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INNOVATION IN EDUCATION: PREVENTION AND CORRECTION OF THE PEDIOGENIAS AND MATETOGENIAS IN STUDENTS AND TEACHERS

Abstract. This paper deals with stress, which is one of the major problem for students and teachers throughout the innovation in education. The focus of this investigation is the prevention and correction of the pediogenias and matetogenias in students and teachers. These didactogenias take part information of the personal, interpersonal and organizational stress disorders and crisis. Stress is a significant problem in our times and affects the physical, mental, social andmoralhealth of people. The main objectives are to ascertain the extent to which innovations in university and schools stress affects students' academic and professional success, and their personal, interpersonal and organizational health/ The authors is suggest some techniques and practices to cope with stress for students and teachers. Stress coping methods are the moral, social, physiological, and psychological. Authors outline and suggest the different methods to deal with stress (to its prevention and coping). There are many effective and productive stress management techniques. These stress management techniques students and teachers are need to practice during the lessons and in special activities in the schools and universities and in other situations. 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 in human life. The authors introduce the concept of stress innovation. The stress of innovation is the stress that occurs in the process and result of the introduction of innovation. For students and teachers, innovation is both a situation that generates stresses and crises of the personal, interpersonal and organizational levels, and a way to overcome such stresses, problems, and development crises. It is important to note the relationship of causes and consequences, as well as the manifestations of stress of teachers and students at the personal, interactive, educational and organizational levels.

Keywords: stress, innovation, pediogenia, matetogenia, didactogenia, stress coping, stress of the innovation, students, teachers, crisis management, psychological assistance.

Introduction. Stress is a one of the major problem for students and teachers throughout the modern world. There are international statistics for all types of school fears: 10-15% of all children. In Russia, this percentage is much higher - up to 40%, according to the latest data, and the collection data was carried out only for large cities. Studies in schools show that about 30% of children have an unbalanced psyche and need special psychological assistance. Up to 70% of teachers suffer from neurotic disorders. Stress is a significant problem of our times, affects the physical, psychological, social 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, 2018b; Kassymova, 2018c; Kassymova, Kosherbayeva, Sangilbayev, Schachl, Cox, 2018; Kassymova, Arpentieva, Kosherbayeva, Triyono, Sangilbayev Kenzhaliyev, 2019). For students and teachers, innovation is both a situation that generates stresses and crises at the personal, interpersonal and organizational levels, and a way to overcome such stresses, problems, crises and

didactopathies. It is important to note the relationship of causes and consequences, as well as the manifestations of stress of teachers and students at the personal, interactive, educational and organizational levels. In addition, we consider it important to note that didactogenia (didactogeny, didactogenic neuroses), in which different researchers highlight pediogenia (pediogeny, violations that arise because of pedagogical errors or intentional violence by teachers) and matetogenia (matetogeny, violations that arise from teachers because of intentionally or unintentionally incorrect and / or violent behavior from students), also form a single system (Arpentieva, 2016; Medvedeva, 2010; Minigalieva, 2012; Sukhomlinskiy, 1973; Postalyuk, 1989; Verbitskiy, 1991; Zimnyaya, 2006). Only in theoretical terms can one divide the single process of a disturbed, pathologizing man as a person, as a partner and as a (future) professional, didactic communication in practice, these processes are closely related.

The main objectives of our study are to find out how innovation in education affects the professional and academic success of teachers and students, their satisfaction with themselves and life, and their health.

The main method of our research was a theoretical analyze of the problems of comprehension of innovations by students and teachers. The obtained results show that pupils (students) and teachers need not only training in productive and effective methods of preventing and correcting stress in situations of organizational and didactic stagnation and innovation, not only comprehensive anti-stress care (Kassymova, 2018a; Kassymova, Kosherbaeva, Sangilbaev, Schachl, Cox, 2018). so that they can cope with stresses while studying and working, but they need a new understanding of themselves and the world, including an awareness of the goals and values of their lives. In addition to educational and professional stress, it is also important to take into account the stresses of personal development and interpersonal relationships that are associated with the personal, interpersonal, as well as social aspects of their life. To successfully overcome and prevent stress, including in the context of the problem of introducing or refusing to introduce innovations in an educational organization and / or didactic interaction, students and teachers need systematic help.

Results and its discussion. A number of researchers consider didactogenia as a historical phenomenon and interpret it as a relic of authoritarian pedagogy, as a callous and callous attitude towards children. In at the state, school or university level and a specific teacher. K.I. Platonov introduced the concept of «didactogenia» (Platonov, 1961). Many researchers nevertheless consider didactogenic neurosis in a broad and narrow sense. In the narrow, proper psychiatric sense, school neuroses understood as a special case of a neurosis of fear, associated either with a feeling of alienation and hostility of the school environment (school phobia), or with a fear of learning difficulties (school fear). In a broader - psychopedagogical aspect, school neuroses are understood as special, caused the very process of teaching mental disorders - didactogenia and psychogenic disorders associated with the teacher's incorrect attitude - dialect dialogue. Reducing the manifestations of school maladaptation to school neurosis is unlawful, i.e. the concept of "school neurosis" does not cover the whole problem. “School phobia”, “school neurosis”, “didactogenic neurosis” are close terms to the concept of “school maladaptation”. School maladaptation is lagging the child from his own abilities. As criteria for classifying children as maladaptive, two indicator: poor performance and lack of discipline.

According to I. Bozhanov, three aspects are found in the relationship between the educational process and the development of neurosis (ibid. Arpentieva, 2016). The first aspect is the neurotizing effect of the educational process on the student. The second aspect is the neurotizing effect of academic work on the teacher. In addition, the third aspect is the neurotizing effect that occurs during educational process of communication student and teacher. The neurosis effect of the teacher on the student is indicated, as we have said, by the term pediogenia, student to teacher - referred to as matetogenia. Matetogenia and pediogenia are two components of the didactogenia.

Pediogenias is the negative behavior of a teacher, teacher, mentor, parent, trainer, etc. related to the violation of the principles of pedagogy and other value and technological principles and rules of education and training. This violation may be intentional or unintentional. As a result, the student experiences anxiety, disappointment, performance decreases, stress disorder and a crisis of personal, interpersonal and organizational levels may occur. Similarly, matetogenia can be described as the negative behavior of a student (schoolchild, student, guardian, etc.) associated with conscious or unconscious aggression against

a teacher (mentor). Disappointments, anxiety and distress of failure lead to the fact that the work of the teacher becomes ineffective, and relations with the student are destroyed.

Asweearly note, 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 "matetogenias" (harm caused by incorrect, devastating, and pathologizing attitudes of students towards teachers).

Modern schools and universities institutions often mark not only the "common" types of conflicts and barriers confrontation between teachers and students (in the form of misunderstanding, unpickiness, situational harms and conflicts, etc.) but also types that are close to directional, group bullying and other forms of harassment (different forms and levels of the bulling, and tec.).

Also typical are psychosomatic and mental disorders in students and teachers. In general, a psychosomatic and mentaltype disorder refers to a clinically defined group of symptoms or behavioral signs that, in most cases, cause suffering and interfere with personal , interpersonal and organizational functioning. The severity and nature of the disorder are determined by the degree of deviation in the field of basic criteria of human health (insocial, psychological and other spheres and in whole) (Stepanova, Tashcheva, Stepanova, Menshikov, Kassymova, Arpentieva, Tokar, 2018; Stepanova, Gridneva, Menshikov, Kassymova, Tokar, Merezhnikov, Arpentieva, 2018):

– barrier or block of the personal, interpersonal or professional interaction;

– barrier or block of the personal, interpersonal or professional development;

– part or total stress and destress;

– personal, interpersonal or organizational crisis; personal, interpersonal or organizational deformations and disorders and other didactopathies;

– personal, interpersonal or organizational collapse and dies.

For health, understanding is important as awareness and a sense of continuity, constancy, and identity of different parts of yourself and world: physical, mental, social and spiritual. For health, the polycomponential and poly-level understanding of yourself and 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 and other-reflection is very necessary as acceptance and criticality to oneself and other people. Reflection of the mental production (activity) and its results is very necessary to one's and other's people .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 of the social world. 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. The causes consequences of diseases and different stress disorders are considered solely destructive: the purpose and value diseases as adestructive and undesirable phenomenon is denied.

However, a person is a productive and effective being: this means that in addition to reproduction, comfort and superiority (including compensatory), he is interested in creativity, and for him risk and a relationship of love are significant. When a person cannot realize himself, refuses creativity and the risk of self-development (the Jonah complex), refuses love (resentment and accusation, envy and pride, betrayal and ignorance, etc.), he, of course, reduces his life only to instincts and defenses. However, in the norm (a fully functioning person) is guided by goals and values. He has an idea of his own essence, of himself as a person, partner and student / teacher (future or current) professional. He has an idea of his own destiny, how to realize it, based on the idea of the purpose and essence of man and humanity as a whole, as well as based on the characteristics of the social situation.

Any violation has not only reasons, but also goals. Therefore, it is important to work with violations in the development of a person as a person, partner and student / professional, not only within the frame-

work of the concept of their causal conditionality, but also within the framework of ideas about their teleological (target) conditionality. Health and success (personal, partner, organizational) are functions of the harmony of intrapersonal, interpersonal and educational-professional relations. Asymmetry, disharmony, errors and incompleteness of educational and professional relations often denote problems of interpersonal and intrapersonal relations. These asymmetries are manifested in intrapersonal and interpersonal pedagogical and administrative conflicts, overwork and depression, psychological burnout, deviant behavior and deformations (personal and professional type), diseases and injuries, accidents, deaths, including murders and suicides. Recently, they often write that many schoolchildren and students, as well as schoolteachers and university teachers cannot cope with stress and have been asking if every disease, every crisis, every barrier has a goal - to improve a person as an individual, partner and student / professional. Therefore, it is not surprising that an optimistic attitude and an active lifestyle are important indicators of somatic health and / or full recovery. At the same time, the moments of remorse, despair, and other "negative" states are important so that a person can recognize and correct the mistake, so that he understands and separates "his" and "someone else's." It is also important that a person does not deceive himself and others with imaginary harmony and “individuality”: harmony is true when it is based on the true needs and essence of a person. In addition, individuality is individual when it reflects the essence of a person and allows him as a person, partner and professional to be in a state of congruence (matching oneself and the world) and transparency (transparency for oneself and the world). The result is existential fulfillment, satisfaction with oneself and the world, happiness, overcoming ignorance due to extensive reflection and due to the ability to understand the world in its given (as a manifestation of transparency). The data of many pedagogical, psychological, medical, sociological and other studies “allow us to assert the existence of close ties with the state of the body with such characteristics as:

– a system of attitude towards yourself and your life, including your health, awareness of their value, including reverence for life and life affirmation,

– an active attitude towards diseases and other disorders as markers of mistakes and changes (innovations),

– a developed understanding of the world and self-understanding, optimism and efficiency (self-efficacy),

– a very rich palette of ways to prevention and coping with stress.

– Scientists and practitioners, on the contrary, often describe such psychological characteristics of patients as:

– a feeling of dependence on the social environment and inability to act independently in life (they tend to transfer responsibility to other people and circumstances);

– the tendency to reproduce is the reproduction of previously acquired strategies and stereotypes,

– the lack of desire to change them, even if they are ineffective,

– the desire to act “like everyone else”, “as it should be”, consumerism and laziness, procrastination and ignorance, life denial and negativity.

In the process of psychological support of the subjects of the educational process, therefore, in addition to working to prevent and eliminate didactogenia and other (extra-educational) stresses, it is important to develop the knowledge and skills of students and teachers in overcoming negative attitudes towards life and themselves. Students and teachers need correction and support for their personal and educational / professional development and interpersonal relationships. In general, the ability to cope with stress is reduced:

– if they are deprived of faith in themselves and their lives, the support of their family, friends, comrades and colleagues,

– if they are weakened by illnesses and other injuries, if they do not have knowledge and skills about dialogical, joint development,

– or if they are not familiar with the mechanisms of productive and effective transformation of stress and distress, their causes and consequences in the form of diseases and injuries in personal, inter-personal and organizational functioning and development.

After a thorough review of available research in the main databases, the main aspects of the response of students and teachers to innovations in education were identified.

Since the mid-twentieth century, the science of innovations in education and other fields in the West has become a complex, ramified industry, but in the USSR (Russia and Kazakhstan) innovative research has only just begun to take shape in an independent direction of scientific activity. According to researchers O.G. Khomeriki, M.M. Potashnik, A. V. Lorensov, pedagogical innovative processes have become the subject special study in the USSR and post-Soviet countries only in the last decades of the XX century (Khomeriki, Potashnik, and Lorensov, 1994). Of course, Soviet psychology and pedagogy of the 60-90s of the XX century did not stand aside from the global innovative search. It is enough to recall the innovative search for teachers of the Minsk and Rostov regions, Tatarstan, the experience of experimental teachers (S.I. Lysenkov, V.F. Shatalov, E.N. Ilyin, I.P. Volkov, L.V. Zankov, M.P. Kashin et al.),and ethno-pedagogical research and development by teachers of Kazakhstan, etc. However, in general, the experience of reflective scientific research of innovations and their "living" by schoolchildren and students, as well as university professors and schools, was small (Jonker, 1995;Clarin, 1995;Rogers, 2003; Zagashev, 2008; Zagashev, 2010).

In general, innovation is understood as a deliberate change in the system of relations in an organization in order to improve the quality of a person's activity or organization / society. Scientists distinguish two types of training: "supportive learning" and "innovative learning". "Maintainance learning" - process and result such educational (and, as a result, educational) activity, which is aimed at maintaining and reproducing the existing culture, social experience, and social system. This type of training (and education) ensures the continuity of sociocultural experience, and it is it that is traditionally inherent in both school and university education. "Innovative learning" (innovative learning) - the process and result of such training and educational activities, which stimulates to make innovative changes to the existing culture, social environment.

This type of training (and education), in addition to maintaining existing traditions, stimulates an active response to problem situations that arise both for the individual and for society. Abroad, the educational process is often considered as an independent search of new knowledge, new cognitive landmarks of a high level of complexity (E. de Bono, D. Bruner, E. de Corte, D. Mezirow, M. Knowles, H. Taba, D. Schwab etc.).The process of educational research becomes crucial for the construction of training ("process-oriented" training) (Bruner, 1971; Bruner, 1966; Clark, 2011; Mezirov J. et al., 1991; Schwab and Brandwein, 1962; Taba, 1962).It is important to note that the first one is related to relaying, reproduction of social experience, the second - with a creative search based on existing experience and thereby with its enrichment. However, it is impossible to find such forms of education in which the practice of teaching was reduced only to the organization of pure reproduction, it is even more unrealistic to imagine education on a purely research basis. Rather, the point is the orientation of training, and, therefore, in its moral-ideological, social, psychological and other conditions and results. The reproductive and problematic orientations of the educational process are embodied in two main innovative approaches to the transformation of education in modern pedagogy, technology and search. The technological approach modernizes traditional learning based on the prevailing reproductive activity of students, defines the development of learning models as the organization of achievement by students of clearly fixed learning standards. In the framework of this approach, the educational process is focused on the traditional didactic tasks of reproductive education, is built as a "technological", conveyor process with clearly fixed, described in detail expected results. The search approach transforms traditional learning based on the productive activities of students, defines the development of learning models as students initiated new learning experiences. As part of this approach to learning, the goal is to develop the students' ability to independently learn new experiences; a guideline for the activities of the teacher and students is the generation of new knowledge, methods of action, personal meanings.

Problems of education, including because of innovations or their absence, their causes and consequences also affect the subjects of education. Destructive moments in education can form well-known post-traumatic stress, which, in essence, is an accumulation of injuries and stresses. Such injuries are becoming more common in relations between subjects of education. Didactopathy (pediogeny and matetogeny), psychological exhaustion, as well as professional, interpersonal and personal disorientation are typical results of relations of violence / intimidation, etc., ignorant retention of rigid boundaries in the content and form of education, lack of love and respect between students, between teachers, and also between teachers and students.

Scientists, practitioners and the very subjects of education in Russia and Kazakhstan, innovations and other transformations in the system of higher and secondary education are considered ambiguously and contradictory. Both the faculty and students, as well as the public as a whole, note that innovations and other changes in education often carry exclusively destructive meaning, fictitious relations between subjects and education itself. The planned and ongoing changes, according to direct participants in the reform and innovation processes of secondary and higher education, range from sharply negative to partially approving and indifferent. This confirms the need for a thorough scientific and theoretical understanding of the ongoing transformations and the attitude of the subjects of the educational process as actors - active stakeholders of innovation and education in general. The degree of awareness and understanding by students and teachers of innovative transformations in the life of Russian and, especially, higher education institutions also varies. Based on the secondary analysis of research materials, one can assess the attitude and typical reactions of students and teachers to individual innovative transformations in higher education and to transformations in education in general. At the same time, the influence of the attitude of students and teachers towards innovative transformations on the process of modernizing the system of higher and secondary education in modern Russia and Kazakhstan is obvious. Many students and teachers, in varying degrees, understanding the need for modernization and other changes, at the same time, understand very little the essence of the transformations themselves (Angelovski, 1991; Arpentieva, Kassymova, Lavrinenko, Tyumaseva, Valeeva, Kenzhaliyev, Triyono, Duvalina, Kosov, 2019; Arpentieva, 2016; Aryn, 2006; Clarin, 1995; Clark, 2011; Kassymova, Tyumaseva, Valeeva, Lavrinenko, Arpentieva, Kenzhaliyev, Kosherbayeva, Kosov, Duvalina, 2019). A general decline in the level of education of the population of Russia, for example, indicates the collapse of education, however, the measure of this collapse is not realistic enough. It is radically underestimated due to fear of the need for wider changes, including the need for total changes in relations in society as a whole, as well as society and the state. In general, students and teachers are contradictory to the content and forms of innovation in their practical implementation (Kassymova, Stepanova, Stepanova, Menshikov, Arpentieva, Merezhnikov, Kunakovskaya, 2018; Kassymova, Tokar, Tashcheva Slepukhina, Gridneva, Bazhenova, Shpakovskaya, Arpentieva, 2019). The introduction of truly productive innovations and the return of approaches and technologies that have proved their effectiveness and productivity (made the USSR in the middle of the twentieth century, and Kazakhstan and Russia as a world education leader in it) in the system of Russian and Kazakh higher and secondary education faces a whole series of obstacles. These are obstacles of a socio-psychological, organizational-methodological, informational-content, material-technical, state-ideological nature, without the elimination of which actions aimed at modernizing higher, and secondary schools cannot be successful (Starygina, 2017 p. 200-207).

So, J.-F. Lyotard recorded the transformation of the global educational paradigm: “In a postmodern society, the educational system from an elite reproducer turns into a supplier of specialists who are able to qualitatively apply the acquired knowledge in practice” (Lyotard, 1998, p. 18). On the other hand, another global trend defines transformation processes in the system of secondary and higher education. These are primitivization and individualization, the growth of the importance of individual self-determination of personality and the growth of tendencies of the utilitarian-pragmatic orientation of education, the “death” of the university and its replacement with “lifelong education” and a return to forgotten practices of personality-developing education. These are attempts at inclusive-integrative education and a multicultural orientation of a “liberal-democratic sense and a return to a differentiated and high-quality education that does not allow the transformation of mass education into an institution of maintaining ignorance, violence and alienation of the masses. This is the introduction of digital and other distance technologies and the increasing role of the live participation of teachers and students in the life of a school / university, each other and society, etc.(Sinay, Nahornick, & Graikinis, 2017).

S.I. Samygin and V.N. Nechipurenko emphasizes that in the modern world the concepts of a clear professional (and other social, partner and social) identity are eroded. This leads to a frequent change of occupation and implies a constant readiness to forget or even abandon the profession and the knowledge and skills acquired to master it within the framework of professional reorientation (Samygin S.I., Nechipurenko, 2015, p. 24-39). Professionalization ends with such rapid deprofessionalization that a person does not have time to achieve any more or less serious level of professional skill. Similarly, intimate-personal ties are quickly being built and destroyed: friendship and family unions are created and

destroyed, in which a person is not initially oriented towards self-improvement labor. Similarly, personal development itself: even declarations of the importance of the formation and development of a "comprehensively developed personality" will not turn a "robotproof" and "competitive" consumer into a fully functioning, mature personality.

Thus, modern education in most countries of capitalism and "developing" countries, including countries with a transition economy, etc. (countries of the former USSR), is aimed at preventing a person from reaching maturity as an individual, partner and professional. Education defects are masked by a frantic search and introduction of new forms: in addition to the stress of novelty, such innovations bring deep disorientation that because of it distress turns into such a normal state that we can talk about the very possibility of education subjects to understand what is happening to them and with education, impossible. However, the general growth of dissatisfaction and deformations in the education system (as a whole and in the relations and personality) of subjects of education in particular is very large. It is so large that there is a need for further escalation of the speed and scale of change.This is done by states, ostensibly in order to match education with the "challenges of the time", increase the flexibility of secondary and higher education systems in accordance with the goals and values of modern society. At the same time, in fact, the point is to completely disorient and put under the complete control of citizens as many countries as possible, which the states of these countries are preparing for mondialization and an electronic concentration camp. Non-slavery relations in Russia and other countries have already become the norm, which does not cause serious protests precisely because of the disorientation of the population. In other countries, such as China and Japan, systems of business, educational and social management are being introduced, which allow filtering out possible protests against legalized state violence at the earliest stages. In addition, as it was developed back in the days of the first known concentration camps in modern history, the citizens themselves are the leading agents for suppressing protests against such reforms and innovations. Thanks to the formative and developing passivity, ignorance and readiness for violence (including submission to violence) to education, due to the person's orientation to instincts and desires of the animal level (reproduction, well-being, superiority), most of the population initially refuses and is deprived of the very possibility of development and self-improvement . This part of the population is deprived of readiness and the ability of creativity and understanding of themselves and the world, freedom and individuality. The unrealized, "gray man", overwhelmed with anxieties and traumas of everyday life, does not react to changes in any way: learned helplessness (M. Seligman) blocks any internal and external attempts and situations of development. The goals of continuous reforms, as the researchers emphasize, are not obvious to the population, including schoolchildren and students and their families, nor to professional teachers. They nevertheless evaluate its consequences rather negatively (Seligman, 2002; Vereshchagina, Nechipurenko, Samygin, 2016). In general, it is obvious to them that the decline in the standards of secondary and higher education since the middle of the last century in Russia and Kazakhstan has led educational institutions to adapt to the most ordinary representatives of schoolchildren and students, which is far from the best effect on the general condition of the educational process. Computerization and Internetization in no way affect the quality of education, since the common framework - the goals and values of education - is not theirs. It is determined by the ideology of education, and that one - being exclusively pragmatic and destructive - cannot bring anything productive except the experience of unintentional mistakes and intentional destructions. As a result, even students of the generation of "digital natives" note a reluctance to participate in the processes of innovation: they demonstrate a commitment to the "old", traditional methods of organizing the educational process (Lukina, Tarasova, 2013, p. 82-86; Sinay, Nahornick, & Graikinis, 2017).

The disadvantages of the rating system for assessing the performance of students and students, as well as the assessment of the work of teachers are also obvious. In addition to stimulating, largely, stimulate the processes of their simulation, that is, the deformation of educational and pedagogical work. Moreover, as a result, scientists and practitioners, the community there is a surge of matetogenias and pediogenias, up to the most severe forms of confrontation (bullying, killings, etc.) between all groups and representatives of groups of subjects of education. According to the opinions of teachers from all over Russia, A.A. Ostapenko and T.A. Khagurov, up to 80% of them assess the state of education in the country as crisis and post-crisis - "complete collapse" (Ostapenko, Khagurov, 2013, p. 221-226).

In general, the transition to a two-tier system of organizing higher education, to a point-rating system for assessing the level of knowledge, to the Unified State Examination, to introducing some of the so-called "innovative" methods of education has not been substantiated. Students, schoolchildren and teachers were challenged to adapt to change, none of which was productive. These changes effectively led only to the collapse of education. A similar, although more optimistic, system of attitude to innovation has developed in Kazakhstan. Attempts are also being made here to "achieve the level of world education". However, thanks to the policy of preserving the ethno-pedagogical foundations of national education, as well as a greater centering of the state on the interests of the population, many negative effects are smoothed out. The national education of Kazakhstan in this context provides both students and teachers with much more opportunities for self-realization and development.

Conclusion. We consider it important to introduce the concept of stress of innovation. The stress of innovation is the stress that occurs in the process and result of the introduction of innovation. The ability and ready to prevent and cope with stress of the innovations and other changes is a function of the harmony of intrapersonal, interpersonal and organizational relations. In developing an integrative prevention and coping model for students and teachers (in matetogeniases and pediogeniases), it is important to consider the prevention and correction of stress in the context of the development of the actors of education in different contexts: in the context of educational, professional, personal and interactional development. Prevention and correction of stress in innovative education (and in stress of the innovation) 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 "matetogenias" (harm caused by incorrect, devastating, and pathologizing attitudes of students towards teachers).

For students and teachers, innovation is both a situation that generates stresses and crises at the personal, interpersonal and organizational levels, and a way to overcome such stresses, problems, and development crises. It is important to note the relationship of causes and consequences, as well as the manifestations of stress of teachers and students at the personal, interactive, educational and organizational levels. In addition, we consider it important to note that didactogeny, in which different researchers highlight pediogeny (violations that arise because of pedagogical errors or intentional violence by teachers) and matetogeny (violations that arise from teachers because of intentionally or unintentionally incorrect and / or violent behavior from students), also form a single system. Only in theoretical terms can one divide the single process of a disturbed, pathologizing person as a person, as a partner and as a (future) professional, didactic communication in practice, these processes are closely related. Many high school and elementary school teachers, university / college teachers, and students need psychological help and counseling on educational stress, including innovation stress (Valeeva, 2019; Tyumaseva, Orekhova, Valeeva, Salamatov, Kalugina, 2018; Tyumaseva, Valeeva, 2018; Valeeva, 2013; Valeeva, 2017).Such assistance should be aimed at systemic, integrative prevention and correction of stress in education, including the stress of innovation.

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БІЛІМІНДЕГІ ИННОВАЦИЯЛАР: СТУДЕНТТЕР МЕН ОҚЫТУШЫЛАРДАҒЫ ДИАКТОГЕНДІК СТРЕСТІ АЛДЫН АЛУ ЖӘНЕ ТҮЗЕТУ

Аннотация. Педиогения – оқушының мұғалім, тәрбиеші, ата-ана, жаттықтырушы т.б. тарапынан педагогикалық тактиканың бұзылуына байланысты негативтік психикалық жағдайы. Қорқынышпен, фрустрациямен керінетін т.б. педиогения оқушының қызметіне және оның қоршаған ортамен қарым-қатынасына кері әсерін тигізеді. Матетогения – бұл мұғалімнің (тәлімгердің) саналы немесе санасыз агрессиясымен байла-

нысты оқушының (мектеп оқушысы, студент, қамқоршы және т.б.) теріс әрекеті. Көңілге келмеу, сәтсіздікке алаңдаушылық және мазасыздық мұғалімнің жұмысы тиімсіз болып, оқушымен қарым-қатынас бұзылатындығына әкеледі. Бұл мақала студенттерге және оқытушыларға білім берудегі жаңашылдықтың басты проблемаларының бірі болып табылатын стресске арналған. Бұл зерттеудің негізгі бағыты студенттер мен оқытушылардағы педиогенез бен матетогенияның алдын-алу және түзету. Бұл дидактогендер жеке тұлғаны қалыптастыруға, тұлға аралық және ұйымдық стресстік бұзылулар мен дағдарыстарға қатысады. Стресс - қазіргі уақыттағы маңызды мәселе және адамдардың физикалық, психикалық, әлеуметтік және рухани және моральдық денсаулығына әсер етеді. Жұмыстың негізгі міндеттері – университеттер мен мектептердегі стресстегі жаңашылдық студенттердің академиялық және кәсіби жетістіктеріне, сондай-ақ олардың тұлғалық, тұлғааралық және ұйымдық денсаулығына қаншалықты әсер ететіндігін анықтау. Стресті басқару әдістері моральдық, әлеуметтік, физиологиялық және психологиялық болып табылады. Авторлар күйзеліске қарсы тұрудың әртүрлі (оны болдырмауға және жеңуге) әдістерін сипаттайды және ұсынады. Сабақтарда да, ерекше іс-шараларда да студенттер мен оқытушыларға тәжірибе жасау керек, өйткені көптеген тиімді және өнімді стресстер бар. Тәрбиелік және кәсіби стресстен басқа, жеке тұлғаның дамуындағы және тұлға аралық қатынастардағы стресті, сондай-ақ адам өміріндегі әлеуметтік аспектілер мен қатынастар деңгейлерін ескеру қажет. Студенттер мен оқытушылар үшін инновация дегеніміз - бұл жеке, тұлғааралық және ұйымдастырушылық деңгейлердегі күйзелістер мен дағдарыстарды тудыратын жаңдай, сондай-ақ осындай күйзелістер, проблемалар мен даму дағдарыстарын жеңудің жолы. Мұның себептері мен салдарының байланысын, сонымен қатар мұғалімдер мен студенттердің жеке, интерактивті, білім беру және ұйымдастырушылық деңгейлеріндегі стрестің көріністерін атап өткен жөн.

Түйін сөздер: стресс, инновация, педиогения, матетогения, стресті басқару, студенттер, оқытушылар, дағдарысты басқару, психологиялық көмек.

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ИННОВАЦИИ В ОБРАЗОВАНИИ: ПРОФИЛАКТИКА И КОРРЕКЦИЯ ДИДАКТОГЕННЫХ СТРЕССОВ У СТУДЕНТОВ И ПРЕПОДАВАТЕЛЕЙ

Аннотация. Эта статья посвящена теме стресса, который является одной из основных проблем для студентов и преподавателей в процессе инноваций в образовании. Основное внимание в этом исследовании уделяется профилактике и коррекции педиогении и матетогении у студентов и преподавателей. Эти дидактогении принимают участие в формировании личностных, межличностных и организационных стрессовых расстройств и кризисов. Стресс является серьезной проблемой в наше время и влияет на физическое, психическое, социальное и духовно-нравственное здоровье людей. Основными целями работы являются выяснение того, в какой степени инновации в стрессе в университетах и школах влияют на академические и профессиональные успехи студентов, а также на их личное, межличностное и организационное здоровье. Методы преодоления стресса являются моральными, социальными, физиологическими и психологическими. Авторы обрисовывают в общих чертах и предлагают различные методы борьбы со стрессом (для его предотвращения и преодоления). Есть много эффективных и продуктивных методов управления стрессом, которые необходимо практиковать для студентов и преподавателей даже во время урока и в специальных мероприятиях. Помимо образовательного и профессионального стресса, важно принимать во внимание стрессы личностного развития и межличностных отношений, которые связаны с «личным» или «интимно-личным», а также социальными аспектами и уровнями взаимоотношений в жизни человека. Авторы вводят понятие стресса инноваций. Стресс инноваций – это стресс, который возникает в процессе и результате введения инноваций. Для студентов и преподавателей инновации являются как ситуацией, порождающей стрессы и кризисы персонального, интерперсонального и организационного уровней, так и способом преодоления таких стрессов, проблем, и кризисов развития. Важно отметить взаимосвязь причин и последствий, а

также проявлений стрессов преподавателей и студентов на личностном, интерактивно-учебном и организационном уровнях.

Ключевые слова: стресс, инновация, педиогения, матетогения, преодоление стресса, студенты, учителя, антикризисное управление, психологическая помощь.

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