

ABSTRACT

for the degree of Doctor of Philosophy (PhD) in the specialty
6D010300 - "Pedagogy and psychology" by
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Research Topic: "Psychological and pedagogical conditions for the development of stress resistance of the first-year students".

Research Objective: The objective of the study is to theoretically substantiate the psychological and pedagogical conditions for developing stress resilience in students. Additionally, it aims to design and experimentally verify the effectiveness of a structural-content model and author-developed programs within the stated problem.

Research Tasks:

1. Theoretical and practical justification of the prerequisites for developing stress resilience in first-year students;

2. Clarification of the contemporary understanding of the term "stress resilience" in the context of promoting the psychological well-being of student youth;

3. Development of a structural-content model for fostering stress resilience in first-year students. Based on the model's provisions, identification of components, indicators, and levels;

4. Examination of the interrelationships among stress resilience components in students (cognitive, communicative, behavioral, and social) and identification of age-related differences in stress resilience indicators among first-year students;

5. Experimental implementation of the proposed activity system and determination of the level of qualitative changes in stress resilience among first-year students based on the developed model and specialized programs.

Research Methods: Theoretical methods included analyzing psychological and pedagogical literature. Diagnostic methods involved an express test developed by K. Reshke, the "Forecast" technique developed at the S.M. Kirov Military Medical Academy in Saint Petersburg, the AVEM questionnaire (Arbeitsbezogenes Verhaltens- und Erlebensmuster) adapted by T. Ronginskaya, and the Proactive Coping Inventory (PCI) shortened version adapted by E.S. Starchenkova. For statistical data processing, the following methods were used: parametric criteria (Student's t-test), rank correlation analysis (Spearman's rank correlation coefficient), and sign test criteria (G-test). The statistical software package "Statistical Package for the Social Sciences" (SPSS) version 23.0 was employed for data analysis.

Main Findings Presented in the Dissertation (supported hypotheses and other significant conclusions):

1. Resilience is a dynamic, integrative quality of personality characterized by an optimal combination of behavioral, communicative, cognitive, and social components that collectively create an optimal level of stress resilience and preservation in educational activities. The components of resilience include

substantive characteristics of a set of indicators: behavioral, communicative, cognitive, and social;

2. The psychological and pedagogical conditions contributing to the successful development of stress resilience among first-year students include:

Psychological conditions: organizing propaedeutic measures aimed at developing students' psychological well-being, implementing mechanisms for overcoming stressful situations, activating and utilizing psychological resources of individuals, integrating stress management strategies into the educational process for bachelor's degree preparation;

Pedagogical conditions: resilience formation programs tailored to the needs and interests of students, implementation of technologies such as student-centered learning, health promotion, stress resilience, and motivation to acquire professional competencies, methodological recommendations for educators on effective behavioral strategies to enhance students' level of stress resilience, creating a university environment oriented towards a healthy lifestyle;

3. The structural-content model for the development of stress resilience among first-year students is ensured through the holistic functioning of the target, content-process, organizational-technological, and evaluative blocks, implementing the psychological and pedagogical conditions conducive to successful resilience formation while considering the age and individual characteristics of first-year students;

4. The interconnection of resilience components (cognitive, communicative, behavioral, social) among students has been established through comparative analysis, revealing differences in resilience indicators between 17 and 18-year-old students. Significant differences in the levels of stress, stress resilience, overcoming ability, and identification with academic achievement were found during the confirmatory experiment stage;

5. The dynamics of increasing stress resilience among first-year students are determined by the effectiveness of implementing the structural-content model based on the identified psychological and pedagogical conditions, along with the trial and application of authorial and digital stress management programs for first-year students.

Research results:

- Based on the conceptual analysis of theoretical and practical sources, an author's definition of "stress resilience" in the context of the psychological well-being of college students is provided;

- Psychological and pedagogical conditions for the development of stress resilience among first-year students are identified and scientifically substantiated;

- Principally significant components of stress resilience are revealed, along with stress factors influencing first-year students in the university educational environment;

- Integral functioning of the target, substantive-procedural, organizational-technological and evaluation blocks has been developed and proved effectiveness of the structural-substantive model of formation of stress resistance of first-year students;

- Authorial and digital programs for stress management, exercise complexes, and psychological training have been developed and implemented, with their effectiveness verified through experimental testing.

Justification of the novelty and significance of the obtained results:

The validity of the first scientific result is determined by the fact that the phenomenon of "stress resistance" belongs to fundamental categories of personality. Based on a comparative analysis of foreign and domestic research on the problem of "stress resistance of first-year students," we characterize it as a dynamic, integrative quality of personality with an optimal combination of behavioral, communicative, cognitive, and social components, which collectively create an optimal level of stress resistance and resilience in academic activities.

The validity of the second scientific result is confirmed by the identification of specific pedagogical conditions (development of a stress resistance program tailored to the needs and interests of students; implementation of educational and digital programs for stress resistance and motivation to acquire professional competencies) and psychological conditions (implementation of mechanisms for overcoming stressful situations; activation of psychological resources of individuals; integration of stress management strategies in the training of bachelor's degree students). This necessity arises from the fact that in the educational space of Kazakhstani universities, no psychopedagogical conditions for developing stress resistance in first-year students have been identified and consequently, not implemented.

The validity of the third scientific result is achieved through the logic of the research and the development of a structurally substantive model for the formation of stress resistance in first-year students, which takes into account their age, individual characteristics, and psychopedagogical conditions that contribute to successful development of stress resistance. The developed model is implemented through identified factors of stress resistance (relationship with stress level, identification with academic performance, proactive coping strategies).

The validity of the fourth scientific result is evidenced by the interconnection of stress resistance components in students (cognitive, communicative, behavioral, social), established through a comparative analysis of the identified differences in stress resistance indicators (healthy lifestyle, activity, effective behavioral projection, logical expression of thought, coherence in displaying nonverbal and verbal communications in stressful situations, ability to relax, abstraction from stress situations, high level of identification, correspondence between "Ideal Self" and "Real Self," positive thinking, positive evaluation) among 17 and 18-year-old students.

The validity of the fifth scientific result is supported by the development of authorial and digital programs for "Stress Management," which aim to enhance internal and utilize external resources to overcome low levels of stress resistance in students, with the validation of research results at scientific-practical conferences and the attainment of positive outcomes during the verification process of the structurally substantive model for stress resistance formation, as well as the

psychopedagogical conditions for developing stress resistance in line with the needs and interests of students.

Correspondence to scientific directions or state programs:

In the national project "Quality Education: Educated Nation," the emphasis is placed on enhancing the competitiveness of Kazakhstani universities. Health-preserving competencies of future specialists are identified as strategic indicators and key priorities of the modern education system.

As part of the Concept for the Development of Healthcare in the Republic of Kazakhstan until 2026, one of the target indicators is the promotion of "Healthy Universities" for students. This, in turn, requires universities to address the comprehensive research of stress resilience levels among modern students.

The Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029 notes that in order to preserve the emotional climate of students and employees, universities need to create a favorable socio-psychological environment and psychological service will be improved to support students. The document focuses on the creation of a virtual space in universities in order to meet the needs and demands of students.

Description of the doctoral candidate's contribution to the preparation of each publication (the share of the author's dissertation is indicated as a percentage of the total text):

The dissertation work is reflected in 7 scientific works, including:

4 scientific publications recommended by the Committee for Control in the field of the Ministry of Science and Higher Education of the Republic of Kazakhstan: 1 scientific publication indexed in the "Scopus" database with an h-index of 1; 1 publication in a foreign scientific conference; 1 publication in an international scientific conference.

1. E-learning challenge studying the COVID-19 pandemic // International Journal of Educational Management. - 2021.- Vol.35, No. 7, pp. 1492-1503. (Co-authors: Koryakov A., Garnova N., Glushkov S., doctoral candidate contribution: 80%). This article describes the experience of conducting experimental research on the formation of stress resilience.

2. Theoretical overview of the stress resistance issue // Abai Kazakh National Pedagogical University "Pedagogy and Psychology" Scientific-Methodical Journal. - Almaty.-2017.- No. 4 (33).- pp. 13-16 ISSN 2077-6861. (Doctoral candidate contribution: 100%). The article explores the theoretical aspects of stress resilience theories.

3. Взаимосвязь модели салютогенеза со стрессоустойчивости // Abai Kazakh National Pedagogical University "Pedagogy and Psychology" Scientific-Methodical Journal. - Almaty.-2017.- No. 4 (33).- pp. 96-101 ISSN 2077-6861 (Co-author: Garber A.I., doctoral candidate contribution: 80%). This article reveals the features of the relationship between the salutogenesis theory and stress resilience.

4. Анализ понятий стресса и стрессоустойчивости в современном мире // Abai Kazakh National Pedagogical University "Pedagogy and Psychology" Scientific-Methodical Journal. - Almaty.-2018.- No. 1 (34).- pp. 19-23 ISSN 2077-

6861. (Doctoral candidate contribution: 100%). This article presents an analysis of the concepts of stress and stress resilience.

5. Теория «диспозиционного оптимизма» и стрессоустойчивость личности // Abai Kazakh National Pedagogical University, "Psychology" Series. - Almaty.-2017.- No. 3 (52).- pp. 178-181 ISSN 1728-7847. (Doctoral candidate contribution: 100%). This article explores the relationship between the theory of dispositional optimism and stress resilience.

6. Relationship of achievement motivation with personality factors in neurotic, stress-related, and somatoform disorders // 5th International multidisciplinary scientific conference on social sciences and arts. - 2018

7. Psychological and pedagogical conditions for the development of stress resistance of first-year students // Menschen unter Belastung Wissenschaftliche Tagung 18. Marz 2018 in Leipzig. Editor: Konrad Reschke. – 2022, P. 259-266. (доля докторанта 100%). This article presents material on the analysis of psychological and pedagogical conditions for the formation of stress resistance in first-year students.