

Formation of Psychoemotional Stability of Students as a Professional Quality of a Teacher

Svetlana Korlyakova

Stavropol State Pedagogical Institute
Stavropol, Russia

Oksana Pogrebnyaya

Stavropol State Pedagogical Institute
Stavropol, Russia

Elena Frantseva

Stavropol State Pedagogical Institute
Stavropol, Russia

Olga Bogdanova*

Stavropol State Pedagogical Institute
Stavropol, Russia

Oksana Prilepskiikh

Stavropol State Pedagogical Institute
Stavropol, Russia

Anatoliy Agafonov

Stavropol State Pedagogical Institute
Stavropol, Russia

Abstract-The purpose of our study was to determine the characteristics of psychoemotional stability of students - future teachers and possibility of its formation in conditions of a higher education institution. The experimental work was conducted at Stavropol State Pedagogical Institute. The diagnosis of psycho-physiological characteristics, psychoemotional stability and psychoemotional states of the respondents was carried out in the course of the experiment using the hardware and software complex "Activometer AC-9K". The results allowed to note the positive dynamics of growth of psychoemotional stability, which is associated with the implementation of the correctional and developmental training programme; a significant increase in the self-regulation of psycho-emotional states in a stressful situation; reducing the negative impact of the psychoemotional state in a stressful situation on components such as self-control and stability. The practical experience significantly increases the effectiveness of students' activities in stressful situations and contributes to success in future professional activities.

Keywords-*psychoemotional stability, self-regulation of mental states, students, teaching profession, instrumental method of research*

I. INTRODUCTION

There are a number of professions and activities which demand psychoemotional stability of a person, especially in tense conditions. Teaching profession is one of them.

Insufficient psychoemotional stability leads to low psychological and psychomotor reliability, which in turn leads to disruptions and refusals of activity. Besides, low psychoemotional stability in conditions of hard work is often the cause of mental breakdowns, mental disorders and diseases, i.e. adversely affects human health.

The study of the problem of formation of psychoemotional stability shows that the previous research work was focused on psychophysiological, mental and social factors. We agree with the opinion of most scholars and practitioners that the educational environment of a university is a combination of spiritual and material conditions that ensure the self-development of an active and creative personality, the formation of professionally significant qualities and the realisation of the innovative potential of

students. The educational environment is extremely important for the formation of personality of future specialists.

Teaching is one of the emotionally intense professional activities. That is why the training of modern teachers should be directed not only at mastering their knowledge and skills but also at adapting to the conditions of their future professional activity in society, at the formation of psychoemotional stability in conditions of heightened tension.

There are many research works devoted to the problem of personal stability while interacting with the environment. In the foreign scientific literature, the issue is presented in a rather versatile way: such as psychological stability, emotional stability and psychoemotional stability. The foreign researchers involved in the study of this problem are H. Eysenck, A. Guilford, R. Quettell and others. In Russia psychoemotional stability was studied by L. M. Abolin, A. A. Baranova, N. D. Levitov, A. K. Markova, L. M. Mitina, S. M. Petrova, O. A. Prokhorov, A. A. Rean, and others.

Depending on the position of the authors, there are a significant number of definitions of "psychoemotional stability", and its content includes various mental phenomena. In the psychology of health, the synonymic term, psychological stability, is used. Psychological stability is viewed as a complex quality of personality that combines "balance, proportionality, stamina, stability, resistance" [1]. From the point of view of E.P. Krupnik and E.N. Lebedeva, psychological stability of a person is interpreted as "a mobile equilibrium of the condition, maintained by countering external and internal factors that violate this balance, and as a targeted violation of this balance in accordance with the tasks arising from the interaction of the individual with the environment" [2].

In foreign psychological science, the term "psychological stability" is more common. Psychological stability is considered through indicators of endurance and resistance, emphasising the importance of personality. American psychologists S.C. Kobasa and R. Puccetti describe endurance by three indicators [3]:

- control (hardy people have a sense of control over their lives, choosing a line of behaviour in extreme circumstances, they believe that they can control events and influence them);

- involvement in activities, relationships with others and with oneself (these relationships reveal their values, goals and life priorities; therefore, they relate to the meaning of their existence);

- assessing change as a challenge rather than a threat (a stable personality tests its flexibility, is persistent and knows where to find support).

These authors believe that a person characterised as psychologically stable has enough resources to withstand various stressors [3].

The authors also tend to use the term “stress resistance” (G. Selie, G. Lazarus, M. Bronwasser, R. Burns) [4]. Psychoanalysts describe this concept as “ego-power” (ego strength) and “ego-weakness” (ego weakness) (S. Freud) [5].

The analysis of the concept of “emotional stability” can be represented by the following definitions:

- the ability to respond to stressful situations by such a change in the emotional state, which does not lead to a decrease, but an increase in working capacity (V.M. Pisarenko) [6];

- the systemic quality of a person acquired by an individual and manifested in his intense activity, all the emotional mechanisms of which receive their certainty in the structure of self-regulation (L.M. Abolin) [7];

- the property that characterises an individual in the process of intense activity, whose individual emotional mechanisms, harmoniously interacting with each other, contribute to the achievement of the goal (O.A. Chernikova) [8];

- the integrative property of an individual, characterised by such an interaction of the emotional, intellectual and motivational components of an individual’s mental activity that ensure optimal achievement of the goal of activity in a complex, emotive environment (P. B. Zilberman) [9];

- the system quality acquired by a man and manifested in his intense activity in the unity of rational, emotional and bodily components (L. M. Mitina) [10].

In contrast to emotional stability, we consider the phenomenon of “emotional instability.” J. Guilford considers emotional instability as easy excitability, pessimism, concern, mood swings [11]. P. Fremm identifies emotional instability (neuroticity) as the main feature of emotion, characterised by a person’s sensitivity to emotional situations, as well as a measure of excitability, ability to self-assess and control [12]. Close to such an understanding of emotional stability-instability, introduced by R. B. Cattell et al. (Cattell, Eber, Tatsuoka), the concept of “affective resistance”, which means the absence of neurotic symptoms and hypochondriacal manifestations, peace of mind, the stability

of interests. According to the method of R. B. Cattell, the factor “emotional instability-emotional stability” characterises dynamic generalisation and maturity of emotions as opposed to unregulated emotionality [13].

Polish psychologist J. Reikovsky, defining emotional stability as a hypothetical feature of a person, names two of its meanings: a person is emotionally stable if his emotional arousal, despite strong stimuli, does not exceed the threshold value; a person is emotionally stable, since, despite strong emotional arousal, there are no violations in his behaviour [14].

Based on the analysis of the above definitions and approaches to the meaning of this concept, it can be stated that psychoemotional stability is an integrative property of personality, including emotional, volitional, intellectual and motivational components, expressed in the ability to function productively, overcoming the state of excessive emotional excitation in a tense situation. Promising, in our opinion, is the approach to the study of psychoemotional stability based on understanding it as a teacher’s professional quality of personality, ensuring expedient behaviour in stressful and stressful situations of pedagogical activity.

To date, researchers have noted the importance of psychoemotional stability for professional activity in the “man-environment” system. So, L.M. Abolin indicates that the main criteria for psychoemotional stability must be sought, first of all, in the professional activity of a person. Traditionally, in the psychological literature, such criteria included the success or effectiveness of activities, the spatial-temporal parameters of motor actions (speed, accuracy, frequency, rhythm, etc.), the degree of optimality of emotional experiences, the quality of emotions.

M.N. Prozorova notes the need to include psycho-emotional stability in the professionally important qualities of the subjects of psychological and pedagogical professions. Friendliness, sympathy, empathy, interest in people should be combined among specialists in the “person-to-person” sphere with high emotional stability, endurance, self-control, ability to own one’s feelings. Working with people is often associated with high neuro-psychological stress and requires well-developed not only communicative but also emotional and volitional qualities [15].

The peculiarities of students’ emotional stability were studied in the works of L.M. Abolin, B.G. Ananov, Yu.S. Babakhan, N.V. Witt, M.I. Dyachenko, P.B. Zilberman, D.V. Ivanov, O.O. Kosyakova, V.M. Pisarenko, V.A. Ponomarenko and others, who believed that the emotional stability of students is one of the most important conditions for ensuring the health of the individual and the reliability of activities, maintaining high mental and physical performance in stressful situations.

Despite the previous scientific studies of psychoemotional stability, the following questions remain insufficiently developed:

- study of the emotional component of the personality of students of a pedagogical education institution and its role in future professional activities;

- mechanisms of formation of psychoemotional stability of the personality of future teachers in the process of professionalisation;

- issues of developing the content of programmes on the formation of psychoemotional sustainability as one of the key competencies of future teachers.

The problem of the formation of the psychoemotional stability of students as a teacher's professional quality is relevant for professional training, and from this point of view, special conditions and means can play an important role.

In addition, the urgency of the problem is due to the negative trends of the last decades, namely, the influence of such health-cost factors as the general stress environment, increasing training requirements, an increase in the volume and complexity of educational material, physical and information overload and, as a result, a general deterioration in health of young people compared to previous generations of peers. The problem arises in finding effective and optimal modern conditions for preserving and strengthening the health of young people [16].

Meanwhile, until recently, the question of studying students' (future teachers') emotional stability in the context of the influence of the educational environment — has not been studied enough as an independent problem.

II. METHODOLOGY

The study involved 223 first-year students. The experimental research platform was the base of Stavropol State Pedagogical Institute (Stavropol). The diagnosis of psycho-physiological characteristics, psychoemotional stability and psychoemotional states of the respondents was carried out in the course of the experiment using the hardware and software complex "Activimeter AC-9K".

According to the results obtained, the correctional training programme was developed based on the principle of cognitive-emotional transition. The students were recommended to use modern forms and methods of work on the formation of self-regulation, which includes: self-assessment, self-control and self-adjustment. The noise immunity training was also carried out. The environment for the formation of stability of psychoemotional states was created.

The qualitative analysis of the data obtained and carried out at the end of the experiment, made it possible to identify the specifics of the relationship between the components of psychoemotional stability and the dynamics of its development.

III. RESULTS

1. The diagnostics of the control and experimental groups revealed the following results:

- the respondents with a strong nervous system cope more effectively with the tasks of self-control, self-regulation of mental states, emotions and feelings;

- the stronger the lability of nervous system, the more significant the negative impact it has on self-regulation;

- the psychoemotional state of the respondents is mostly calm in a predictable and familiar atmosphere;

- the combination of high lability with low lability indicates a high threshold of emotional activity of the subjects, the depth of emotions experienced. At the same time, such a combination may indicate a person's low-stress tolerance, his tendency to sharp ups and downs in activity.

2. In the course of the experiment, the main directions of work on the formation of psychoemotional stability among students were identified: the formation of self-regulation processes; noise immunity; stability of emotional states; reflection.

3. The forms and methods of the correctional developmental training programme (the formative stage of the experiment) were tested using the principle of a cognitive-emotional transition.

4. At the end of the formative stage of the experiment, the following results were obtained compared to the ascertaining stage of the experiment:

- the stability of psychoemotional states in a stressful situation in the experimental group of subjects is higher by 8.9 points, in the control group - by 2.6 points;

- the general psychoemotional stability in the experimental group is higher by 7.3 points, in the control group - by 1.4 points;

- the self-regulation of mental states in the experimental group is higher by 7.1 points, in the control group - by 1.5 points.

Thus, the respondents of the control group did not accumulate proper experience in the field of self-regulation of psychoemotional states, which significantly reduces the effectiveness of their activities in stressful situations. The positive dynamics of psychoemotional stability is more unified in the experimental group: in the experimental group, the negative impact of the stress situation on such components as self-control decreased ($r = -0.62$ at the ascertaining stage and $r = -0.57$ at the final stage, $p \leq 0.05$) and stability ($r = -0.86$ in the stating stage and $r = -0.79$ in the final stage, $p \leq 0.01$). There is a significant increase in all indicators of stability in the background situation and the stability of psychomotor activity in an extreme situation, which is associated with an increase in the level of development of psychoemotional stability during the

implementation of the correctional and developmental programme. This group is characterised by the positive dynamics of the relationship between reflection and self-regulation, which significantly facilitates the process of self-regulation.

In the control group, the connection between reflection and self-regulation is weakened.

The analysis of the results made it possible to note that the positive dynamics of growth of psychoemotional stability is more unified in the experimental group, this is due to the application of the principle of cognitive-emotional transition in the implementation of the correctional-developmental training programme at the formative stage of the experiment;

- there was a significant increase in self-regulation of psycho-emotional states in a stressful situation;

- the negative impact of the psycho-emotional state in a stressful situation on such components as self-control and stability has decreased.

IV. CONCLUSIONS

Thus, it becomes evident that psychological and pedagogical studies devoted to the formation of the psychoemotional stability of students - future teachers are very relevant in the conditions of modern training of specialists of this type. We assume that increasing the level of psychoemotional stability of future teachers will contribute to the achievement of educational goals in professional activities, the development of effective ways of social interaction in a tense emotional environment, overcoming excessive emotional arousal, and increasing competitiveness in a modern dynamic society.

The paper presents the methodology for studying the psychoemotional stability of students as the necessary professional quality of a teacher. The study made it possible to specify the substantive aspects of the mechanisms for the formation of the psychoemotional stability of students in the educational system of higher education institution.

REFERENCES

- [1] R.V. Aguzumtsyan, E. B. Muradyan, Psychological aspects of personal security [J]. Bulletin of practical psychology of education, 2009, 2(19): 40-44.
- [2] E.P. Krupnik, E.N. Lebedeva, Psychological stability of personality constructs in the period of maturity [J]. Psychological Journal, 2000, 21 (6): 12-23.
- [3] S.C. Kobasa, Stressful life events, personality and health: an inquiry into hardness [J]. Journal of personality and social psychology, 1979, 37: 1-11.
- [4] H.Selie, Atress in health and disease [M]. Boston. London: Butterworth Publishers, 1976.
- [5] James Brown, Freudian psychology and post-Freudians / trans. from English [M]. Moscow: Refl-beech, 1997.
- [6] V.M. Pisarenko, The role of the psyche in ensuring the emotional stability of a person [J]. Psychological Journal, 1986, 7 (1): 62-72.
- [7] L.M. Abolin, Emotional stability and ways to increase it [J]. Psychology, 1989, 4: 141-149.
- [8] O.A. Chernikova, The study of the most important emotional indicator of the psychological readiness of an athlete to compete [M]. Psychological issues of sports training, 1967.
- [9] P.B. Zilberman, Emotional stability of the operator [C] // P.B. Zilberman, Sketches of the psychology of labor of the operator. Moscow: Science, 1974: 138-172.
- [10] L.M. Mitina, Emotional stability of the teacher: psychological content, genesis and dynamics [J]. School of Health, 1995, 2(1): 25-42.
- [11] J.P. Guilford, The Nature of Human Intelligence [M]. McGraw-Hill Education, 1967.
- [12] P. Fress, Emotions [M]. Moscow: Progress, 1975.
- [13] R.B. Cattell, H.W. Eber, M.M. Tatsuoka, Handbook for the Sixteen Personality Factor Questionnaire (16 PF) [M]. Institute for Personality and Ability Testing, 1970.
- [14] J. Raikovsky, Experimental psychology of emotions [M]. Moscow: Progress, 1979.
- [15] M.N. Prozorova, Educational reflection as a mechanism for the formation of educational and professional activities of students [M/OL]. Letters to Issue. Offline. (The Emissia.Offline Letters): an electronic scientific journal. - 2013. №2 (February). ART 1956. <http://www.emissia.org/offline/2013/1956.htm> - (date of request 02/23/2019)
- [16] S. G. Korlyakova, E. N. Frantseva, O. S. Prilepskikh, O. V. Khilko, Health-saving children and young students in the modern educational environment [J]. European Social Science Journal, 2016, 6: 246-253.