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Features of development and qualitative manifestations of the level of psycho-emotional stability of future defectologists

Mira Magnurova*

Abai Kazakh National Pedagogical University
050010, 13 Dostyk Ave., Almaty, Republic of Kazakhstan

Nadezhda Zhiyenbayeva

Abai Kazakh National Pedagogical University
050010, 13 Dostyk Ave., Almaty, Republic of Kazakhstan

Zhanna Akhmadieva

Astana International University
020000, 8 Kabanbay Batyr Ave., Astana, Republic of Kazakhstan

Ainur Moldabayeva

Abai Kazakh National Pedagogical University
050010, 13 Dostyk Ave., Almaty, Republic of Kazakhstan

Abstract

Relevance. Inclusive education demands highly skilled professionals capable of aiding individuals with special needs in integrating into society. However, students pursuing these roles often experience reduced psycho-emotional stability and heightened stress levels during their training and early career stages.

Purpose. This study aims to identify the causes of psychological disorders among students in inclusive education programs and propose strategies for improvement.

Methodology. The research employed general scientific theoretical and empirical methods to analyse various scientific sources and conducted a preliminary survey to assess students' motivation and curiosity towards defectology studies. The study also included an analysis of the effectiveness of integrating health fundamentals into the curriculum to enhance students' mental well-being.

Results. The study revealed that motivational factors significantly influence students' psycho-emotional states in defectology programs. Introduction of health fundamentals in the curriculum showed promising results in improving students' mental health. Key components contributing to psychological progress (personal, intellectual-operational, motivational, communicative, reflective) were identified during the research.

Conclusions. The study identified that motivational factors significantly influence the psycho-emotional stability of students in inclusive education programs, particularly within defectology studies. Integrating health-related topics into the curriculum showed promise in improving students' mental states. Key components contributing to psychological progress include personal, intellectual-operational, motivational, communicative, and reflective aspects. The implementation of the course "Psychological Hygiene of Pedagogical Activity" for fourth-year students demonstrated positive outcomes in enhancing psycho-emotional resilience and stress management skills. These findings highlight the

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*Corresponding author



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importance of addressing motivation and integrating holistic health education to support the psychological well-being of future speech pathologists.

Keywords: mental hygiene; stress resistance; inclusion; emotional flammability.

Introduction

In the modern period, inclusive education is reaching a new level and is faced with the problems of the necessary training of specialists with high professional qualities. However, in the process of working with children and people with special needs, there is a strong influence on the psyche of the defectologist, which can lead to psycho-emotional burnout. Therefore, it is advisable to prepare and adjust future speech pathologists to difficulties, and, accordingly, the development of the level of psycho-emotional stability.

Psycho-emotional stability determines the level of self-determination and rapid adaptation to different situations. In addition, it determines the balance between external and internal factors, and in case of its violation, stress or burnout occurs. Together with such fundamental mental attributes as stability and variability, the concept of psychological stability as a central psychological category ensures the ability of the individual to self-change, dialectically combining his dependence on the situation with overcoming its direct influence [1].

The most important thing in the process of teaching defectologists is motivation and understanding of the difficulties in the psycho-emotional state. In particular, it is advisable to provide future defectologists with the problems they may encounter and methods of dealing with them. In addition, students should know how to protect themselves from stress and emotional flammability [2].

In the course of a Canadian study, it was found that the level of stress among speech pathologists rose after undergoing training and understanding all the features of inclusive education. In addition, Israeli scientists studied that those defectologists who had a positive attitude towards inclusion showed more stress than those who had a negative attitude. In parallel, it was found that some future specialists in psycho-emotional exhaustion are helped by the use of a sense of humor, and by making plans that have realistic expectations [3; 4].

By studies conducted in Germany, it was determined that several critical points are distinguished in the process of training defectologists. First, the future defectologist should be conscious of his work and accept difficulties in the field of emotionality. Secondly, these specialists must have self-competence and compare the expected with the results obtained [5-7].

G. Allesandri et al. [8] described the management of negative emotions as the main mechanism that contributes to the improvement of emotional stability. To test this claim, a two-wave study was conducted using a representative sample of 416 people. A year later, the results of structural equation modelling confirmed the hypothesis of the model. As predicted, self-efficacy beliefs in managing negative emotions at work significantly mediated the longitudinal association between emotional stability and burnout at work.

In Kazakhstan, the modernization of teacher training and their orientation towards psychological and pedagogical support in inclusive schools is relevant. In

particular, when preparing for the implementation of psychological and pedagogical support for inclusive education, it is necessary to provide for the formation of the ability to model methodological knowledge and techniques in various pedagogical conditions. The training model for defectologists should provide professional competencies [9]. Questionnaires on physical and role functioning, pain intensity, general health, social functioning, and mental health are often used. According to most researchers, sports and training are the basis for improving the psycho-emotional state and saving health [10; 11].

Scientists have identified several stages: motivational (mastering the necessary knowledge and effectively communicating about the profession), constructive (developing a work plan to be carried out independently by the teacher), correction (conducting a preliminary analysis to ensure proper completion of the work), and reflex (teachers evaluate their work and present it to experts for analysis). The listed approaches ensured the effective organization of the activities of teachers in general and special education institutions [12].

The actual problem of defectology in Kazakhstan is the problem of shortcomings in the psychophysical development of the defectologist's personality since its solution creates effective conditions for mastering the processes of adaptation and first aid for people with special needs [13; 14]. With an increase in the number of people with special needs in modern society, the possibilities of state social guaranteed medical and labour services are decreasing, since many elementary and complex processes in production that were previously performed by this category of citizens have been replaced by robotics. Modern defectology should not operate not only with the characteristics of development, but it is also important to study the individual state [15; 16].

In addition, among the problems that a future specialist in inclusive education faces is a negative status, which manifests itself due to a decrease in self-esteem and a deterioration in well-being. The defectologist profession needs a lot of concentration and psychological stability [17]. However, this problem has not been studied enough, since there are no specific steps or activities that will help develop the ability of students to possess their nervous system and develop stress resistance already in the process of learning.

Therefore, the purpose of the article is to highlight the problems of psycho-emotional stability of students – future defectologists, and ways to improve it. Based on this, the following tasks were set: to analyse the level of education of future defectologists in Kazakhstan; highlight the causes of low psycho-emotional stability; to study ways to increase the level of stress resistance of speech pathologists.

Materials and Methods

This study is exclusively theoretical and descriptive for solving the problem of the psycho-emotional state of future

defectologists. In particular, it used theoretical methods, namely analysis, synthesis, abstraction, generalization, systematization, and comparison. Using the method of analysis, the description and collection of information on the state of preparation of teachers for inclusive education were carried out. The main problems faced by speech pathologists in the course of their work and ways to solve them were highlighted.

When using the comparison method, an appeal was made to foreign teachers who indicated the level of stress among speech pathologists. In particular, studies of Canadian, Israeli, and German researchers were described, who in their articles highlighted critical points in the preparation of future speech pathologists. Using this method, an analogy was made between the existing problems of defectologists' resistance to stress and different ways to overcome them. Using the method of generalization, the results of the effectiveness of creating new courses were summed up, the expediency of studying health savings by students-defectologists to increase stress resistance.

The course of the study included several stages. The first of these was an analysis of pedagogical scientific articles describing the greatest problems in the field of inclusive education and the difficulties in preparing specialists for possible emotional burnout. In addition, at this stage, the opinions of teachers on inclusive education and their proposals for its improvement were collected.

In the second stage, the materials were processed to identify the main components of personal professionalism, namely, autopsychological, activity, and cognitive. An important point at this stage was to understand the level of motivation of students to study defectology. For this, we used the material of the questionnaires conducted about the desire to study specifically defectology, and a survey about the level of self-esteem of students, since, largely, it determines the level of psycho-emotional stability.

In the next stage, an analysis of the experiment was carried out to determine the main components that should be paid attention to in the process of teaching defectology students. For this experiment, teachers, students, and members of associations carried out the division of persons into groups. In particular, personal, intellectual-operational, motivational, communication, and reflective components were analysed. In addition, at this stage of the study, the components of psychological preparation were identified following the levels of professional competence (high, medium, low).

The next step was to identify the characteristics that defectologists should have in the process of working with people with special needs. It was important in the process of research to describe the positive and negative aspects of using the subject course "Psychological hygiene of pedagogical activity", which included the basics of health. Psychological activity and stability are ways to improve the emotional state.

The last stage was a generalization of the analysed literature and the results of experiments, and surveys, highlighting the positive impact on increasing the degree of psycho-emotional state of future defectologists and negative signs in the process of studying defectology, stressors that adversely affect the state of a specialist.

Results

In modern education, there is a growing interest in the development of professional specialists working with children with special needs. Therefore, it is important to prepare students for problems that arise in the process of communicating with such children and people. The teacher must be able to properly interact with people with special needs.

Teachers who have just started their teaching careers are not sufficiently prepared to teach in an inclusive classroom, despite efforts to retrain teachers for inclusive education. One of the teachers in Kazakhstan said: "Of course, there is not enough information. We must read books and study extra, create and invent something in our classes, and make lessons interesting for both ordinary children and children with special needs. Of course, you need to look for more information. Courses with new information could be useful" [18].

The health of any teacher depends on the physical, spiritual, psychological, and social levels. In recent years, a system for supporting the culture of health in the general psychological and socio-psychological aspects has been actively developed. The autopsychological component, which includes the values and ideals of health, knowledge of health methods, and experience, has a great influence on the state of health. Therefore, the components and their impact on health were isolated. The activity component is focused on the skills of the future defectologist to use the acquired skills and abilities in the learning process during work without compromising their health. Its indicators are the ability to maintain a healthy lifestyle and the stability of mental health.

All the knowledge gained by a student in the process of learning about the ability to maintain one's psycho-emotional health develops a cognitive component, namely, knowledge of factors that negatively affect well-being, knowledge of the anatomical and physiological characteristics of one's body, possession of knowledge of maintaining a healthy lifestyle. Among the indicators of the personal component, it should be noted pedagogical purposefulness, understanding the characteristics of one's profession, a positive attitude towards children with health problems, the formation of valueological attitudes, the development of the ability to manage oneself and emotions and be responsible [17; 19].

If we take into account the views of N. V. Deinega [20], an important point in the process of increasing the stress resistance of a defectologist is his motivation and willingness to face difficulties. In particular, in the process of passing the survey, it was found that approximately 21% of students choose this profession because someone in the family or among friends works in this area, 5% of students – because of solving health problems, 43 % of students – accessible location of the university, 6% – never went anywhere else, 14% – students of the correspondence department, 3% – entered with friends. In addition, studies show that the prestige of this profession is popular among young people, but not everyone understands the difficulties in this qualification.

The most important of all problems is the discrepancy between "knowledge" obtained in the process of training and "skills" – in the process of practice. That is why young defectologists are exposed to stress in the initial stages of

their work. Because of research conducted by V. Yu. Vanieva [21], the following results were obtained. Among all students, a low level of self-esteem was found in 23.6% of respondents, an average level – in 57.7%, and a high

level – in 18.7%. Therefore, during the study, the main thing was to achieve the activation of the educational process using organizational and pedagogical conditions.

Table 1. Formation of readiness of future teachers in the process of educational experiment, percent

Levels	Personal Component		Intelligent operation (special) component		Motivational component		Communicative component		Reflective Component	
	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG
High	13.5	18.6	16.7	22.1	16.7	20.9	30.2	46.5	13.5	22.1
Average	46.9	53.5	56.2	57	53.1	55.8	39.6	30.2	43.8	46.5
Low	39.6	27.9	27.1	20.9	30.2	23.3	30.2	23.3	42.7	31.4

Source: V. Yu. Vanieva [21].

From Table 1 it can be seen that the experiment was carried out with two groups – EG – the experimental group and CG – the control group. The experimental group was trained in a special course aimed at developing the professional qualities of a specialist, and the control group was trained in the usual form. The results showed that a higher percentage of people with high and medium levels of personality development in the study of all components were observed in the experimental group: personal (1.3 times more), intellectual-operational (1.3 times more), motivational (1.2 times more), communicative (1.5 times more), and reflex (1.6 times more). A large number with a low level was observed in the control group. This indicates that when using specialized courses to improve professional competence, including psycho-emotional development, it is possible to achieve stress resistance in students. The characteristics show that to increase the stability of the psyche in the process of communicating with people with special needs, it is necessary to use and implement new practical courses that will help evaluate the

student's work, highlight his main mistakes and show the way to improve personal qualities [21; 22].

According to the recommendations of N. V. Deinega [20], for the formation of personal competence, one should turn to both the educational process and self-development. To fix the main components, methods such as questionnaires, observation, interviews, and the self-assessment method should be used. During the study, students were presented with a list of 50 questions that characterize personality. Of these, students had to highlight only the 15 most important, in their opinion, characteristics that every defectologist should have. The experiment was carried out with three groups. The first of them were teachers of Moscow State University, the second – were speech therapists and speech pathologists, who are members of associations of speech pathologists, and the third – were students and trainees. During the study, the following results were obtained (Table 2).

Table 2. Key characteristics identified by interviewers

Characteristics	average rating
Psychological and emotional stability (stress resistance)	7.8
Optimism	6
A responsibility	5.4
Sociability	4.3
Ability for self-development	3.6
Tact	2.6

Source: N. V. Deinega [20].

Table 2 shows that stress resistance received the highest rating (7.8 points). According to the questionnaires, the psycho-emotional state is one of the most important characteristics of a defectologist. When working with people who have problems with their physical and psychological health, sometimes people give in to excessive emotions and stress, which prevent them from doing their job well and helping people in their rehabilitation and adaptation to society. The ability to treat people with special needs optimally and without prejudice to health characterizes optimism (6 points). It is positive thinking, focused on good thoughts rather than anxiety, which provides a positive impact on people with special needs. Responsibility (5.4 points) for a specialist working

with people with special needs indicates his psycho-emotional stability and maturity, to be responsible not only for himself but also for other people. Sociability (4.3 points) helps defectologists communicate with children, and form a dialogue with people who have problems with physical or psychological health, helping them to integrate into society. Constant professional development and the desire to improve one's skills and abilities underlie the ability for self-development (3.6 points). The last characteristic that was identified during the experiment is tact (2.6 points), that is, the ability to convey the essence without humiliating one's feelings or the feelings of patients, without going beyond the acceptable limits [20; 23].

The training of future defectologists in the psycho-emotional aspect is possible only if students organize their own training. I. V. Ivenskikh et al. [24], together with co-authors, developed the structure of the psychological training for students-defectologists. It included motivational-value, activity, and reflective-evaluative components. In particular, the motivational-motivational component is understood as the formation of the ability to

move from ordinary communication to a mediated attitude towards people with special needs, and the reflective-evaluative component is understood as the ability to analyse the training program, make adjustments that will improve the work of the defectologist, and under the active one – to create new ones. Ways of communication and methods of working with people [24].

Table 3. Components of psychological readiness

Levels	Components		
	Motivational-value	Activity	Reflective-evaluative
High	Understanding the characteristics of children and treating them is of great value.	Creation of new methods and practices, the ability to design the individual territory of the child	A high level of development of the ability to analyze their capabilities in professional activities; the ability to create a concept of children's development
Average	Reliance on average age features	Attempts to adapt traditional education to the conditions of inclusive education	Evaluation of your professional capabilities from the position of professional templates
Low	There are no signs of understanding of professional difficulties in inclusion	Lack of focus on results in the development of the teacher	Lack of understanding of the essence of professional activity in the field of inclusion, therefore, there is no clear idea about their professional capabilities

Source: I. V. Ivenskikh et al. [24].

Table 3 shows that by the levels and components of psychological readiness, the most optimal is a high level, at which a specialist shows maximum professional attention, and can create a program of work with people with special needs, coming out of his own experience. With regards to the low level, in most cases, it is possessed by students who have just completed their studies and are gaining experience.

The formation of the psycho-emotional health of future defectologists is based on the influence of social (adaptation and activity), spiritual (development of ethical standards, optimistic view), and psychological (optimal self-esteem and emotional stability) levels. Therefore, the inclusion of the basics of valeology in vocational training

will help improve the health of qualified specialists. Based on this, E. L. Kutseeva [17] analysed the course "Psychological Hygiene of Pedagogical Activity of a defectologist".

The teaching of this course is practice-oriented. It is advisable to use it for 4th-year students since they have sufficient knowledge in this area and may directly encounter difficulties during their internship. As can be seen from Table 4, this course is aimed solely at understanding the importance of the teacher's mental health and its increase in times of severe stress. It involves the use of a methodology for the implementation of health prevention in the next communication.

Table 4. Structural components of the course "Psychological Hygiene of Pedagogical Activity"

№ п/п	Section name	Lectures	practical lessons
1	Introduction to the mental hygiene of correctional and pedagogical activities	2	
2	Psychology of health defectologist	2	4
3	Health disorders of a defectologist	2	2
4	Stress in correctional and pedagogical activities: ways to overcome	2	4
5	Psychoprophylaxis and correction (self-correction) of health disorders of a defectologist	4	6
6	Psychohygiene of the intellectual activity of a defectologist	2	2

Source: E. L. Kutseeva [17].

In addition, it is advisable in the process of studying and developing stress resistance to use reflection that harmonizes the personality.

E. L. Kutseeva [17] suggests performing a specific set of tasks during practice:

1. Conducting an assessment of the level of stress of students-defectologists during the internship.
2. Creation of a scheme of activities and mistakes made.
3. Isolation of stressors when dealing with children with special needs.
4. Analyse your behaviour and highlight the main ways to solve these problems.
5. Create a stress management program and exercises to improve your psycho-emotional state.

In conclusion, it is advisable to conduct the results and generalize the experience gained in the process of practice.

Discussion

In the course of the study, the most important task was to determine the state of development of inclusive education and the skill in training relevant specialists with all the requirements, since working with people with special needs requires high mental health.

Many teachers experience a high level of stress, which contributes to the occurrence of emotional burnout, which affects the further work of a specialist and the desire to change jobs. C. Gray et al. [3], in their article characterize the impact of a positive school climate on the mental health of a teacher. Drawing an analogy with our own research results, we can see that the atmosphere around the defectologist contributes to the formation of positive emotions. This, in turn, improves the development of the characteristics described by N. V. Deinega [20] in his article, namely, optimism.

The article by O. Boriak and V. Makhonia [25] says that it is now necessary to introduce the practical training of future specialists into the curricula since in the process of teaching students little time is devoted to the practical part, internship, so later they have serious problems with adaptation to work.

N. Kalugina et al. [26] in their gender described the psychological and pedagogical conditions that determine the professional qualities of a defectologist. Specially selected exercises in the study of disciplines were focused on mastering the scientific style, which contributed to the development of semantic reading. However, according to the survey, the scientific style has an impact on mental abilities, and professional recommendations, not on increasing psycho-emotional stability.

Vygotsky's teachings and views were of decisive importance for the development of defectology. In particular, according to H. Giest [27], although defectology at first glance is a deceptive science, however, its concepts allow people with special needs to adapt to the environment. In particular, in his psychology, defectology shows a way of breaking the barriers between scientific and humanitarian approaches to student learning. S. Vik and H. M. Somby [28] also described this problem. However, more attention is paid to the types of education for children with inclusion than to the functional state of the specialist himself.

In the process of using materials from the book by J. L. Martin and S. E. Torok-Gerard [29], one can discover the

features of the educational process for people with special needs. In particular, psychology in the field of education is described in detail, starting from the given sources of its origin and up to the present. In addition, using certain materials, you can get comprehensive information about the increase in psychological activity among students.

The monograph describes in detail the many differences in the methods of communication and teaching students. In addition, the second reveals the stages of the lesson:

1. Planning, preparation, place (audience), and time of the meeting.
2. Contact the student. Attitude is the ability to understand the state and mood of the student, the ability to independently navigate the environment and direct the student's activities.
3. Focusing on a specific problem that is important to students.
4. Motivational stage: surveying to understand the goals and interests of students.
5. Support attention, and fight carelessness. Thus, it is necessary to return to the techniques of maintaining attention repeatedly.
6. Argumentation and persuasion in case of divergence of opinions.
7. Control and fixation of results.

At the same time, the authors draw attention to the fact that defectologists must have stable harmonious functioning of mental health. This is manifested in predominantly good health, deep understanding and self-assertion, positive and harmonizing orientations towards constructive communication, high level of life satisfaction, manner of relationships, health, lifestyle, the process of creative work, and high level of self-education. Furthermore, it includes regulation of desires, emotions, and actions, as well as habits [1; 30; 31].

I. V. Ivenskikh et al. [24], where they filled the structure and levels of development of a teacher-defectologist based the results of the study on the article. In addition, the help of the article by E. L. Kutseeva [17] and V. Yu. Vanieva [21] identified the components that form the personality of a future defectologist. In particular, it has been established that the use of new methods focused on psychological support contributes to the better development of professionalism in a young defectologist.

The article by M. Lore [32] focuses on the innovative aspects of Pestalozzi's pedagogical concept. It appears the image of a teacher who made a decisive contribution to the establishment of primary and public education. However, his methods and views do not coincide with the general principles and trends of modern inclusive education.

Z. Ke et al. [33] characterized the readiness and ability of teachers of secondary universities to work with students with disabilities. In particular, the article traces the experience of developing skills aimed at developing stress resistance. The materials of the article are useful for continuing the study of the methodology for improving the psycho-emotional state of future defectologists, since using the most important method – pedagogical, one can direct training to reflect the psychological readiness for inclusion. The article proposes a program of advanced training for teachers and retraining for the development of relevant psychological knowledge and emotional-

volitional features of effective professional activity in the context of inclusion.

The article by R. Joubert and I. Harrington [34] describes in detail the problems of modern inclusive education in the example of Kosovo. In particular, the methods in this country are based on the use of Vygotsky's methods, but still, there is a discrepancy between modern methods and orientation on the psychological state of students who study defectologists. In the article, U. Algermissen et al. [5] describe the experience of teaching students and their moral preparation for working with people with special needs in Germany.

Z. Movkebayeva et al. [35] and in their article T. M. Makoelle [18] described in detail the problem of inclusive education, in particular, drawing attention to the psychological and pedagogical training of specialists to work with people with disabilities. Inclusion in the Republic of Kazakhstan. The modernization of the preparation of students for work in inclusive schools remains relevant in connection with the active spread of inclusive education in the country. It was revealed that a significant part of defectologists working in inclusive schools do not fully understand the purpose and content of their functional duties in a general educational institution and experience difficulties in developing and implementing an individual educational program for a child with developmental disabilities and, accordingly, are in constant tension and emotional burnout.

With the help of the article by N. V. Deinega [20] analysed the main characteristics that every defectologist working with people with special needs should have. In addition, all these characteristics were put down under the points chosen by the interviewees.

The development of inclusive education today occupies an important place in the society of all countries of the world, as it enables people with special needs to adapt to society. However, in order to help these people and children, specialists should be fully developed. In most countries, as in Kazakhstan, there are problems with the methods of teaching such people. In addition, most young professionals at an early stage of their careers face the problem of nervousness, and breakdowns and are often stressed. According to the results of the study, one of the components that contribute to the positive development of people with special needs is optimism, which defectologists must have, as well as the ability to restrain their emotions and show them when necessary. All these characteristics develop exclusively in the process of practice and professional growth.

Conclusions

The problem of psycho-emotional stability of young students studying the course of defectology is one of the most important in the process of inclusive education. Since the condition of a specialist, working with people with special needs should be at a high level, without the manifestation of aggression, nervous states and negative thinking. However, when working activity begins, young specialists face emotional burnout.

The results of the study showed that it is most expedient for the psycho-emotional stability of defectology students to be high, first of all, it is necessary to single out the main components that underlie professional development. In particular, it was analysed and characterized that such components are personal, intellectual-operational, motivational, communicative and reflexive. However, the best result will be because of a preliminary assessment and a survey of students regarding their motivation and desire to study defectology. In addition, because of the survey, you can determine the level of student self-esteem and, accordingly, select and choose a methodology to improve the level.

The second point in the study was that in order to improve the level of psycho-emotional health, it is important to give recommendations to students on the introduction of a healthy lifestyle. In particular, it is advisable to introduce the practice of valueology, which will provide in-depth knowledge in the field of health. In the course of the study, the course "Psychological Hygiene of Pedagogical Activity" was described, which fourth-year students best study during practice. This course includes ways to maintain mental health, improve stress tolerance and the ability to resolve psycho-emotional difficulties.

All these methods are important and show a positive result in the process of studying defectology. However, the study did not take into account work with a psychologist. It also did not consider the acquisition of practical skills and the creation of special resources. These aspects could be beneficial not only for students in their final courses but also for those who are just starting their studies. Additionally, it is advisable to support teachers who can provide internships that point to ways of realizing professional competence.

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Conflict of Interest

None.

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Особливості розвитку та якісні прояви рівня психоемоційної стійкості майбутніх дефектологів

Міра Магнурова

Казахський національний педагогічний університет імені Абая
050010, пр. Достик, 13, м. Алмати, Республіка Казахстан

Надія Жисенбаєва

Казахський національний педагогічний університет імені Абая
050010, проспект Достик, 13, Алмати, Республіка Казахстан

Жанна Ахмадієва

Міжнародний університет Астана
020000, проспект Кабанбай батира, 8, м. Астана, Республіка Казахстан

Айнур Молдабаєва

Казахський національний педагогічний університет імені Абая
050010, проспект Достик, 13, м. Алмати, Республіка Казахстан

Анотація

Актуальність. Інклюзивна освіта потребує висококваліфікованих фахівців, здатних допомогти людям з особливими потребами інтегруватися в суспільство. Однак студенти, які прагнуть виконувати цю роль, часто відчують знижену психоемоційну стійкість і підвищений рівень стресу під час навчання та на початку кар'єри.

Мета. Це дослідження має на меті визначити причини психологічних розладів серед студентів, які навчаються за програмами інклюзивної освіти, та запропонувати стратегії для їх покращення.

Методологія. У дослідженні використано загальнонаукові теоретичні та емпіричні методи для аналізу різних наукових джерел та проведено попереднє опитування для оцінки мотивації та зацікавленості студентів у вивченні дефектології. Дослідження також включало аналіз ефективності інтеграції основ здоров'я в навчальну програму для покращення психічного благополуччя студентів.

Результати. Дослідження показало, що мотиваційні чинники суттєво впливають на психоемоційний стан студентів на дефектологічних програмах. Впровадження основ здоров'я в навчальну програму показало багатообіцяючі результати щодо покращення психічного здоров'я студентів. Під час дослідження було визначено ключові компоненти, що сприяють психологічному прогресу (особистісний, інтелектуально-операційний, мотиваційний, комунікативний, рефлексивний).

Висновки. Дослідження виявило, що мотиваційні чинники суттєво впливають на психоемоційну стійкість студентів, які навчаються за програмами інклюзивної освіти, зокрема в межах дефектологічних дисциплін. Інтеграція тем, пов'язаних зі здоров'ям, у навчальну програму виявилася перспективною для покращення психічного стану студентів. Ключовими компонентами, що сприяють психологічному прогресу, є особистісний, інтелектуально-операційний, мотиваційний, комунікативний та рефлексивний аспекти. Впровадження курсу "Психологічна гігієна педагогічної діяльності" для студентів четвертого курсу продемонструвало позитивні результати у підвищенні психоемоційної стійкості та навичок управління стресом. Ці результати підкреслюють важливість вирішення проблеми мотивації та інтеграції цілісної медико-санітарної освіти для підтримки психологічного благополуччя майбутніх логопедів.

Ключові слова: психічна гігієна; стресостійкість; інклюзія; емоційна запальність.