

# The Practice of Overcoming Stress During Distance Learning of Students - Future Teachers of Preschool Education Institutions

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## Abstract

The main purpose of the article is to analyze the practice of overcoming during distance learning of students-future teachers of a preschool education institution. The key aspects of practical activities to counter a stressful situation during distance learning of students-future teachers of a preschool education institution are identified. The research methodology includes a number of methods designed to analyze the practice of coping with stress during distance learning of students. The results of the study include the definition of the main elements of practical activities to counteract stress and stressful situations of different scales in the distance learning of students-future teachers of a preschool education institution. Further research requires the analysis of international experience in dealing with a stressful situation during distance learning of students.

### Keywords:

*stress, stressful situation, distance learning, students, future teachers.*

## 1. Introduction

Today it is fashionable to “catch the hype” on the current pandemic - how to live, how to work and how to study: a lot of quick and only right recipes from people who position themselves as experts on these issues have flooded the pages of printed publications, news feeds and human minds. But the voices of specialists are almost inaudible - after all, in order to formulate working recommendations, it was necessary to go through a difficult path: for doctors - in treatment, psychologists - in overcoming the consequences, teachers - in training.

Due to the spread of the COVID-19 virus, all countries began to introduce quarantine measures, which led to the closure of all educational institutions for an indefinite period. They were forced to switch to a distance learning process in a short time. The readiness for this process was different, purely technical problems arose - the lack of the Internet,

computers, educational materials on the network. And most importantly, the unpreparedness of teachers for distance learning [1-3].

In fact, teachers were left alone with the problem of the general transition from traditional to distance learning, and only a small part of them were ready for the challenges of distance learning. Therefore, it becomes clear the attempt of individual teachers to transfer the means of traditional learning to a remote platform with virtually no changes and modifications to the requirements of online learning. Quite stressful for many teachers was the need to quickly create new materials, search for new pedagogical techniques for a successful transition to distance learning.

The main purpose of the article is to analyze the practice of overcoming during distance learning of students-future teachers of a preschool education institution.

## 2. Methodology

To achieve our purpose, a number of methods were used, which form our research methodology. These include: analysis, synthesis, systematization, comparison and generalization of scientific psychological and pedagogical literature on research problems.

## 3. Research Results and Discussions

Stress in the workplace is not an exclusively negative phenomenon, however, redundancy (strong, prolonged, regular) and the duration of work in a state of stress are unacceptable. The complete absence of stress means that workers are given easy

tasks and productivity is low. Stress helps mobilize efforts to achieve a goal. Constructive stress is a healthy stimulus that motivates employees to meet the requirements. Further, stress reaches a level corresponding to the potential capabilities of a person, at which maximum labor productivity is observed. With a further increase in stress, it enters a destructive phase, when the level becomes too high, and performance begins to fall. Under such conditions, the employee loses the ability to make decisions. The nature and intensity of a stressful situation is mainly determined by the degree of discrepancy between the requirements of a particular situation, activity and those potentials that a person owns. Stress resistance will ensure high performance and preserve the health of a young person if he is guided by creative thinking in solving his problems. The formation of stress resistance is the process of assimilation by a person of different ways of adapting to stressful situations. Stress resistance is the ability to professionally work at a tense pace, solve several tasks simultaneously within tight time limits, quickly and competently organize the process of their implementation. Therefore, a young person must increase his resistance to stressful situations in order to be able to withstand any negative environmental influences in the future [4-6].

In the modern world, the problem of stress, which plays a significant role in the life of every person, is becoming increasingly important. This is due to negative impacts on behavior, health, relationships with others, and also on performance. It is important that in the context of the problem of the consequences of stress, such a phenomenon as exam stress is very poorly studied.

The life and activity of a person in the socio-economic and production conditions of modern society is inextricably linked with the impact on him of adverse environmental, social, professional and other factors, accompanied by the emergence and development of negative emotions, strong feelings, as well as overstrain of physical and mental functions. The most characteristic mental state that develops under the influence of extreme conditions of life is stress. The problem of stress is a scientific problem, on the solution of which the efforts of scientists of various specialties and directions have been concentrated in recent years. The profession of a teacher is connected with the satisfaction of

intellectual needs. Putting above all intellectual stress, the teacher exposes the body to endless mental stress. The problem of studying stress and individual response in difficult situations is relevant for modern society. New social and technological challenges stimulate the individual to find ways to adapt to new conditions. The younger generation, being "at the epicenter of events", should not only improve their professional and informational literacy, but also their psychological competence in order to overcome the difficulties that arise on the path of life.

The main stages of overcoming stress among students-future teachers are presented in Table 1.

Table 1: The main stages of overcoming stress among students-future teachers

<i>Nº</i>	<i>The main stages of overcoming stress among students-future teachers</i>
1	Rational mode of work and rest, ergonomics, trainings and consultations with employees to help them overcome stress
2	Ability to recognize potential problems and symptoms, balance work and family life
3	Active rest, vigorous activity, excluding opinions about the reasons that led a person to stress, favorite activities, psychoregulatory exercises
4	Finding a hobby

We can clarify the psychological role of emotional stress in extreme situations. If a preliminary emotional experience of the situation allows one to remotely assess the conditions for the flow of planned activity (temporary readiness), then emotional stress in extreme cases destroys the previous "emotional planning" (state of temporary readiness) and, accordingly, the entire scheme of future activity (long-term readiness). A person is in a

state of stress or periodically returns to this state while information about a stressful (psychotoxic) event is being processed.

Stress can arise as a result of certain social influences. The means of protection against stress in this case can be social transformations and the restructuring of human relations. Stress is also a consequence of certain requirements and restrictions imposed on human behavior by work and family relationships. At the same time, the effect of stress will have internal causes and arise as a result of the inability to satisfy urgent needs.

In the modern world, there is a lot of talk about the stress associated with difficult working conditions, environmental pollution, military conflicts, and international terrorism. They write about the occurrence of stress in people in connection with retirement, family problems, the death of loved ones, etc. But stress is not just a state of psycho-emotional stress, it is also serious changes in the body, leading in rare cases to sad consequences. Faced with a stressful situation, the body prepares a person for two important survival mechanisms: fight and aggression. The person feels excited.

Stress is perceived as happening and occurs at the moment of the strongest reaction that gets out of control. The problem of stress lies in the fact that such a manifestation can be expressed in an extraordinary way, restrained or not manifested. At the same time, stress is one of the most common causes of trouble, suffering and failure of any person, because the modern lifestyle is a constant rush, nerves, emotions.

Students, evaluating the signs of stress caused by intense study, called the decrease in working capacity and increased fatigue the most pronounced manifestation of stress. Also, sleep disturbances and haste caused by a constant lack of time were also attributed to the negative consequences of educational stress. Students noted problems in communication, violation of social contacts. These and many other reasons are both objective and subjective. Researchers refer to subjective reasons as an excessively serious attitude to learning, shyness and shyness, and problems in personal life. Objective factors include a large study load, strict teachers, life far from parents. If we consider the factors of stress relief in students, then the destructive factors include alcohol consumption, an increase in daily smoking rates, and excessive food intake [7-10].

Passing an examination session is a frequently occurring significant event in a student's life and is a stressful situation that can cause stress reactions and total disorganization of activity. Self-regulation within the framework of the knowledge control process ensures the proportionality, timeliness and compliance of the student's activity with the requirements, and also ensures the necessary level of this activity. Thus, the existing system of self-regulation allows the student to make a forecast of the result of the examination situation, determine the management of activities and ensure psychological stress resistance to examination stress.

Under stress, intellectual activity usually suffers. Almost all characteristics of attention are violated: stability, concentration, volume, distribution, switching, increased distractibility is noted. Memory function suffers to a lesser extent.

Key elements of coping with stress for student-future teachers are presented in Figure 1.

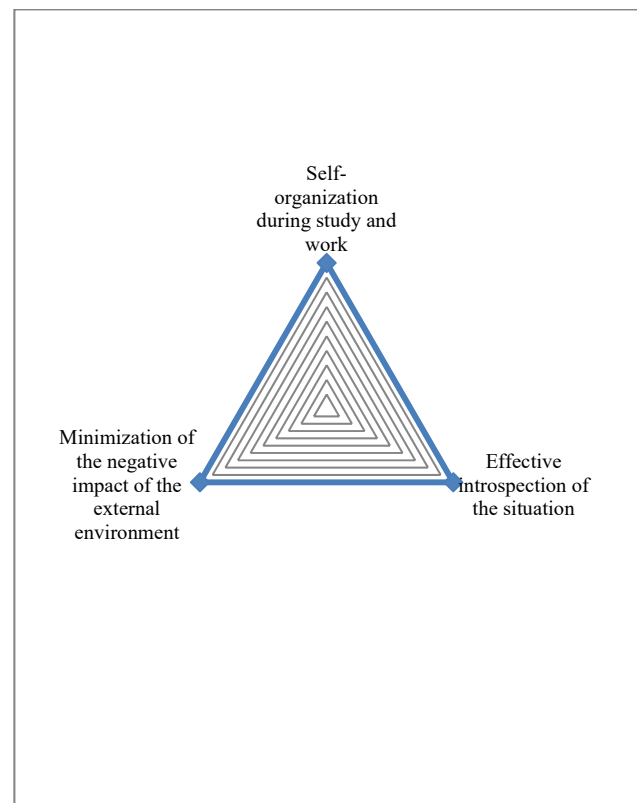


Fig. 1 Key elements of coping with stress for student-future teachers.

The normal interaction of the cerebral hemispheres is disrupted during severe emotional stress towards the dominance of the right, "emotional" hemisphere, and the decrease in the influence of the left, "logical" half of the cerebral cortex on the human consciousness, which prevents the successful and timely resolution of various stressful situations. The following deviations are noted in thinking: difficulty in making a decision, reduced creativity, violation of logic. A person cannot understand obvious arguments, commits negative actions contrary to his own value orientations. According to the researchers, one of the first places is occupied by exam stress, which causes mental stress among students. Often the exam becomes a strong psychotraumatic factor. Exam stress is usually understood as the state of the person taking the exam. In reality, exam stress begins from the moment when a student realizes that in the near future he will inevitably have to take one or another exam [11-16].

A student may experience several weeks of anxious anticipation for an exam, which peaks in the classroom where the exam takes place. Therefore, certain changes in the body of students occur both during the exam and before it. During the exam, the pulse quickens, breathing quickens, blood pressure rises. By the end of the session, the parasympathetic system is activated, which is accompanied by a drop in heart rate and blood pressure. If a student gets a lower than expected grade, then the upcoming exam causes even more stress.

The problem of stress and stress resistance in modern conditions is gaining increasing scientific and practical interest due to the active and continuous growth of political, economic, technogenic, environmental, social and personal extremeness of living conditions. The examination session is associated with the development of a state of psycho-emotional stress in students, which leads to pronounced changes in the body and psyche, which, in turn, pose a serious threat to the physical and psychological health of students.

Adaptation to stressful conditions is better for students with high motivation to achieve success and low motivation to avoid failure. Active, ambitious, impatient, restless, success-oriented people are more prone to stress than people with a low level of claims,

who do not claim a high position in society. Exam stress has a negative impact on the nervous, cardiovascular and immune systems of students. If during the preparation of the exam the student stimulates himself with caffeine, especially at night, then this can subsequently lead to a persistent increase in blood pressure in students.

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#### 4. Conclusions

In summary, the assessment of emergency distance learning should be more focused on context, inputs, and process elements than learning. The most important elements to evaluate during this crisis will be the urgency of emergency remote learning and whatever it takes to make it happen in a short timeframe. Thus, all of this work must be done with the understanding that the transition to emergency distance learning is likely not to be a priority for all involved. The possible need for emergency distance learning should be part of the teaching skillset as well as professional development programs for any staff involved in the teaching mission of colleges and universities. Although this situation is stressful, when it ends, schools will have the opportunity to evaluate how well they have been able to implement emergency distance learning to maintain the continuity of learning. During these assessments, it is important to avoid the temptation to equate emergency distance learning with online learning. With careful planning, officials at each institution can assess their efforts to enable stakeholders to highlight strengths and identify weaknesses in order to better prepare for the future needs of implementing emergency distance learning.

The results of the study include the definition of the main elements of practical activities to counteract stress and stressful situations of different scales in the distance learning of students-future teachers of a preschool education institution. Further research requires the analysis of international experience in dealing with a stressful situation during distance learning of students.

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