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TYPOLOGICAL FEATURES OF STRESS MANAGEMENT STRATEGIES BY STUDENTS OF VOCATIONAL PRE-HIGHER EDUCATION

The problem of overcoming stress related to the effectiveness of managers' professional activities is actively studied in modern psychological and pedagogical science [1; 2; 4]. The formation of a manager's personality is a complex and lengthy process. One of the stages of professionalization is the period of study at institutions of various levels of accreditation, which is associated with the formation of the student's personality as a subject of professional activity.

Educational programs for training future managers, focused on the formation of resources for overcoming professional stress, also play an important role. In this regard, it is important to study the features of stress management, which will subsequently contribute to the successful resolution of stressful situations in the professional activity of a manager. However, despite the growing demands on the creative potential and creativity of managers, the resources for overcoming stress in future managers have not been fully identified, which determines the relevance of this study.

The specific nature of a modern manager's work is determined by many factors. Therefore, it is not only the manager's skills and competencies in searching for and analyzing the necessary information that are important, but also their ability to communicate with colleagues and clients. An important role is played by the resource potential of a manager, which is related to the ability to overcome stress and difficult situations that may arise in professional activities and communication. Enriching behavioral resources that help cope with stress can contribute to the manager's successful actions not only in familiar circumstances, but also in changing situations of professional activity associated with stress and ways to overcome it.

The term “stress,” introduced by H. Selye, originally referred to a nonspecific response of the body to environmental demands and was considered a general adaptation syndrome [6]. From a medical point of view, “stress is an integral part of our lives. Thanks to this state, the

human body's resistance to negative factors can not only decrease but also increase" [5, pp. 34–35]. We understand stress as a phenomenon associated with stressful states that arise under the influence of various stressors.

There are numerous types of stress: sociogenic, technogenic, psychological, professional, naturally induced, autogenic, and others, which can be overcome using various behavioral resources. It has been established that behavioral resources that help to cope with stress can be considered as coping reactions, coping actions, coping strategies, and coping styles associated with a person's thoughts, feelings, and experiences.

We are impressed by the definition of “coping” proposed by L. Karamushka and Y. Snigur, who believe that “the concept of coping (from the English word ‘cope’ –” to overcome,” “to manage,” “to overcome”) is understood as cognitive, emotional, and behavioral efforts aimed at overcoming difficulties in the process of human interaction with the environment” [3, p. 24].

Behavioral resources that help to cope with difficulties can also be considered as individual and environmental means, conditions, and opportunities that are available in a potential state and that a person can actualize and consciously use, when necessary, in order to overcome a difficult life situation or while in a state of stress.

Students of higher professional education are in a state of stress of varying intensity, which leads to the emergence of different strategies for overcoming tension. They can be conditionally divided into several groups according to the characteristics of their response to stress. Let us consider them in more detail.

Students who predominantly use emotionally-oriented strategies are more likely to consider their own communication skills, ability to establish relationships with others, use social support, and identify themselves with successful professionals. In their opinion, overcoming stress is associated with receiving help from others and practical and emotional support from colleagues in difficult professional situations. Students in this group note that helping others makes them feel proud and satisfied, which they perceive as proof of their self-worth or superiority over others.

Students with a predominance of professionally-oriented coping resources more often experience praxic and gnostic emotions. Praxic emotions manifest themselves as joyful excitement, emotional uplift, enthusiasm, and feelings of pride caused by the progress of work and its successful results. Gnostic emotional orientation is accompanied by satisfaction caused by the realization of the essence of the phenomenon.

Students who predominantly use avoidance strategies emphasize that during classes they feel the desire not to delve into the stresses associated with professional situations. They emphasize that in such situations, they feel the urge to distance themselves from situations related to finding effective ways to develop organizations, as well as from adjusting their own professional plans. According to many students in this group, such behavior helps them avoid undesirable situations and change their attitude toward the problem.

Most students in this group defend the expediency of traditional management models associated with the predominance of authoritarian approaches in the organization of the company's activities. We also observed negative opinions about the need for harmonious relationships with customers who are consumers of services. Among the resources of co-dominant behavior, most students in this group primarily included concern for their well-being and resilience. In this regard, they noted that in difficult situations, they strive to “switch gears,” take better care of themselves, try to “be around people,” watch movies, visit friends, and call friends. Also, in their opinion, thoughts about their own uniqueness can help them overcome stressful situations. Communication with people whose life experience interests them is considered by students in this subgroup to be a useful behavioral resource that helps them cope with difficulties, which is important in the work of a modern manager.

It should be noted that stress can have not only negative but also positive effects, manifested in increased endurance, growth in skill and self-esteem, and an increase in the number of resources for adaptation in stressful situations. Behavioral resources that help cope with stress contribute to overcoming it in adequate ways related to predicting the likely effectiveness of a manager's activities in the context of using strategies focused on problems, emotions, or avoidance of coping.

It should be taken into account that the choice of behavioral resources that help future managers cope with problems is influenced by many factors, primarily their personal qualities related to their perception of themselves as subjects of managerial activity. Most applicants for higher education have resources related to emotionally-oriented behavioral strategies that help them cope with stress.

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