Kassymova, 2018b). In addition, a very important point is psychological regulation and the observance of the moral principles of attitudes towards themselves and the world. Interactive and group practices of educational work are also very useful (Kassymova, Stepanova, Stepanova, MenshikovArpentievaMerezhnikov, Kunakovskaya, 2018). In an atmosphere of psychological security, full-time and part-time (including network) forms of work contribute to the formation and strengthening of knowledge and skills in the field of coping with stress (Stepanova, Tashcheva, Stepanova, Menshikov, Kassymova, Arpentieva, Tokar, 2018). The need to build management, cooperation and network interaction of educational organizations of all levels is explained by the high demand for the efforts of leading specialists, scientists, methodologists, and practitioners in order to improve the quality and accessibility of General and special education. The model of network interaction in education contributes to activation of participation of educational organizations in solving specific educational problems of teaching children and adult. It is increasing the efficiency of the use of methodological resources. The model of network interaction in education expanding opportunities for training, pedagogical skills and psychological and pedagogical competence of teaching staff. It is improving the management of educational processes and organizations, raising the level of social and human capital (Stepanova, Tashcheva, Stepanova, Menshikov, Kassymova, Arpentieva, Tokar, 2018).

It is also important to note that although internet-based education has many unsolved problems and issues, in general, going out into the wide world of human knowledge and skills is useful and enhances a person's ability to resist negative influences and productively cope with stress. The leading changes in education associated with digital learning are that digital learning develops the cognitive competence of schoolchildren and students. The use of e-learning stimulates the development of metacognitive components of cognitive competence, and also activates the declarative and procedural components of cognitive activity (Kassymova, Arpentieva, Kosherbayeva, Triyono, Sangilbayev, Kenzhaliyev, 2019). The management of children's and adult's self-development in additional and other levels and types of an ecological education is very impotent in the context of the educational globalization. The possibilities (managerial and pedagogical resources) of the additional education of children and adults in the self-development of the individual and the realization of pedagogical ideas of Russian and world space scientists are shown, the appeal to which acquires particular relevance in the light of the globalization of education (Kassymova, Stepanova, Stepanova, MenshikovArpentievaMerezhnikov, Kunakovskaya, 2018). In the correction and strengthening of the value system, the formation of an ecological or holistic ("global") understanding of oneself and the world by a person plays an important role. "Cosmic Consciousness" includes the

reflection of a huge number of connections of the Universe, life, which attempts to focus and hyperbolize situational stress, destroys self-centeredness and stimulates the desire to learn from life, rather than escape from it. We carried out a theoretical and empirical study of the influence of socio-psychological correction of behaviors deviations, health and other problems on changing behavior. This influence on the value system of persons carried out in the form of a program of value-motivational development. As a result of such an investigation, the positive impact of disclosing the internal motivation, revealing the true meanings of one's own activity, was revealed, which, in turn, positively affects the orientation of behavior towards the normative orientation and positively affects to the health and stress (to its coping and prevention) (Stepanova, Gridneva, Menshikov, Kassimova, Tokar, Merezhnikov, Arpentieva, 2019).

The important source of resistance to stress is a person's creative abilities. Stress and creative abilities of a person interact ambiguously. On the one hand, stress suppresses creative abilities, as well as all other intellectual abilities of a person. On the other hand, stress encourages people to search for new forms of response, that is, to creativity. The nature of creativity in a stressful situation is largely related to the type of stress. The more extensive stress a person experiences, than higher and larger his creative achievements. On the third hand, the creative abilities of the individual help her to undergo stress easily, sometimes not noticing them. On the fourth hand, the creative abilities of a person "lead" him to specific stressful situations associated with the need for its realization, as well as with the opposition of creative and reproductive (stereotypical) social patterns of life activity. There are some interesting problem-solving methods, they can integrate into the crisis management system in psychological counseling and training in the academic service of psychological assistance (support for students and teachers), etc. Our investigation clear demonstrate what consulting and seminars on stress management and other technologies and practices there is very necessary (Kassymova, Tokar, Tashcheva, Slepukhina, Gridneva, Bazhenova, Shpakovskaya, Arpentieva, 2019).

The important point of violations and reduce the ability to cope with stress is alienation, and, especially, self-alienation. If a person is in conflict with himself and his life, for example, he gets an unwanted profession, learns among unpleasant people that learn from those he does not respect, etc. It is especially difficult for him to adapt and develop. Unfortunately, collisions of this level are usually investigated only in the context of spiritual and religious assistance. In classical psychiatry, medicine, and psychology, these conditions are described and studied far less than "post-traumatic stress disorder." (Herlofsen, 1996; Lebigot, 2001). It is more or less described in the similar phenomena of "sociopathy" and "psychopathy." Working with such people is difficult, and the essence of the violation (inability and unwillingness, inability and refusal to be a man and disagreement with the world) usually remains outside the attention of specialists. At the same time, the consumer society, which has become the label of the modern "civilization", which extols anomie and tolerance, physical and social well-being, is the basis for the formation of what can be called "social cannibalism". Starting as a desire and pleasure to destroy one's own peers in the competitive struggle for survival and reproduction, social cannibalism develops into a refusal to recognize them as human beings, and the final stage of the violation is a refusal to consider oneself a man. Educators and even students of this type are more and more common in schools and universities. From the point of view of the organic "substrate", this violation, strictly speaking, is not a mental disorder. It refers to violations occurring in the sphere of spiritual and moral, sometimes for a long time does not manifest in any way at all, even in states of depression of apathy (psychological burnout, etc.). However, at the final stages, moral self-destruction is accompanied by destruction at the level of functional and organic systems. Physical and facial asymmetries and deformations, deviant and delicate behavior, etc., are striking external manifestations, violations of cardiovascular activity, heart attacks). At the level of the psyche, manifestations are injuries and manifestations similar to post-traumatic stress disorder in other situations with numerous injuries and heartiness, for example, with the state of victims of terrorist acts and wars, but with some modifications. Thus, disorders of identification and a combination of "delusions of grandeur" with self-abasement are typical. The need for self-justification is transformed into bragging, the exaltation of violence and its capacity for violence. Fear of death, violence, and betrayal, transforming into love for death, violence, and betrayal, including sexual perversions (coprophagy, etc.), "trump-upness", complaints and denunciations and similar violations. This deformation, which M. R. Arpentieva denoted the concept of "pre-traumatic stress disorder," is also, by its nature, distress. However, it is not always possible to call him post-traumatic: in this case, the stress and trans-ordinary events

associated with it are the choice of the person himself. In this sense, pre-traumatic stress is similar to the symptoms of self-damaging behavior observed in a number of forms of schizophrenia. Pro-traumatic stress disorder due to the fact that a person deliberately creates a situation that somehow injures himself and others. It can be assumed that it is a form of compensation for the states of helplessness and powerlessness experienced and experienced by a person throughout his life: from early childhood to adulthood. Without knowing how to get away from violence, a person creates his endless "circles" and "spiral". The spiral of violence, unwinding, involves all new participants, including those who perform the functions of the "final situation" for the one who activated it. In fact, pro-traumatic stress is aimed at the self-destruction of a person and those around him. Post-traumatic stress, in contrast, is the survival of the person and those around him.

Post-traumatic stress, on the contrary, is the survival of a person and those around him. In pro-traumatic stress, the goal itself and the accompanying value-semantic aspects of the experiences and actions of the individual are distorted. In the post-traumatic - the "psycho-technical" aspects of human experiences and actions are not so much violated as the target, value-sense ones. Post-traumatic stress is overcome, therefore, through the awareness of the person and the support of others around his awareness of the goal of experiences and actions in the trans-ordinary and post-trans-ordinary situation – "survival". Pro-traumatic stress - through the total transformation of the basic meanings of human life. Unfortunately, such a transformation is often impossible: in helping such a person, neither the state, nor specialists, nor the person himself, who is easier to die than change, can be unprepared and unmotivated. In addition, a number of survivors of pre-traumatic stressful events continue to live quite calmly after them: a consumer society with its anomie and pseudo-tolerance represents an optimal living environment that does not induce a person to repent and does not set himself any tasks other than those he is used to setting: survival at the expense of other people. Perhaps this is the secret to the low level of knowledge of such violations and their carriers: the beginning studies of bullying (harassment) and "stalking" (harassment) are too fragmented to comprehend the full extent of the violence that is occurring, even by the example of an individual or group (Arpentieva, Gorelova, 2017). In one way or another, the whole "civilization" suffers from this "disease": failure to understand what violence is, inability to work with it, "break" the circles of violence and the consequences of violence on a social, psychological and somatic level are not peculiar to patients and clients. but also to specialists. Until the question of the ubiquity of violence and a culture of violence is raised, as long as violence is relied upon by the "legitimate attribute" of power and the "illegal attribute" in relations between people not included, different forms of mass and individual violence under various pretexts and in different forms will develop.

There are exaggerated ideas that these subjects are incurable, although very attractive as a challenge to society and the state, for others who are "silent", unlike "lambs". Therefore, in communities, periodically or constantly there is a fashion for massacres, carried out by some "peaceful citizens" against other civilians, as well as "cleansing" and "lustration" of the state level. In civilized countries, ideas are actively spreading that a person needs to emit negative energy and the right to violence and even murder and the behavior of neighbors: at least sometimes, at least symbolically. In addition, while ordinary (everyday) gets used to the idea of everyday violence, in trans-ordinary situations where violence reaches its peak, this "habit" reveals its complete inconsistency: a person faces death no longer by someone else's, but by their own experience. Moreover, this leads him to the idea of correction and transformation, the need for the rehabilitation and prevention of violence and its consequences.

The central point of the rehabilitation of a person and society as a whole is the awareness of the essence of violence in a person's life, its role in the development or destruction of a person's self-consciousness. "Self-consciousness is the main goal of a person, manifested in the aspirations of all things." However, he is confronted with violence living in the world and in the soul of a person: "... violence opposes to him a closed sphere ... awareness of this sphere is inaccessible to those who lack violence (it is inaccessible, in particular, when violence distorts consciousness and leads to disorder). In other words, since man is the product of two opposing principles, an awareness of what he is impossible for him. "He certainly loses in one area what he gains in another," notes G. Bataille, analyzing sadism as one of the expressed, clinical forms of violence (Bataille, 1992, p. 92). M. Blancheau writes about this: "... between a normal person, driving a sadist to a dead end, and a sadist who turns this deadlock into a way out is the one who knows more than others about his true situation. He has a deeper understanding of it, therefore,

he is able to help a normal person to realize himself, helping him to change the conditions of any understanding " (Blanchot, 1992, p. 52). These two fragments reveal the problem of violence in transnormal and ordinary, ordinary relationships and situations. Violence, in its essence, is a partial "antonym" of awareness. At V.V. Nalimov aggression is regarded as a function (an indicator) of incomprehension (Nalimov, 1993). Then what is awareness (understanding)? Relatively speaking, "violence" differs from "non-violence" by a measure of the awareness and use of violence: the degree of intervention in the inner world and the actions of another person, as well as the degree of violence towards himself. As a practice and rehabilitation studies in the field of victimology show, understanding situations of violence often allows you to understand two things (Bush and Folger, 1994; Fattah, 1997; Gold, 1993; Zehr, 2005; Flier, 2012). Firstly, any situation can be interpreted as violence, secondly, violence, even the most obvious, often reflects only a person's powerlessness to understand and change what is happening. In addition, in this capacity - the inept attempt to be human, to survive where survival, according to psychiatrists and psychotherapists who survived concentration camps, wars, and other trans-ordinary events, they can be, if not transformed, then at least understood and prevented in the future.

It should also be noted that pro-traumatic stress disorder, although associated with sadism, the realization of sadistic aspirations, as well as the general desire for destruction and self-destruction, is not reduced to them. It includes the whole complex of consequences and causes of violence towards oneself and the world: the subject of the pro-traumatic disorder is at the same time both the victim and the persecutor. The pain that a person causes to others is also his pain, brought to the point of absurdity and hatred for himself and the world. He tries to guarantee his immortality, sowing death: "death is not mine" for him becomes life, a subjective guarantee of his immortality. As a natural continuation of the ideas of social competition and consumption, social cannibalism, which has actively progressed in the last century, leads to a total inversion of the relationship between life and death. The more suffering, death, and problems a person creates around himself, the more he realizes himself to be prosperous, immortal and perfect. Man, therefore, is rapidly emerging from the "human": subjectively - into the divine and immortal, destroying the "inferior" others, objectively - into the animal, into death and self-destruction.

In contrast to pro-rheumatic stress, "post-traumatic stress disorder" has been described and studied quite extensively. It was recorded as a diagnostic category as a condition that develops in a person experiencing a stressful event of a threatening or catastrophic nature, capable of causing general distress as early as the 80s of the 20th century. The beginning of research in this area was laid by the experiences of the world wars of the twentieth century. Psychiatrists described the symptoms of a military neurosis and proposed the concept of "shock from a contusion" (shell-shock), which explained its symptoms as a result of mental traumas received during explosions and shelling. They described the symptoms and long-term consequences of the mental trauma received during the fighting - military psychosis ("combat exhaustion"). When studying the state of political prisoners and prisoners of war, E. Minkovskiy's syndrome was revealed [2; 3] (concentration camp syndrome) - apathy and depression, irritability, sleep disturbances, accompanied by difficulties in work and family life. It has long been described by scientists and the general for intense and prolonged injuries and significant losses of the syndrome of "emotional anesthesia" ("l'anesthésie affective"). It combines the phenomena of a peculiar insensitivity due to the long-term moral and physical suffering of many prisoners of Nazi concentration camps and modern prisons (destruction of the personality, narrowing of the range of interests, predominance of primitive, instinctive reactions). The duration, type, and a number of symptoms depend on the time spent in extreme conditions, the type of stress and the help provided. If a person is "sick" with post-traumatic stress, this means that he has experienced a traumatic event or a series of events, i.e. experienced something terrible that does not often happen to people. The horrors of war have an impact not only by their intensity but also by their frequent occurrence: injuries follow one after another. So that a person does not have time to "come to his senses." The other side of post-traumatic stress relates to the inner world of the individual and is associated with the person's reaction to the events experienced. All people respond to violence and other traumatic events in different ways. The tragic accident can cause serious injury to one person and almost does not affect the psyche of another. It is also very important at what point the event occurs. The same person may react differently at different times. Speaking about post-traumatic stress, they usually mean that a person has experienced one or several traumatic events. They are many-sided and deeply affected his psyche. These events were so different from all previous experiences or caused so much suffering that the person

responded with a violently negative reaction. A normal psyche in such a situation naturally seeks to alleviate the discomfort: a person who has experienced a similar reaction radically changes his attitude towards the world around him in order to make life even a little easier.

So, the integrative coping stress model draws attention to the comprehensive support of teachers and students in schools and universities. Its components are:

1) prevention, correction of violations and the development of knowledge and skills of subjects of education in the field of self-regulation at the physiological, psychological, social and moral levels,

2) the development of a person's creative abilities, his striving for self-realization, and, at the same time, the harmonization of attitudes towards other people, the development of knowledge and skills in the field of building harmonious educational, professional and personal relationships;

3) optimization of contact and distance learning and learning interaction, work teams, including in the framework of mediation of processes by means of the Internet and digital devices;

4) prevention and correction of pre-traumatic and post-traumatic disorders, bullying and other forms of violence and its consequences (mathetogeny, pediogeny, psychological burnout, occupational and personal deformities, diseases, accidents, injuries and deaths), the formation of a culture of violence - an understanding of its role and functions in people's relationships and inhuman activities;

5) the assertion of life and the refusal of discontent and accusations against other people, against one's own address and against life in general, the willingness and desire to efficiently and effectively process traumatic experiences;

6) the development of preventive and correctional stress management programs, the introduction of techniques and programs to cope with stress in education, including in the context of specialized occupations and practices, as well as psychotherapeutic-oriented pedagogical communication.

Conclusion. The ability to cope with stress is a function of the harmony of intrapersonal and interpersonal relations. In developing an integrative coping model for students and teachers, it is important to consider the prevention and correction of stress in the context of correcting the development of the subjects of education in different contexts: in the context of educational or professional and personal interaction. Prevention and correction of stress in education is associated with the prevention and correction of pediogenias (harm caused by incorrect, destructive, and pathologizing attitudes of teachers towards students), as well as correction and prevention of "mathetogenias" (harm caused by incorrect, devastating, and pathologizing attitudes of students towards teachers). Although the share of the latter is supposed to be relatively small, it has been growing lately, as the tension between pupils and teachers is growing. Modern educational institutions often mark not only the "usual" forms of confrontation between teachers and students (in the form of lower grades, pickiness, situational conflicts, etc.), but also forms that are close to directional, group bullying and other forms of harassment. In addition to educational and professional stress, therefore, in the work of preventing and correcting stress, developing the knowledge and skills of students and teachers in coping with stress, correction, and support of personal development and interpersonal relations are important. Students and teachers need to be given effective techniques and integrative anti-stress assistance to cope with stress while they are studying and work. In addition to educational and professional stress, it is important to take into account the stresses of personal development and interpersonal relations, which are associated with the "private" or "intimate-personal" as well as social aspects and layers of relationships. These are, for example, such characteristics as the social distance of relations between groups, the social status of a person and a group, the presence, and absence of stigmatization and isolation (ghettoization), readiness for close, trusting relationships, friendship, love, parenthood and mentoring, etc.

Compared to this definition, the essence of pre-traumatic stress disorder can be formulated as a condition that develops in a person who purposefully or "unknowingly" creates a stressful event that threatens others or catastrophic in nature, which can cause general distress in these people. For both disorders, "walking in a circle" is typical: the more stress, the more attempts to get out of it, and, thus, the more additional stress accumulating on the initial stress - in post-traumatic disorder; the more stress, the more attempts to increase and prolong stress. Therefore, the resolution of the situation in both cases requires consideration of the circular nature of the trauma. To overcome post-traumatic stress, you need - at the tactical level - to learn not to fight with experience and with yourself, but to "let go", allow events to be, "explain yourself" and, at the strategic level, just reconcile with something that causes the greatest

suffering. To overcome pro-traumatic stress, it is necessary, in fact, also, but somewhat differently: at a strategic, in-depth level - accepting the suffering of victims of violence, their awareness of themselves as subjects of violence against them, at the tactical level - dialogue with the subject of violence, recognition of his being Situations of violence. In both cases, victims and persecutors, gaining spontaneity and subjectivity, have access to the search for healing solutions and entering a new, healed reality.

The motivation for self-preservation (the need for security) is the fundamental motivational education of the individual, the implementation of which in every day and in transboundary situations is the main and necessary condition for existence. Associated with it are the motives (intentions) of understanding - of themselves and the world, the motives of relations – with people and the motives of transformation - of themselves and the world. The "paradigm of invulnerability", which characterizes everyday life, existence in an ordinary situation implies the fulfillment of the security condition as a matter of course. A person believes that he understands the world, has a satisfying relationship with people and is able to influence the world, to change. However, in a transnormal situation, the fulfillment of this condition is problematic, the understanding of oneself and the world is lost, the illusions of control and many of the illusions of relationships are lost. One of the leading problems is the problem of death as a problem of human choice: to live, trying to find a new meaning and a new life strategy, correct the "mistakes" of the past life, or die, refusing to return to the already familiar pain, suffering, habitual way of life and old meanings. Society and victims need a sincere, realistic understanding of what happened and accepting the experience of violence and its consequences – in themselves and others. Thus, the circle of violence can be broken: not only victims but also "persecutors" need help, as well as research and the practice of debriefing – "rescuers". Restorative work, in this way, includes the procedures for forming and reforming the culture of violence of a person and group (community). The most important thing is to teach a person not to become a victim of their own will and initiative: life teaches a person to cope with obstacles and problems, not to succumb to difficulties and pain. Therefore, complex work is needed, but not fragmentary. Different techniques and practices of coping with stress will be productive and effective only in the context of a comprehensive work with students and teachers.

Asymmetries, disharmony, mistakes, and incompleteness of educational and professional relations often mark the problems of interpersonal and intrapersonal relations. These asymmetries manifest themselves in pedagogical and administrative conflicts, in psychological burnout, overwork, and depression, in deviant behavior and deformations (personal and professional type), in diseases and injuries, accidents, deaths, including murder and suicide. Very often, a person cannot cope with stress, if he is deprived of faith in himself and life, support of his family, friends, comrades, and colleagues, if weakened by illness and other injuries, if he does not have the knowledge and skills of co-development, he is not familiar with mechanisms of productive and effective transformation of stress and distress.

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СТУДЕНТ ПЕН ОҚЫТУШЫЛАРДЫҢ СТРЕСС КОФИНГ ИНТЕГРАЦИЯЛЫҚ ҮЛГІСІ: БІЛІМДЕГІ, ПРОФЕССИОНАЛДЫ ЖӘНЕ ЖЕКЕ ТҰЛҒАЛЫҚ ҚАТЫНАСТАРДЫҢ НОРМАЛАРЫ

Аннотация. Мақалада қазіргі заманғы студенттер мен оқытушылар үшін басты проблема болып табылатын стресс қарастырылады. Стресс – біздің заманымыздағы маңызды мәселе және адамдардың физикалық және психикалық денсаулығына әсер етеді. Негізгі міндет – стрестің оқушылардың академиялық жетістіктері мен денсаулығына әсерін анықтау және кейбір әдістемелер мен дағдыларды студенттер үшінстреспен күресу

жолдарын зерттеу. Стресті жеңу әдісі – бұл стреске қарсы күресудің физиологиялық, мінез-құлық, әлеуметтік және психологиялық әдістер (оның алдын алу және күресу). Авторлар сабақ кезінде және арнайы іс-шараларда студенттер мен мұғалімдерге оңай тәжірибе беретін стресс басқару әдістерін анықтайды және ұсынады. Оқу және кәсіптік стрестен басқа, «жеке» немесе «жеке-дара», сондай-ақ әлеуметтік аспектілер мен қарым-қатынастар топтарымен байланысты жеке даму мен тұлғааралық қарым-қатынастың стрестері ескеріледі.

Түйін сөздер: стресс, денсаулық, стреспен күресу, студенттер, оқытушылар, шығармашылық қабілеттер, желі, құндылықтар, дағдарысты басқару, психологиялық көмек.

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ИНТЕГРАЦИОННАЯ МОДЕЛЬ СТУДЕНЧЕСКОГО И ПЕДАГОГИЧЕСКОГО СТРЕССА-КОПИНГА: КОРРЕКЦИЯ ОТНОШЕНИЙ В ОБРАЗОВАТЕЛЬНОМ, ПРОФЕССИОНАЛЬНОМ И ЛИЧНОМ ВЗАИМОДЕЙСТВИИ

Аннотация. Статья посвящена проблемам стрессов и совладания со стрессами. Стресс является серьезной проблемой для студентов и преподавателей в современном мире. Стресс также выступает как серьезная проблема в современном мире в целом. Он влияет как на физическое, так и на психическое, социальное и нравственное здоровье людей. Основными целями исследования являются выяснение того, в какой степени стресс влияет на успеваемость и здоровье учащихся, а также и трудовую активность и продуктивность педагогов (преподавателей и учителей), гармоничность и дисгармоничность отношений между ними. В работе предложены некоторые направления профилактики и совладания со стрессами, применения методов и приемов для преодоления стресса у учащихся и обучающихся, а также у педагогов, направленные на коррекцию и развитие гармоничных отношений между участниками образовательного процесса, а также на формирование и развитие ценностных ориентаций учеников и педагогов в отношении к себе и окружающему миру. Методы предотвращения и преодоления стресса включают физиологические, социальные и психологические методы борьбы со стрессом. Авторы в общих чертах обрисовывают направления и методы управления стрессом, предлагают те, которые легко и важно практиковать студентам и преподавателям, в том числе в рамках учебных занятий и во внеучебной деятельности. Авторы подчеркивают, что помимо образовательного и профессионального стресса, важно учитывать стрессы личностного развития и межличностных отношений, которые связаны с интимно-личностными (межличностными) и социальными (межгрупповыми)аспектами и уровнями отношений.

Ключевые слова: стресс, здоровье, преодоление стресса, студенты, учителя, творческие способности, сеть, ценности, антикризисное управление, психологическая помощь.

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