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## Managing and countering stress in professional activities: Training of future social educators

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### Abstract

**Relevance.** The relevance of the study is due to the widespread prevalence of unstable psycho-emotional state in the academic environment, which has a significant impact on labour realization.

**Purpose.** The purpose of the work is to consider methods and techniques for managing and countering stress in professional activities among future social educators.

**Methodology.** To achieve the purpose, the following methods such as logical, functional analysis, deduction, induction, synthesis, and questioning were used.

**Results.** During the study, the concepts of “stress” and “emotional burnout syndrome” were characterized, their characteristic features, principles of implementation and impact on the psycho-emotional state of a person were highlighted. A survey was conducted among 127 students of the speciality “Social Pedagogy” on the basis of L.N. Gumilyov Eurasian National University

**Conclusions.** The study provided an opportunity to identify the prevalence of unstable psycho-emotional states among future specialists, to characterize and identify the causes of their occurrence. In turn, this helped to conduct a more detailed analysis of the necessary methods and methods that would eliminate negative factors. Stress management is considered as one of the necessary components in counteracting and managing stress in professional activities. It was also proposed to create a special course that would help students develop stress management skills in an academic environment. The practical value of the results obtained is to provide recommendations that will allow eliminating negative stress factors, consciously and competently managing them, which, in turn, will help stabilize the psycho-emotional state of future social educators and effectively implement themselves in professional activities.

**Keywords:** emotional burnout syndrome; exhaustion; academic environment; destabilization of mental state; intense workload.

### Introduction

The widespread use of technology, tensions, and changes in the socio-economic environment are the world’s leading causes of stress among modern workers, including those working in the education sector. Their occurrence is associated with modern trends in life, namely such as information overload, a fast pace of activity. It leads to

physical and emotional stress, as well as an increase in the amount of work. Stress caused by these factors can have negative consequences. The World Health Organization has recognized stress as a disease of the 21st century, since it accompanies every person in all areas of their activities [1].

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Today, of particular interest is the problem of studying stressful situations faced by university teachers, in particular social educators, developing resistance to stress and developing stress management skills in the process of professional activity. It is worth noting that the emergence of destructive elements that have a negative impact on the work of teachers does not contribute to the development of their stress resistance.

Stress management in an academic environment is complicated by low levels of personal resilience, the predominance of negative motivation in professional activities. And also, low levels of job satisfaction, increased current levels of stress, reduced performance and the habit of constant fuss and emergency situations.

In general, it is possible to say that stress is a factor that has a negative impact on the human body. Throughout human history, most people have experienced stress, but nowadays, the condition is becoming more common.

However, the study by A.I. Sarke [2] showed that a small amount of stress can have a positive effect on a person, mobilizing his internal strength and ensuring the normal functioning of the body. However, if the stress exposure is too great, serious problems arise.

The problem with stress is that its manifestations can be different: pronounced, hidden or absent. A.B. Abibulaeva and G.A. Nabi [3] note that stress is one of the most common causes of trouble, suffering, and failure for every person, since the modern lifestyle is characterized by constant nerves, emotions, and haste. It is necessary to deal with stress without fear, as it is an integral part of human life.

It can both increase and decrease the body's resistance. L.T. Zhanybekova and G.B. Zhukenova [4] consider stress as a process where all causal factors are interconnected, and its impact is assessed through its impact on human performance.

D.A. Iskakova et al. [5] write that this approach raises the need to identify factors. They have a positive or negative impact on employee productivity, the atmosphere in the team and the general socio-psychological situation in the organization.

According to A.S. Magauova [6], according to the transactional model of mental stress, there are three main approaches to stress management:

- optimizing the match between the requirements of the organization and the capabilities of employees, taking into account their psychological characteristics;
- influencing the cognitive assessment of employees' skills and their readiness to overcome professional difficulties;
- managing reactions to stressful factors – employee training and their active position in preventing organizational stress.

Based on the above, stress has a negative impact on the professional realization of social educators. In this regard, the goal of the work is to conduct an analysis through which it will be possible to consider the most effective methods of dealing with stress. This will provide an opportunity to counteract negative factors in professional activity and prevent apathy, emotional burnout, stress and chronic stress.

## **Materials and Methods**

This study was carried out using different types of analysis method. Thus, the method of functional analysis was useful for analysing various aspects and factors that are associated with the occurrence of stress in social educators, exploring the functions that stress performs in their behaviour and psychological state.

This method also made it possible to identify specific behavioural manifestations that are associated with stress in social workers. The method of logical analysis was used to define the concepts of “stress” and “emotional burnout syndrome”, to consider their inherent features, principles of implementation, functions, and role in the psycho-emotional state of social teachers.

This method was useful in identifying and analysing various factors that may cause stress among teachers, reflecting the relationship between various factors, and assessing their role and impact. In the context of research on burnout and stress, the analogy method has helped in finding differences, similarities, and connections between these two conditions, identifying the main sources, consequences, individual factors and preventive measures.

The survey method was used to analyse the psycho-emotional state of future social educators. 127 students from L.N. Gumilyov Eurasian National University took part in it.

The importance of using this method is due to the analysis of the characteristics of the spread of unstable psycho-emotional state among future social educators and consideration of the main factors that influence them. It is worth noting that proven methods were used to measure the psycho-emotional state. Thus, personality questionnaires were introduced – the Beck scale and the Spielberg anxiety scale [3, 4].

The first was used to assess the level of depression in future social educators. The second questionnaire was introduced to assess the level of anxiety – situational and personal. Each question included 4 different answer options, each of which was worth a certain number of points for measurement on the scales of the questionnaires used. One of the most common methods was also used, namely, conducting a standardized interview, clinical for its intended purpose with future social educators.

During the interview, questions were asked aimed at identifying their emotional state, motivation, experience working with people and abilities for empathy. These techniques were used in combination with each other to obtain a more complete picture of the psycho-emotional state of future social educators, and were consistent with ethical standards and confidentiality rules.

In turn, this provides an opportunity to identify the most important aspects of the work. The abstraction method allowed focusing on a separate aspect of the study – identifying recommendations that will help manage and counteract negative factors and stabilize the psycho-emotional state of social workers in the academic environment.

The deduction method made it possible to characterize stress among teachers based on the inherent features and principles of implementation of this phenomenon. In turn, based on the identified signs and the influence of a group of factors on the psycho-emotional state of social teachers, “stress” and “emotional burnout syndrome” were

identified. The synthesis method was used to analyse the obtained data and information to identify general trends, similar recommendations and best practices related to managing and countering stress among future social educators.

## Results

In the conditions of the modern sociocultural environment, which is characterized by rapid changes in all areas of human activity, increased intensity of work of teaching specialists, diversity. And also, uncertainty of situations arising in the teaching environment, issues related to the theory of stress become relevant. Professional stress is the psychological stress of a specialist, which is caused by negative factors in the professional sphere associated with the performance of professional duties.

This is a multifaceted phenomenon that combines emotional, informational and communicative components, manifested through the psychophysiological reactions of subjects of professional relations to difficult work situations. They arise in the professional sphere and caused by stress factors that determine the nature and dynamics of stress reactions [7].

Professional stress should be considered as an excess of the demands placed on an individual in the work sphere over the individual's ability to satisfy these requirements. As well as a discrepancy between the relationship between a person and his work environment, which leads to an imbalance in the system and a decrease in the ability to satisfy personal needs.

A social teacher is a specialist who organizes educational work with children, youth, and adults in various sociocultural environments. In particular, a family, educational institution, preschool institution, orphanage, shelter, work collective, and additional education institution.

He works with people of different ages and social backgrounds, regardless of their background, religious beliefs or ethnicity. The tasks of a social educator cover a wide range of activities, from working with individuals experiencing problems of socialization in society, to working with social organizations and institutions involved in the social education of the younger generation.

A social teacher can work in various places, including social and pedagogical services of educational institutions (preschool institutions, schools, orphanages), social services of specialized institutions (rehabilitation centres, social shelters). As well as in municipal authorities (tutorship and trusteeship authorities, social centres help and other services). Specializations of a social teacher may include working with families, managing children's associations and organizations, and organizing cultural and leisure activities.

However, the most common specialization is "social educator for working with families." It is important to note that the activities of a social teacher often overlap with the work of a social worker, but the main difference is that a social teacher focuses on the psychological and pedagogical components and uses social education as the main method of solving problems of interaction and relationships in society.

Thus, a social teacher is a specialist in organizing social education and creating conditions for effective

socialization, especially of children. He strives to form humane relationships in various environments, such as family, educational institution and work community.

Risk factors for a social educator may include emotional and psychological stress, since the work of a social educator often involves working with people who are in difficult life situations or have problems with behaviour and socialization. This can cause emotional and psychological stress for the teacher, as he is faced with difficulties, conflicts, stress, and a sense of helplessness.

It is worth mentioning working with traumatized people: social educators often work with people who have experienced traumatic situations. In particular, children suffering from violence or neglected family problems. Working with such people can cause emotional anxiety and have a negative impact on the mental well-being of the teacher.

The factor of physical safety should be noted. Some environments in which a social educator works may be dangerous or pose a threat to his or her physical safety. For example, when working with deviant adolescents or in situations involving conflict or violence, educators may face the risk of physical aggression or injury.

An important factor is working in difficult social conditions: social educators can work in environments with a high level of social problems. In particular, poverty, unemployment, crime, and drug addiction.

This creates a challenging work environment and can impact teacher well-being and effectiveness. Limited resources, both material and human, can create additional difficulties for a social educator. Insufficient funding for programs, lack of necessary material resources, or lack of qualified specialists can make it difficult to complete tasks and achieve set goals.

The work of a social worker involves multi-layered and complex tasks, and these risk factors can have a negative impact on his work and well-being. However, with the right support, self-care and development of professional skills, a social educator can effectively cope with these challenges.

There are many similar aspects to the work of a teacher and a social educator. Firstly, both are engaged in working with people: their goal is their development and social adaptation. It is also worth noting that they are in constant interaction as part of their professional activities.

However, these professions are not identical, and they have significant differences that determine their specificity. The teacher develops and educates the individual, passing on knowledge and sociocultural experience accumulated by society.

At the same time, the social teacher focuses his attention on the socialization of a person and his successful integration into society. The areas of activity of these professions are also different.

Already in the process of professional training, a teacher is focused on working in a certain type of educational institution. A social educator can work in various institutions, such as orphanages, schools, and social support centres. These are the main and fundamental differences between the professions of a social educator and a teacher. It is worth mentioning that the functions of a social teacher are closer to the functions of a social worker.

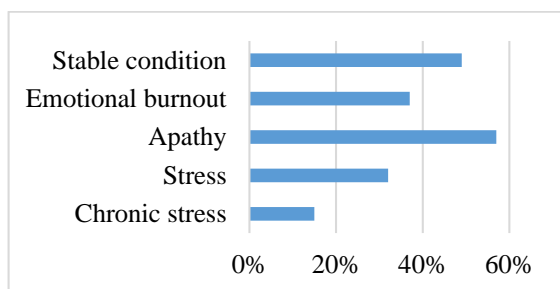
It should be noted that the activity of a social teacher has a special content-functional space where various unfavourable factors accumulate that can cause stress, which is accompanied by destabilization of the mental state and changes in the physiological reactions of the teacher.

They include strict standards and information richness of pedagogical work. There are high demands on the teacher's personality and significant personal responsibility for the processes and results of teaching activities. Teachers experience intense intellectual and physical stress.

The variety and unpredictability of situations, often of a conflict nature, add to the challenge. Pedagogical activity has an active communicative component, requiring the establishment of contacts with various participants in educational relations.

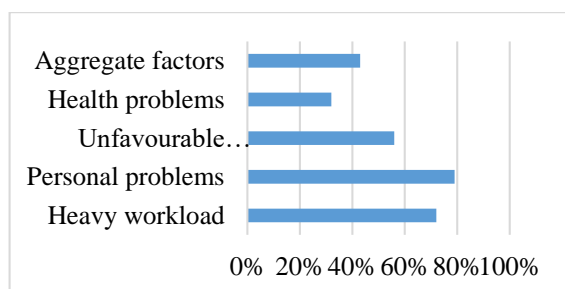
Teaching activities are subject to public and state control, with requirements for the content and quality of results, as well as the personality of the teacher as a bearer and transmitter of social values. Teaching work is strictly regulated, with the need to perform various types of activities and social roles defined by professional standards [8].

A survey was conducted among students of L.N. Gumilyov Eurasian National University. 127 future social educators took part in it. To develop students' readiness to manage stress in professional activities, their condition was first assessed (Figure 1).



**Figure 1.** Assessment of the emotional state of students  
Source: compiled by the authors.

Based on the information received, it can be noted that the psycho-emotional state of future social educators is quite unstable. This is due to the fact that more than half experience apathy, which can turn into emotional burnout, stress, or become chronic stress. This condition can be caused by a number of factors that should be considered in more detail (Figure 2).



**Figure 2.** Causes of unstable psycho-emotional state in students  
Source: compiled by the authors.

The data provided allows concluding that the factors that most influence future social educators are heavy workload, personal problems and an unfavourable environment in the academic environment. Based on this, it is quite important to provide students with recommendations on how to combat stress factors and eliminate the threat of emotional burnout and chronic stress.

In this case, it is advisable to mention that in order to activate a person's personal potential and use the internal resources necessary to solve the problem that caused the stressful situation, the most productive option is a problem-oriented response style. In contrast, the subject-oriented response style, which is based on the activation of psychological defence mechanisms, is assessed as less productive, since it includes an inadequate assessment of the situation and avoidance of solving the problem.

The basis for stress management and the choice of response styles are the following aspects. One aspect is the innate instinct of overcoming, which manifests itself in search activity and the implementation of individual program settings in various life situations. Another aspect is the effectiveness of stress management and the choice of response styles, which is based on the individual psychological characteristics of the individual, his level of psychological development, and the ability to activate available resources [9].

The organization of work on stress management in teaching activities is based on principles that make it possible to determine the requirements for the organizational and personal aspects of stress management and ensure its effectiveness. First of all, the principle of competence. It requires teaching staff performing various roles in the teaching environment to have the necessary knowledge, skills, and abilities in the field of stress management.

Also, the principle of functionality, which defines specific management functions aimed at effectively managing stress in the teaching environment. Moreover, the principle of instrumentality, which implies that the teacher has strategies and techniques for stress management, including cognitive-behavioural mechanisms for minimizing the influence of stress factors when organizing teaching activities.

Finally, the principle of systematicity and consistency, based on the organization of systematic work on stress management. It takes into account the specifics of the pedagogical space, emerging situations and individual characteristics of teaching staff capable of implementing a unified, balanced approach to stress management in the content and procedural aspects [10].

Focus on the indicated principles of stress management in the teaching environment. Consideration of the above approaches to this issue will allow identifying priority areas that constitute the organizational and pedagogical path of work on stress management in the activities of a social teacher. These areas include:

1. Monitoring the state of the teaching environment, resources, and personnel. This includes examining features of intersubjective communications, connections with the social environment, and factors that can cause stress and lead to the development of stress reactions.

2. Determining targets for stress management activities based on an analysis of the factors that cause stress in the teaching environment. This also involves planning stress management activities based on predicting their consequences.

3. Developing a system of socio-psychological and socio-pedagogical support in an educational organization. This includes creating a set of measures to develop teachers' motivation for the formation and use of anti-stress behaviour.

4. Determining the composition of content-functional and procedural measures for stress management in an educational organization. This determination is based on monitoring data of available resources and the human resources potential of the teaching environment.

5. Carrying out work to develop the competencies of teaching staff and other employees of an educational organization in the field of regulating emotional state and behaviour in stressful situations.

6. Creating an information and methodological base that combines effective stress management practices.

7. Creating diagnostic tools and developing a mechanism for assessing the individual success of a teacher in stress management. This includes assessing the quality of organizational measures for carrying out this work to analyse its effectiveness and make the necessary adjustments to its content and organization.

Stress management in professional activities is aimed at preventing stress in the workplace, developing and applying methods to mitigate the negative effects of stress, as well as creating technologies for quickly restoring the strength and performance of teachers. For modern social educators, it is important to have stress management skills, as this is a necessary condition for their effective work.

The appearance of stress interferes with professional activity, disrupts interaction with students and colleagues, reduces performance and satisfaction with professional activities, and also affects the personal and characterological qualities of a teacher. Stress management in professional activity is carried out at two levels: organizational and individual [11].

These two aspects are interconnected. A teacher cannot overcome stress on his own if appropriate conditions are not created in the organization. At the same time, the conditions created by management will not help employees deal with stress if they themselves do not want to do this.

Stress management at the organizational level includes several measures. These measures involve the creation of a favourable organizational climate and the establishment of a feedback system. Additionally, they include the participation of teachers in decision-making and the use of team and project forms of work.

A clear definition of job responsibilities and personal responsibilities is also important. Equal distribution of workload is another key measure. Furthermore, providing social support for teachers is essential. Finally, the implementation of special stress management programs is included.

One of the primary tasks of stress management is its timely recognition. It is necessary to determine the cause of stress, paying attention to its behavioural, intellectual, physiological and emotional manifestations in teachers.

This requires an integrated approach, including diagnostics of objective and subjective performance indicators. To successfully combat stress, it is important that teachers themselves strive to learn how to cope with stressful situations.

At the Municipal State Institution "Center for Support of Children in Difficult Life Situations" of the Education Department of the city of Almaty, an individual stress management program is being implemented. It includes two main areas: relaxation and behaviour modification.

The first involves concentration on various parts of the body, relaxation and muscle tension, that is, it combines the approaches of meditation and auto-training. The second, characterized by increased activity and assertiveness, consists of replacing a negative emotional reaction with a positive one in stressful situations. In general, individual stress management depends on the personal qualities of teachers.

The individual time limit for stress is different for each person [12]. Some teachers are able to easily adapt to stress and remain productive even under prolonged overload, while others can feel a strong impact from even small loads; There are also teachers who show high performance exclusively in stressful situations.

This program is based on the fact that stress management is a necessary condition for normal professional activity, as it provides the opportunity to consciously manage stress. Thus, the institution identifies three main strategies: avoiding stress factors, changing stress factors and changing attitudes towards stress factors.

The concept involves training social educators in the skills of individual diagnosis of stressful situations, mitigating the negative impact of stressors, and effectively managing the body's reactions to changes in the external environment. Thus, this makes it possible to maintain the effectiveness and safety of a social teacher in the implementation of his professional activities, to be able to prevent stressful situations and overcome them with the help of conscious stress management.

To implement the proposed areas of work on stress management in the activities of social educators, it is necessary to use appropriate organizational tools, presented by a system of methods that are considered within the framework of three components: normative, psychological-pedagogical and personality-oriented. The normative component of the instrumental approach to stress management is associated with the development of a unified program. It is normatively fixed at the level of the educational organization and regulates the activities of all its participants in stress management.

The program "Stress Management in the Activities of a Social Educator" provides for possible changes in the environment associated with changes in the role functions of the participants in the relationship, modification of the system of connections and relationships. The psychological and pedagogical component is aimed at developing in workers' competencies related to theoretical knowledge about stress in the work of a social teacher, practical skills of their application in various professional situations.

The personality-oriented component includes a system of knowledge about the individual psychological characteristics of each teacher, his abilities. Moreover,

personal and professional qualities, as well as the specifics of behaviour in various professional situations and readiness to manage stress.

The implementation of these areas of organizing work on stress management in the pedagogical environment affects the personal and organizational aspects of the professional work of teachers. It also impacts the content, structural, and instrumental components of the stress management system.

This will contribute to the creation and maintenance of a comfortable socio-psychological climate in the pedagogical space. Additionally, it will support the personal and professional development of teaching staff, organizational stability of the educational environment, and the improvement of the quality of functioning of all its components.

Thus, stress management in the activities of social educators is an important and significant mechanism both at the personal and organizational levels in the process of functioning and development of an educational organization. It is a special type of activity that is carried out both by individual teachers and organizational structures.

The main goal of this activity is to prevent and reduce the negative consequences of stress. Also, ensure the psychophysiological stability of participants in the educational process, as well as maintain the effectiveness of teaching work.

## Discussion

The problem of increasing the productivity of teaching activities is one of the important tasks in pedagogical science and practice. According to socio-demographic studies, teaching work falls into the category of psychologically difficult activities. The group of professions, including pedagogical work in the system of subject-subject relationships, has its own characteristics that distinguish it from work in the system of subject-object relationships.

A particularly unfavourable situation for the mental state of teachers is created in lyceums, gymnasiums, and institutes due to the increased intensification of training and increased teaching loads on teachers and students. The accumulation of dissatisfaction and negative emotions,

frequent volitional efforts and active intellectual activity lead to a decrease in physical and mental activity, chronic fatigue and stress with characteristic physical and mental manifestations. One of the factors influencing the effectiveness of teaching activities is the teacher's ability to manage stress, that is, his stress resistance.

There are different approaches to understanding the essence of stress and the causes of its occurrence. For example, J. Parker [13] understands stress as a state of general psychophysical tension that occurs in an individual under the influence of extreme conditions that disrupts the adaptation mechanisms of the body and psyche.

According to M. Moudatsou et al. [14], stress is a non-specific reaction of the body to the environment, requiring various multifunctional restructuring of the body in accordance with adaptation. Based on this, this phenomenon of "adaptation syndrome" can be divided into three stages: anxiety, resistance (adaptation) and exhaustion.

As T. Foy et al. [15] write, calm is facilitated by a combination of personal qualities that allow a person to endure significant intellectual, volitional and emotional stress associated with the characteristics of professional activity, without negative consequences for work, others, and health. Thus, stress resistance is an integrative property of a person, which is characterized by the necessary degree of adaptation of the individual to the effects of extreme environmental factors and professional activity.

M. Berg-Weger and J.E. Morley [16] note that the work of teachers is one of the most difficult types of social activity from a psychological point of view and includes many stress factors. It is worth agreeing with this, since most teachers associate the state of stress with conflicts that arise in teaching activities. If such conflicts are prolonged, they inevitably lead to diseases. But at the same time, not only an excess of stimuli, but also a lack of them can become unfavourable stressors.

Monotonous work, isolation, lack of communication, loneliness, and other similar living conditions of a teacher are considered sources of nervous exhaustion. M. Goligtlely and M. Holloway [17] write that stressful conditions in teaching can be divided into several groups (Table 1).

**Table 1.** Groups of stressful conditions in teaching

Category	Stress Factors
Stress associated with the conditions of teaching work	<ul style="list-style-type: none"> <li>• the need to quickly switch during work;</li> <li>• monotonous activity;</li> <li>• obligation to work from home;</li> <li>• overload (extra work, lessons);</li> <li>• financial difficulties.</li> </ul>
Stress arising for personal reasons	<ul style="list-style-type: none"> <li>• lack of time;</li> <li>• disappointment in choosing a profession;</li> <li>• problems communicating with students, colleagues, and parents;</li> <li>• lack of knowledge;</li> <li>• "burnout" at work.</li> </ul>
Stressors-conflicts in communication with students	<ul style="list-style-type: none"> <li>• problems with discipline in the classroom;</li> <li>• low performance in the subject;</li> <li>• conflicts with students and their parents.</li> </ul>
Stress in communicating with colleagues	<ul style="list-style-type: none"> <li>• unpleasant comments about work and personality from colleagues;</li> </ul>

	<ul style="list-style-type: none"> <li>• psychophysiological incompatibility;</li> <li>• conflicts based on differences in professional opinion.</li> </ul>
Stressful causes associated with management factors	<ul style="list-style-type: none"> <li>• conflicts with the administration due to its low management culture and incompetence;</li> <li>• inadequate assessment of workers' work by the administration;</li> <li>• the manager's distrust of the employee's abilities and capabilities;</li> <li>• difficulties associated with employee certification;</li> <li>• lack of knowledge on the part of the manager about the individual characteristics of the employee.</li> </ul>

**Source:** compiled by the authors.

Stress can have various manifestations and negative effects, not only on a person's mental state, but also on his body as a whole. According to K. O'Donoghue and R. O'Donoghue [18], in situations of stress, the human body reacts by increasing blood pressure, increasing muscle tension, dilating pupils and increasing hormonal activity.

It is worth agreeing with this, since if the body is in a state of high alert for a long time, the immune system and internal organs are negatively affected, which ultimately harms the person. Stress is considered not only as a negative factor, but also as the main tool for training and hardening. It helps to increase the body's resistance and trains its defence mechanisms. It is an ally in the body's continuous adaptation to any changes in the environment.

One of the most common causes of stress is professional burnout among teachers. Indicators of teacher professional health include pedagogical orientation, pedagogical flexibility and competence. T. Kourgiantakis et al. [19] note that emotional burnout syndrome (EBS) occurs as a reaction of the body to prolonged exposure to professional stress. It is worth adding to the author's position that EBS includes three main components. These are:

1. Emotional exhaustion, which is manifested in a feeling of psychological overstrain, a sense of emptiness, fatigue, and loss of interest in work.

2. Depersonalization, where there is an indifferent and sometimes negative attitude towards the people the teacher works with, and a formalization of contacts with them.

3. A decrease in professional achievements, characterized by a feeling of incompetence in one's own professional field.

M. Wilberforce et al. [20] believe that professional burnout is accompanied by a number of symptoms. It includes behavioural problems (constantly looking at the clock, being late, increased consumption of psychoactive substances such as coffee and smoking).

Also, affective problems (bad mood, loss of sense of humour, self-criticism). Moreover, cognitive problems (constant thoughts about quitting work, inability to concentrate, lack of confidence in one's abilities). And finally, physical (sleep disturbances, headaches, health problems), as well as communication problems [20].

In turn, G. Kinman and L. Grant [21] write that the problem of stress resistance of teachers is the problem of ensuring the preservation and increase in the productivity of their professional activities in the face of increasing workloads. It involves maintaining mental health and overcoming critical life situations.

Based on these positions of the authors, several ways to prevent professional burnout can be identified: using relaxation and rest methods to relieve tension and stress. Effectively managing time and tasks to reduce overload and increase productivity. Maintaining physical health through a healthy diet, regular physical activity, and adequate sleep.

Awareness and analysis of sources of stress to develop effective strategies to counteract them. Engaging in enjoyable and exciting activities helps relieve stress and enjoy temporary distraction from work problems. Finding and focusing on the positive aspects of one's work and life in general. Willingness to adapt and change, flexibility of thinking, and openness to new opportunities.

Awareness of one's role and responsibility for one's well-being and self-care. Development of self-awareness, inner harmony, and self-acceptance in the context of one's work. Active participation in resolving problems and conflicts, preventing their accumulation and aggravation.

Thus, the problem of stress management in the professional activities of a social teacher is relevant in the modern world. Moreover, mastering stress management techniques is the main way to improve the health, performance, and quality of life of a teacher. In most cases, teachers experience stress due to the nature of their professional activities.

If effective measures are not taken to overcome stress in a timely manner, chronic troubles in professional activities can lead to negative emotional experiences and maladaptive behaviour of the teacher. In turn, this can negatively affect their health and the sustainability of the educational institution as a whole. Based on this, timely counteraction and management of stress is important.

## Conclusions

This study was conducted to study methods and techniques for managing and countering stress among future social educators. It was revealed that professional stress is a tension in the psychological nature of the subject, which is caused by a number of negative factors in the professional sphere. It is a process in which the requirements exceed the individual's ability to satisfy these requirements, an imbalance in the system and a decrease in the ability to satisfy personal needs.

It was noted that the academic environment has a number of specific features that have a significant impact on the subjects of the educational process. As a result, a survey was conducted in which 127 future social educators took part.

Thanks to this, it was revealed that the majority of respondents experienced stress and emotional burnout.

Among the main reasons identified were heavy teaching load, personal problems and an unfavourable academic environment. These factors have a significant impact on the psycho-emotional state of students, and therefore the need to take a range of measures to manage and counteract stress was noted.

One of these methods is stress management, which allows developing the necessary skills to eliminate negative factors and maintain a stable state. To implement the identified recommendations, a special course "Stress Management in the Activities of a Social Teacher" was offered.

Its peculiarity is that it will touch upon various aspects of the professional work of social educators, as well as the content, structural and instrumental components of the stress management system. This will help create and maintain a comfortable socio-psychological climate in the

pedagogical space, influence personal and professional development, organizational stability of the educational environment and improve the quality of functioning of all its components.

Thus, this provides an opportunity to stabilize the psycho-emotional state and be more effectively implemented in professional activities. Subsequent research will focus on comprehensive programs and interventions to prevent burnout among teachers and students.

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N/A.

#### Conflict of Interest

None.

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## **Управління та протидія стресу у професійній діяльності: Підготовка майбутніх соціальних педагогів**

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### **Анотація**

**Актуальність.** Актуальність дослідження обумовлена широким поширенням нестабільного психоемоційного стану в академічному середовищі, що має значний вплив на реалізацію трудової діяльності.

**Мета.** Метою роботи є розгляд методів та прийомів управління та протидії стресу в професійній діяльності серед майбутніх соціальних педагогів.

**Методологія.** Для досягнення мети використовувалися такі методи, як логічний, функціональний аналіз, дедукція, індукція, синтез та опитування.

**Результати.** У ході дослідження були охарактеризовані поняття «стрес» та «синдром емоційного вигорання», виділені їх характерні особливості, принципи реалізації та вплив на психоемоційний стан людини. Було проведено опитування серед 127 студентів спеціальності «Соціальна педагогіка» на базі Євразійського національного університету ім. Л.Н. Гумільова.

**Висновки.** Дослідження дозволило виявити поширеність нестабільних психоемоційних станів серед майбутніх фахівців, охарактеризувати та визначити причини їх виникнення. Це, в свою чергу, допомогло провести детальніший аналіз необхідних методів та прийомів, що усунули б негативні фактори. Управління стресом розглядається як одна з необхідних складових у протидії та управлінні стресом у професійній діяльності. Також було запропоновано створити спеціальний курс, який би допоміг студентам розвивати навички управління стресом в академічному середовищі. Практична цінність отриманих результатів полягає у наданні рекомендацій, які дозволять усунути негативні стресові фактори, свідомо та компетентно ними керувати, що, в свою чергу, допоможе стабілізувати психоемоційний стан майбутніх соціальних педагогів та ефективно реалізувати себе у професійній діяльності.

**Ключові слова:** синдром емоційного вигорання; виснаження; академічне середовище; дестабілізація психічного стану; інтенсивне навантаження.