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PEDAGOGICAL CONDITIONS FOR MANAGING STRESS OF PRESCHOOL CHILDREN

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The article is devoted to stressful conditions that cause serious disorders in the body in children: both physically and mentally. Therefore, there is a need to create psychological and pedagogical conditions for managing the stressful conditions of children in educational activities, communication with parents, adults and peers. In modern life, preschool children are constantly faced with stressful situations. They are associated with minor everyday problems, tense family relationships, etc. In this regard, the purpose of this study is to determine the pedagogical conditions for managing stress conditions in preschool children.

Particular attention is paid to the importance of improving pedagogical conditions for preschool children to deal with the effects of stress, which determined the need for new approaches in the selection of methods to solve this problem. The results of a survey of parents of children aged 3 to 5 years are analyzed, which makes it possible to note the destructive impact of stressful situations on the personality of children. Various forms of communication are recommended as pedagogical conditions for managing the stressful state of preschool children.

Key words: stress, stressful situation, pedagogical conditions, correction methods, psychological and pedagogical support, preschool children.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ УПРАВЛЕНИЯ СТРЕССОВЫМ СОСТОЯНИЕМ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

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Статья посвящена стрессовым состояниям, которые вызывают у детей серьезные нарушения в организме: как в физическом плане, так и в психическом. Поэтому возникает необходимость в создании психолого – педагогических условий управления стрессовыми состояниями детей в учебной деятельности, общении с родителями, взрослыми и сверстниками. В современной жизни дети дошкольного возраста постоянно сталкиваются со стрессовыми ситуациями. Они связаны с мелкими бытовыми проблемами, напряженными отношениями в семье и т.д. В этой связи, цель данного исследования – определить педагогические условия управления стрессовыми состояниями детей дошкольного возраста.

Особое внимание уделено важности совершенствования педагогических условий для детей дошкольного возраста к воздействию стресса, что и определило потребность в новых подходах в подборе методов, обеспечивающих решение данной проблемы. Анализируются результаты анкетирования родителей детей в возрасте от 3 до 5 лет, что позволяет отметить деструктивное влияние стрессовых ситуаций на личность детей. В качестве педагогических условий управления стрессовым состоянием детей дошкольного возраста рекомендуются различные формы общения.

Ключевые слова: стресс, стрессовая ситуация, педагогические условия, методы коррекции, психолого-педагогическое сопровождение, дети дошкольного возраста.

МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫҢ КҮЙЗЕЛІС ЖАҒДАЙЫН БАСҚАРУДЫҢ ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ

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Мақала балалардың денесінде ауыр бұзылуларды тудыратын стресстік жағдайларға арналған: физикалық және психикалық. Сондықтан оқу іс-әрекетінде, ата-аналармен, ересектермен және құрдастарымен қарым-қатынаста балалардың стресстік жағдайларын басқару үшін психологиялық-педагогикалық жағдайлар жасау қажет. Қазіргі өмірде мектеп жасына дейінгі балалар үнемі стресстік жағдайларға тап болады. Олар күнделікті ұсақ-түйек проблемалармен, шиеленісті отбасылық қарым-қатынастармен және т.б. Осыған байланысты бұл зерттеудің мақсаты мектеп жасына дейінгі балалардың стресстік жағдайларын басқарудың педагогикалық шарттарын анықтау болып табылады.

Мектеп жасына дейінгі балалардың стресстің әсерімен күресу үшін педагогикалық жағдайларды жақсартудың маңыздылығына ерекше назар аударылады, бұл осы мәселені шешу әдістерін таңдауда жаңа көзқарастардың қажеттілігін анықтады. 3 жастан 5 жасқа дейінгі балалардың ата-аналарына жүргізілген сауалнаманың нәтижелері талданады, бұл стресстік жағдайлардың балалардың жеке басына деструктивті әсерін атап өтуге мүмкіндік береді. Мектеп жасына дейінгі балалардың стресстік жағдайын басқарудың педагогикалық шарттары ретінде қарым-қатынастың әртүрлі формалары ұсынылады.

Түйінді сөздер: стресс, күйзеліс жағдайы, педагогикалық жағдайлар, түзету шаралары, психологиялық-педагогикалық қолдау, мектеп жасына дейінгі балалар.

INTRODUCTION

The actual problem of childhood is to prevent the transition of the child from a state of stress to distress, when the abilities are inadequate for the situation being experienced. In this state, the child cannot find the necessary information to solve the problem, he has a feeling of helplessness, personal prognosis becomes negative. This issue has been important among the scholars and educators.

In this connection, Kelly Yeo, Erica Frydenberg, Elizabeth Northam stated the fact that the child is not able to adapt functionally, physically, psychologically to a stressful situation and its long-term effects. The experience of such a situation entails the manifestation of the qualities inherent in an unsuccessful action. Interest in activity is lost, safety needs come first, the creative component of activity loses its relevance [1].

Preschool age refers to the period of childhood from 3 to 5 years. It is at this time that intensive maturation and development of the systems and functions of the body takes place: the growth of the child, body weight increases, and the nervous system improves. C. Kosnik, C. Beck, A. Lin Goodwin proved that all this creates the prerequisites for the subsequent formation of the child's personality, the emergence of cognitive mental processes and the mastery of various types of activity [2].

It is also important to understand that the requirement "I am myself", which is characteristic of a child of the third year of life. First of all, it reflects the emergence of a new need for independent actions in the child, and not the actual level of his abilities.

The reason is that the younger age is the most important period in the development of a preschooler. It is at this time that the transition of the baby to new relationships with adults, peers, with the old world takes place.

This is a complex stage of development of any personality. We need to develop modern conditions for organizing child's activities which exists by the presence of stressful situations. They are caused by the direct influence of educational and cognitive processes, behavior and activities of educators, the child's parents and the immediate environment. To sum up the present article is devoted to complex analysis of modern conditions for organizing preschooler's activities that prevents different stressful situations.

METHODS AND METHODOLOGY

The research has used systematic descriptive analysis on development of pedagogical conditions related to the management of stress effects of preschool children. The overview of literature gave opportunities to define pedagogical conditions for managing stress in preschool children. Empirical research methods, like a survey with parents of kindergarten was used that provide a solution to this problem. The results of a survey conducted with 52 parents of 3 to 5 years preschoolers of kindergartens of Karaganda city. The answers of respondents allowed us to determine that stressful situations have a destructive effect on the child's personality.

LITERATURE OVERVIEW

According to Ye.A. Strebeleva, 'a person's personality develops as a complex result of communication. Personality is a product of socio-historical development' [3]. Psychologist pays attention to the "crisis of three years", when the younger preschooler, until recently so accommodating. He begins to show intolerance towards the guardianship of an adult, the desire to insist on his demand, perseverance in the implementation of his goals. This indicates that the former type of relationship between an adult and a child should be changed in the direction of giving the baby greater independence and enriching his activities with new content.

Paraskevi Foti stated the fact that "The transition process may be viewed positively or negatively. Positive treatment evokes pleasant emotions such as joy, confidence, satisfaction, pleasure, and motivation for further development. On the contrary, through the negative approach, feelings of anxiety, fear, anxiety, denial, annoyance, upset and uncertainty appear" [4].

The following Methodists, as N. Sadvakassova, Z. Karmanova, V. Bobrova also prove the role of kindergartens: "the official and exclusively responsible institution with the transmission, reproduction of knowledge, the only institution that has the right to certify the possession of knowledge". Modern conditions for the organization of a child's activities in life are distinguished by the presence of stressful situations caused both by the direct influence of educational and cognitive processes. They are caused also through the behaviors and activities of educators, the child's parents and the immediate environment. Considers that the relation to intelligence in the mental development of the child is interconnected systems. The family and the pre-school belong to the microsystem which directly influence on the child. The cooperation of them is an important factor for the organization and successful outcome of the transition from one environment to another [5].

According to the teachings of Lakieshia Jones, three stages of stress are distinguished: the stage of anxiety, the stage of resistance, and the stage of exhaustion. Stress experienced in the eustress mode contributes to the realization and disclosure of the potential of the child's personality. During the performance of the work, a positive emotional background arises. The child starts to analyze the experience of solving similar problems in the past. He is not afraid to build a positive forecast for the future; confident that he will receive approval from significant adults and peers. He has sufficient functional, physical, technical-tactical, psychological preparedness; the results of the preschooler's sport activity are considered as positive [6].

Therefore, the task of an adult is to support the desire for independence, not to extinguish it by criticizing the child's inept actions, not to undermine the child's faith in his own strengths, expressing impatience with his slow and inept actions. The main thing is to help each child notice the growth of their achievements, to feel the joy of experiencing success in their activities.

According to Kelly Yeo, Erica Frydenberg, Elizabeth Northam, Janice Deans, there are three distinct dimensions of coping were identified: positive coping, negative coping that is emotional expression, and negative coping is defined as emotional inhibition [1, p.9].

The desire for independence is formed in the experience of cooperation with adults. In joint activities, the pre-schooler child learns methods and techniques of action. He gets acquainted with an example of behavior and attitude. He also learns to act independently, taking into account growing opportunities, and strives to achieve a better result.

FINDINGS AND DISCUSSION

The mental state is a holistic characteristic of the human psyche in the current period or moment in time. The current mental state determines the originality of all processes currently taking place in the human psyche: attention, thinking, imagination, will, behavior, etc. The current state depends on many factors: on the properties of a person's personality. The long-term state, current situation and assessment its subject, the actual needs of the subject and his capabilities. In each such case, an adult analyzes the reasons and finds ways to establish contacts between the child and peers. Children of this age actively strive for cognitive and intellectual communication.

Karmanova, S. Abylaikhan, M. Alpysbayeva, N. Sadvakassova wrote that new features appear in the communication of middle preschoolers with adults. A serious mistake is made by an adult if he dismisses the child's questions, does not notice them, or answers with irritation, hastily, without a desire. The benevolent, interested attitude of an adult to children's issues and problems, the readiness to discuss them on an equal footing with children helps to support and direct children's cognitive activity in the right direction. On the other hand, it strengthens the child's trust in an adult. This promotes a sense of respect for elders [7].

B. Hemmings, S. Woodcock propose to use pictures for children to prevent stress, while other scholars say we need to determine conditions for preventing negative conditions for children. Preschoolers have an awakening of interest in the rules of behavior. It is by the age of five that numerous complaints begin. They are the statements of children that something is wrong or someone does not fulfill some requirement. Meanwhile, the "statement" of the child indicates that he has comprehended the requirement as necessary. And it is important for him to receive authoritative confirmation of the correctness of his opinion, as well as to hear additional explanations from the educator about the "limits" of the rule. Discussing what happened with the child, we help him establish himself in the right behavior [8].

I.V. Shcherbatykh pointed out that mental states are a way of non-volitional control of human behavior in order to adapt it to the environment. The advantages of this state in saving time and effort on the conscious regulation of behavior. Cons – in the stereotypy of the reactions that arise. In the resistance to the conscious choice of a person in the event that he carries out activities (a typical example is the state of fatigue during training) [9].

Each of them at some point in life feels the corresponding feelings, which differ in quality and intensity. It is these temporary changes in the human psyche that are called the mental state.

N. Sadvakassova, Z. Karmanova, J. Danek stressed that stress manifests itself at five levels:

- chemical (metabolic disorders, changes in the composition of blood, gastric juice, etc.);
- physical (pain, discomfort, muscle cramps);
- mental (nervous disorders);
- emotional (inadequate mental reactions, anxiety, irritability, fear, bad mood);
- behavioral (aggression, suicide attempts, etc.).

According to some definitions 'Stress is an imbalance in the body, spasmodic increases in energy so that it can be used when faced with danger' [10].

There are four mental states that every person has and have a positive and negative effect on our behavior and well-being, in addition to mood. More common and relevant in our lives is the state of mental fatigue.

1. *Mental stress* is when a lot of mental effort is needed to achieve the goal.

- anxiety, fear, anger, concern;
- increased pressure, pulse rate, temperature.

Possible changes in the speed of thought processes and the nature of physical activity.

A state of mental stress occurs when:

- Time to complete a task or responsible work is limited;
- In the absence of insufficient information.

2. *The state of psychological anxiety*. This is when you expect results, that is, there is a goal. But there are no ways to achieve it.

The state of mental anxiety is especially characteristic of people who are dependent on others, unsure of themselves. These people perceive any life situations as an assessment of their personal qualities or competencies.

It should be emphasized that the state of anxiety is a situational reaction and depends on the inclination of the person himself to a negative forecast of personal activity (for example: "Everything is bad and only, as always with me").

3. A very difficult mental state – *emotional stress*. This is when there is an extreme situation. There is a goal, but its achievement does not depend on the person.

4. *Physiological stress* is the result of the influence of physical stimuli (noisy music, sound, bright light). Psychological stress is the result of the actions of an extreme situation, the attitude of people towards it, as well as an assessment of its complexity.

From a physical point of view, the development of fatigue indicates a decrease in the body's internal reserves. It is about its transition to less effective methods of activity. As a result, the pace of work, attention, rhythm and coordination of movement decrease. From a psychological point of view, fatigue is depression, irritation, anger, low activity (or randomness), memory impairment, weakening of the will (decreased endurance, determination, self-control, the disappearance of incontinence) and drowsiness.

A preschooler of the 5th year of life is highly active. This creates new opportunities for the development of independence in all spheres of his life. Children of this year of life clearly show interest in the game. The game continues to be the main form of organization of their lives.

As stated by scholars 'The most dangerous for human life is chronic stress, which is characterized by a constant violation of internal balance. Symptoms of chronic stress: impaired memory and concentration: aggressiveness, anxiety, insomnia, depression, guilt, suicidal thoughts. The consequences of chronic stress are: headache, psoriasis, back pain, hair loss, high blood pressure, heart disease, weakening of the body's immune defenses and etc.' [11].

During the preschool years, children experience rapid growth in areas of the brain associated with self-regulation. It makes them developmentally much more prepared to learn and use self-regulation skills. Chronic stress is the result of constantly being in an environment full of dangers, the constant repetition of a traumatic situation. What are the negative effects of stress? Negative stress:

- cause negative emotions and therefore paint the world around in gray tones;
- develop self-doubt and form a sense of guilt, generate fear;
- impair communication and thought processes;
- take away vital energy (lead to rapid fatigue of the human body), lower vitality;
- create problems in family relationships;
- impede professional activity, reduce job satisfaction;
- make a person irritable, aggressive or lead to depression;
- deform the character and personal qualities of a person, suppress his will;
- destroy one's health;
- lead to the loss of the meaning of life.

Stress in pre-schoolchildren is different in strength, character, symptoms. Stress can be traumatic. It is caused by a strong traumatic factor: the death of loved ones, a break with a loved one, a car accident, violence, physical trauma. Traumatic stress is a normal reaction to abnormal circumstances. Therefore, people who find themselves in such circumstances sometimes seem abnormal.

Traumatic stress among preschoolers is a special form of the general stress response. Stress becomes such, overloads the mental and physiological adaptive capabilities of a person and destroys the defense. It becomes traumatic. Psychological trauma can be eliminated during recovery or when building a new defense. But it is not uncommon for psychological trauma to make itself felt years later, again forcing us to relive long past events. In this case, we are dealing with the so-called post-traumatic stress.

Post-traumatic stress is a psychological deformation of the personality caused by certain negative events. Post-traumatic stress has the following manifestations:

- stubbornly avoiding anything that may be associated with the trauma (thoughts, actions, places, or people that are reminiscent of the trauma);
- there is an inability to remember important episodes of the trauma, and accordingly the person cannot rationalize or react to the traumatic event
- loses interest in life, a person becomes indifferent to everything, nothing fascinates him.
- Shows a sense of alienation from others, a feeling of loneliness.
- Dullness of emotions – inability to experience strong feelings (love, hate, etc.).
- There is a sense of a shortened future and the expectation of death.

Let's pay attention to the fact that not always and not all stresses are negative. To a certain extent, stress is even useful. It plays a mobilizing role and helps a person adapt to changing conditions. For example, normative stresses do not injure the psyche, but encourage a person to comprehend the situation, personal growth. They have educational value. But prolonged or severe stress overloads the adaptive capabilities of a person and leads to physical or psychological "breakdowns" in the body.

Stress among preschoolers has its own stages of development. The initial stage, the body's adaptive resources are mobilized. The person is in a state of tension. In this phase, diseases often occur that belong to the category of psychosomatic (gastritis, colitis, ulcers, migraines, allergies).

The stage of resistance occurs with a strong stress factor. A child tries to balance the consumption of adaptive reserves. It mobilizes energy. With prolonged action of the aggressor, fatigue accumulates, leading the body to exhaustion [12].

At this stage of exhaustion, the potential energy of a person is exhausted. Physiological and psychological defenses are broken. By the end of this phase, a person is not able to deal with stress on his own. He needs outside support or the removal of a stressor (Table 1).

Table 1 – Methods of self-regulation of preschoolers for teachers

Stress types	Correction of starting apathy (stimulating effects)	Correction of starting fever (relaxing effects)
Impact through the body	Fast, sharp, linear movements	Slow, smooth, "round" movements
	Muscle tension	Muscle relaxation
	Exposure to cold or thermal contrasts	Exposure to heat
	Massage: collar zone – hard, sacral – soft	Massage: collar area – soft, sacral – hard
Impact through consciousness	Breathing: with an emphasis on exhalation, with a pause after inhalation	Breathing: with an emphasis on inhalation, with a pause after exhalation
	Open spaces	Closed spaces
	Cheerful loud rhythmic music	Calm soft melodic music
	sensory stimulation	sensory deprivation
	Concentration of attention	Deconcentration of attention
	Attention to external objects	Attention to internal objects
	Concentration on sensations of coolness, lightness, cheerfulness	Concentration on sensations of warmth, heaviness, fatigue
	Communication	Insulation
Impact through consciousness	Exaggeration of the importance of upcoming activities	Downplaying the importance of upcoming activities
	Mental introduction to the situation of the observer	Mental inference from the situation of the observer
	Taking responsibility for the situation	Sharing responsibility for the situation

According to our analysis prevention of negative conditions consists of two main approaches:

- a) from the strengthening of psychophysiological health and
- b) from the rational construction of one's life.

Next, data analysis of our empirical research, especially a survey with parents of kindergarten was organized at kindergartens of Karaganda city. The survey questions conducted through google.com among parents of 3 to 5 year children allowed us to determine that stressful situations have a destructive effect on the child's personality. The purpose of survey is to define parents' awareness of stressful situations of their pre-school children. The number of respondents – 52 (Diagram 1).

Survey questions

1. Do you find stressful situations with your child?
 - a. Yes
 - b. No
 - c. Sometimes
2. Do you try to prevent stressful situations for your child?
 - a. Yes
 - b. No
 - c. Sometimes
3. Do you organize entertainment to prevent SS?
 - a. Yes
 - b. No
 - c. Sometimes
4. Do you know any creative skills in your child?
 - a. Yes
 - b. No
 - c. Sometimes

5. Do you try to develop your child's creative skills?
 - a. Yes
 - b. No
 - c. Sometimes
6. Do you help your child to feel individual (to do things himself)?
 - a. Yes
 - b. No
 - c. Sometimes
7. Do you spend more time with your child (play, read books and etc.) for 1-2 hours a day?
 - a. Yes
 - b. No
 - c. Sometimes
8. Do you notice any stress in your child?
 - a. Yes
 - b. No
 - c. Sometimes
9. Do you visit any psychologists (educators of kindergarten) about your child's stressful situations?
 - a. Yes
 - b. No
 - c. Sometimes
10. Do you think kindergarten helps to prevent stressful situations for your child?
 - a. Yes
 - b. No
 - c. Sometimes

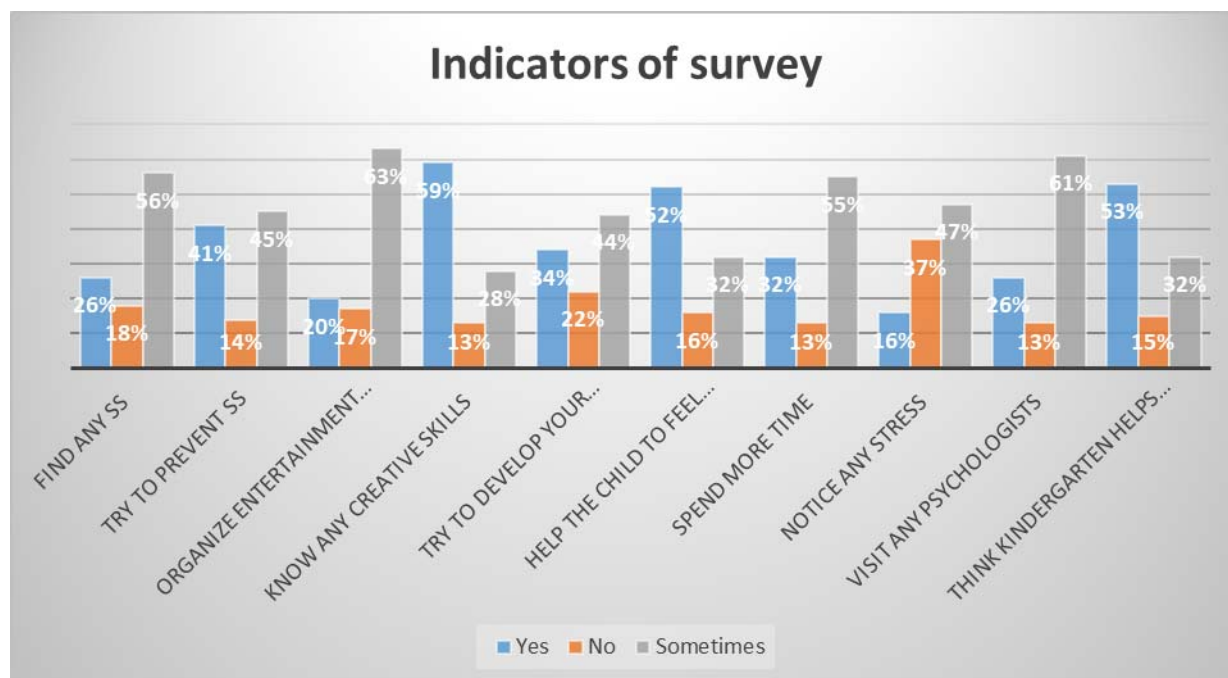


Diagram 1 – Results of survey with parents of pre-schoolchildren

Results of survey revealed that 26% respondents are sure that there are stressful situations with their child and 56% think they have stressful situations. 56% parents try to prevent SS, among them 83% organize entertainment to prevent SS (stressful situation). In this connection, among the 87% parents noticed creative skills in their children and 78% parents try to develop them. 84% parents try to help their children to feel individual and 87% spend time with them in their free time. 84% parents noticed SS in their children. Among the respondents only 13% respondents are sure that they visited psychologists, while 13% parents never visited psychologists and educators. 15% parents are sure that kindergartens can not help to prevent SS in their children.

The results of the survey questions showed that parents always concern about their children, but they need the help of specialists. Pre-school organizations can not always help to prevent stressful situations and gain qualities of social behavior.

As a result of the research, several forms of communication are recommended as methods of educating pre-schoolchildren from depression and stress.

- parents and educators need to prevent stressful situations using the interests of pre-school children, like playing games, reading books, having a talk with them;
- parents should cooperate with the psychologists and educators about the cognitive problems that concern the child. It contributes to the deepening of cognitive interests and activity of children;
- communication in which a child enters, trying to learn something from an adult. Cooperation with adults develops in the child the valuable qualities of social behavior, the ability to accept a common goal, join in joint planning, interact in the process of work, and discuss the results obtained;
- personal communication in which the child enters to discuss with adults the problems associated with the emotional, moral world of people, with their actions, experiences.

Conclusion

In our research we defined that pre-school children always need to share thoughts, plans, impressions with adults. In this communication, the child's social maturation takes place, social value orientations are formed. As a results of stressful situations the meaning of events is realized negatively.

The research results have proven that both educators and parents need to develop special methodology on preventing the traumas and stressful situations through the development of creative skills and readiness for a new social position of pre-schoolchildren. Entering into communication and cooperation, an adult need to show trust, love and respect for a preschooler.

The communication process should be in pedagogical conditions according to children's psychology, age characteristics, emotions, needs and etc. Among them personal communication with preschoolers help them to discuss with adults the problems associated with their social behavior, emotional and physical experiences.

In future, we need to develop methodological program in the development of preschoolers' social behavior, emotional and physical experiences.

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ИСПОЛЬЗОВАНИЕ ВОЗМОЖНОСТЕЙ УЧЕБНО-ОПЫТНОГО УЧАСТКА ДЛЯ ФОРМИРОВАНИЯ БИОЛОГО-ЭКОЛОГИЧЕСКИХ ЗНАНИЙ У УЧАЩИХСЯ СЕЛЬСКИХ ШКОЛ

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В данной статье рассматриваются актуальные вопросы использования базы учебно-опытного участка сельской школы, которая является частью школы, где способствуют развитию