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IMPORTANCE OF BUILDING STUDENTS' STRESS TOLERANCE IN THE ASSESSMENT PROCESS

Abstract. At the present stage, the issue of psychological well-being in the educational space is becoming one of the most relevant scientific directions for practicing teachers and researchers. Identifying and systematically analyzing the factors of stress and anxiety arising in the educational process allows us to improve the quality of education, as well as ensure the effectiveness of teaching. Within the framework of this study, four main questions are considered: first, what learning activities and pedagogical situations are sources of stress for students and teachers; second, what is the impact of anxiety and stress arising in the assessment process on learning outcomes; third, what are the factors that affect the formation of stress tolerance of students and teachers; fourth, what are the effective ways to develop and strengthen students' stress tolerance during their studies. The main method of the study was a theoretical analysis of educational stress in the learning and teaching process. The main goal of the study is to theoretically clarify the phenomenon of stress in educational settings and develop scientifically based recommendations aimed at its prevention. A comprehensive analysis of these issues can serve as a basis for increasing emotional stability in the education system, effectively using the psychological resources of teachers and students, and improving pedagogical strategies.

Keywords: stress, students, education, teacher, stress tolerance.

Introduction

It is no secret that in today's society, due to the rapid development of science and educational technologies, the professional activity of teachers is one of the most stressful types of social activity from a psychological point of view. The profession of a teacher belongs to the group of professions with many stress factors, which in turn indicates the importance of forming such integral skills as stress tolerance. Modern students, who experience a high level of emotional stress while studying at the university due to several visible and non-visible factors, are often subject to negative dynamics in their attitude to educational activity. The result of this situation is a decrease in the level of stress tolerance in educational activities, which leads to disruption of the cognitive, emotional, motivational, attentional, and behavioral spheres of the student's personality. Some studies focus on stress tolerance

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in the context of educational psychology, but they primarily aim to study and develop teachers' stress tolerance. Complementing this perspective, Kassymova et al. emphasize the importance of innovative educational strategies that prevent and correct pedagogical and motivational dysfunctions, pedagogies, and matagogies that arise when the learning environment neglects emotional and moral development [1]. According to a study by Carol Black, it was found that students with low socio-economic levels committed suicide due to poor performance during the exam [2].

According to empirical data, the level of academic stress among students, including the assessment indicator, showed a high context level. For example, research carried out by Huberty et al. found that students' stress levels during the exam increased, and the study also showed that participating in mindfulness-based activities, including using the "Calm" mobile app, contributed to a greater reduction in students' stress. This means that an effective means of reducing stress demonstrates the value of mindfulness and self-pity strategies, especially in academically competitive and high-pressure learning environments where high expectations from teachers and students' families guide their behavior [3].

In China, the psychological stress of students is exacerbated not only by the high risk of the exam, but also by the tendency to prepare for this exam and the risk of strong academic competition, says Moawad in the context of gaokao [4]. Zhao and others advocated similar findings in Chinese schools to develop a program that organizes preventive measures to relieve academic stress in schools. This is important for the implementation of systematic changes at the school level, designed to reduce stress on the basis of programs [5]. On this basis, our main research department is looking for answers to 4 questions:

1. What educational activities (situations) cause stress in students and teachers?
2. What are the effects of anxiety and stress arising from the assessment process?
3. What are the factors of stress tolerance of students and teachers in the educational process?
4. What are the ways to develop and strengthen students' stress tolerance?

The scientific novelty of this study is aimed at providing various stress management methods in the educational process to reduce students' stress levels. The program for developing students' stress resilience covers various topics such as stress response skills, emotional regulation, coping with difficulties, adaptive skills, determining course objectives, course structure, choosing teaching and learning methods, expert-led lessons, assessing learning outcomes, support and resources, considering the university context, relaxation techniques, communication skills, preventing burnout, social support, career development, working with digital tools and platforms, self-care practices, course evaluation and self-assessment.

Research methods and materials

This research is based on a conceptual examination of stress as a psychological and pedagogical phenomenon within the educational environment. The study relies on the theoretical principles of educational psychology and stress research, viewing academic stress as a complex condition shaped by cognitive demands, emotional responses, institutional expectations, and interpersonal interactions.

The methodological orientation of the study is analytical and interpretative in nature. Rather than collecting empirical data, the research seeks to clarify how stress develops in the context of teaching and learning and why both students and educators are vulnerable to it. Special attention is given to stress generated by assessment procedures, academic performance requirements, and role-related responsibilities in educational institutions.

The research framework assumes that stress tolerance is not a fixed trait but a dynamic characteristic that can be cultivated through intentional pedagogical practices. Therefore, the study aims to conceptualize mechanisms for preventing stress and strengthening emotional resilience within the academic setting.

The core method applied in this study was an in-depth theoretical analysis of educational stress in the learning and teaching process. This involved examining scholarly publications, theoretical

models, and psychological interpretations related to anxiety, academic pressure, and coping strategies in education.

A structured review of scientific literature was conducted to identify recurring themes and explanatory approaches concerning the causes of stress among students and teachers. Comparative analysis was used to distinguish between different theoretical perspectives on stress formation and regulation. Conceptual clarification of key terms such as “educational stress,” “anxiety,” and “stress tolerance” was also carried out to ensure terminological precision.

In addition, synthesis and generalization techniques were employed to integrate findings from various sources and formulate preventive recommendations. Through these analytical procedures, the study identifies major stressors in the educational process and outlines theoretical foundations for developing strategies aimed at enhancing emotional stability in both learners and educators.

The main purpose of this study is to theoretically clarify stress in the learning and teaching process and recommend measures to prevent it.

Results and discussion

Stress triggers in education

The problem of organizing and structuring stress-inducing factors within the educational environment remains highly relevant and has not yet been comprehensively resolved. A wide range of conditions associated with the learning process can act as stressors. These include assessment procedures, an excessive academic workload, challenges in self-regulation and time management, and high parental expectations regarding academic achievement.

Additional sources of tension are insufficiently developed social skills, competitive peer environments, financial difficulties, and problems related to maintaining a balance between academic responsibilities and personal life. Many factors can trigger stress that affects the human body. Environmental and institutional conditions, such as overcrowded classrooms, rigid educational systems, limited access to necessary learning resources, financial issues, new area and strict evaluation practices, also contribute to increased stress levels.

One of the most important factors that negatively affects students' self-esteem and self-confidence is the fear of failure. On this basis, although researchers sought to classify and systematize the main factors of stress, a clear, unified, and comprehensive structure has not yet been created. We have identified four main categories that most often cause stress in the educational process in high school students and students (Figure 1).

The first category includes situations directly related to the assessment of knowledge, including exams, intermediate and final tests, poor grades, and Project protection. Therefore, it acts as an important stress factor in the learning process.

The second group consists of factors related to the workload, teaching methodology, and organizational aspects of training. These include intensive curricula, the introduction of innovative pedagogical approaches, the use of distance learning technologies, and participation in extracurricular educational activities. In this context, academic stress occurs when students perceive academic requirements as exceeding available resources and have difficulty meeting performance expectations.

The third group includes psycho-emotional loads associated with structural and status changes in the educational space. Such factors include vital stages as the transition from the stage of general education to the next level, admission to a university, or transfer from one educational institution to another [6]. Especially for students studying in the first year of university, this period takes on a particularly complex character. They go through a multifaceted adaptation process, combined not only with the complication of the curriculum, but also with the need to integrate into a new social environment, change the circle of previous relationships, and adapt to new role expectations. Such transitions are likely to lead to long-term adaptation difficulties. In some cases, the chronic nature of adaptation can affect an increase in emotional instability, an increase in anxiety levels, and an increase in psychological risks [7].

The fourth group includes stressors arising from the system of social interaction in the educational environment. This category includes the relationship between teacher and learner, professional interaction between students and teachers, social contacts in the peer environment, as well as the expectations of parents or family regarding academic achievement [8]. The quality and nature of interpersonal relationships directly affect the emotional state of students. Supportive, trusting, and constructive communication creates conditions for a positive perception of academic demands and an increase in intrinsic motivation, and in the opposite case, that is, when conflicts and excessive pressure occur, stress levels increase, and adaptation to the learning process becomes more complicated.

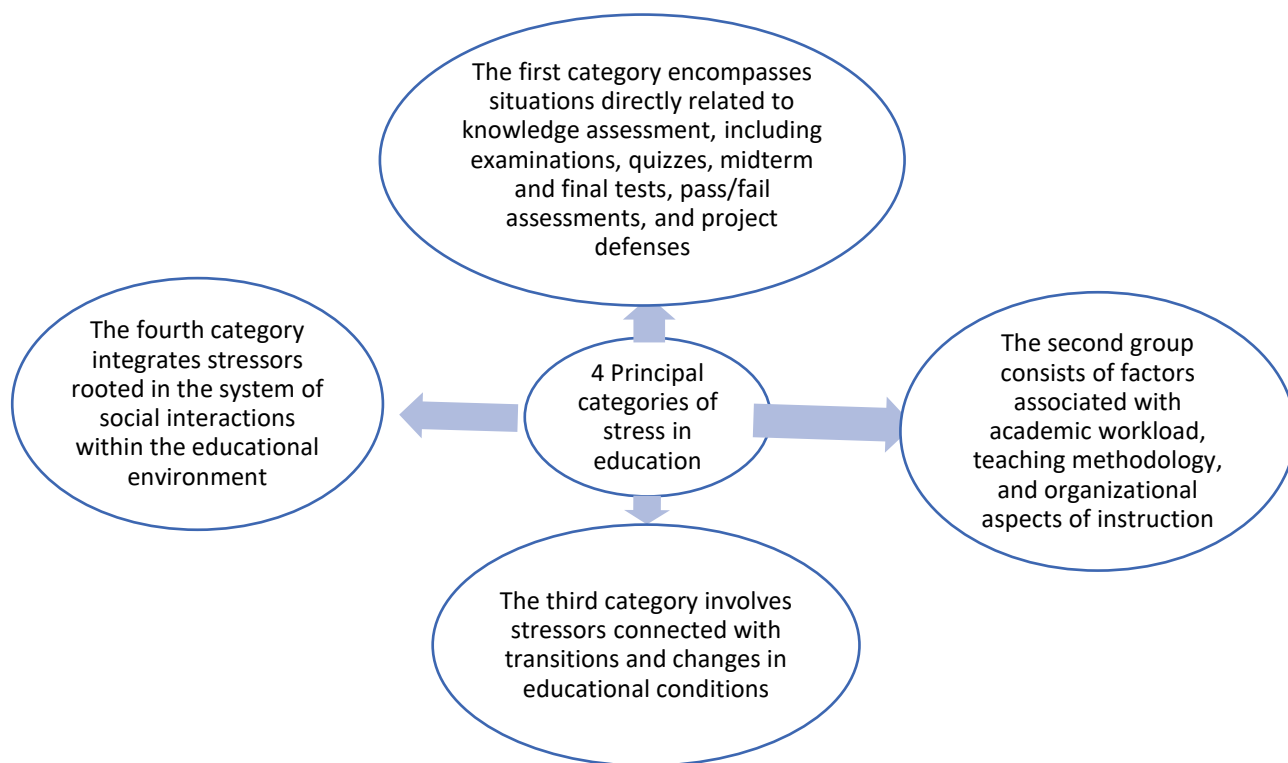


Figure 1 - Categories of stress triggers in education

It is worth noting that stress occurs not only at the moment of passing the exam. In most cases, students' internal expectations about the upcoming result and their subjective assessment of it contribute to their psycho-emotional state in advance. That is, even before the actual assessment procedure is carried out, thoughts about the expected assessment can affect motivational orientations, emotional stability, and features of learning behavior.

Anxiety and stress in the assessment process

Earlier, Roy Sadler (1989) formulated the basic conditions necessary for the effective functioning of formative assessments. According to him, students must first have a clear idea of the projected learning outcomes [9]. Then they need the ability to assess the current level of productivity for these purposes. Thirdly, students should be able to take deliberate actions aimed at reducing the discrepancy between their current indicators and the necessary standards. Without these three interrelated components, the feedback mechanisms run the risk of becoming informational rather than transformational. Thus, limiting their impact on both academic performance and the psychological well-being of students.

This model highlights formative assessment as an interactive, student-centred process. Unlike summative assessment, which is retrospective and judgmental, formative assessment fosters *growth, autonomy, and reflection*. It emphasises feedback, student involvement, and scaffolded learning experiences. It can be seen in Table 1. These strategies aim to promote *student agency*, build *metacognitive skills*, and reduce the fear of failure.

Table 1 - Common formative practices

Formative Strategy	Description
Exit tickets	Short, reflective questions at the end of class
Peer feedback	Structured opportunities for students to give each other feedback
Rubrics with criteria	Clear performance expectations shared in advance
Learning journals	Ongoing written reflections on progress and understanding
One-on-one conferencing	Personalised check-ins between teacher and student
Self-assessment checklists	Tools for students to monitor their own learning

Formative assessment is the process of obtaining information about students' achievements in the course of learning activities to adjust the learning process and support the individual development of the student. Unlike summative assessment, which is traditionally aimed at summarising results (for example, exams and test papers), formative assessment focuses on constant feedback and student development through the assessment of their progress [10]. Research shows that formative assessment promotes a deeper awareness of students' own strengths and weaknesses, which allows them to improve their learning outcomes. An important aspect is that it stimulates self-regulation, self-esteem, and involves students more actively in the learning process, as it provides an opportunity to analyse errors and adjust actions in real time [11].

The emotional well-being of schoolchildren is considered the most important factor influencing their educational activities and personal development. The psychological state of students can affect their ability to concentrate, participate in classes, and achieve learning goals. According to research by Pekrun [12] and Hargreaves, students who experience anxiety and stress due to constant grades tend to decrease learning motivation and also suffer from worse learning outcomes [13]. Anxiety and stress caused by traditional assessment systems can block cognitive abilities and reduce students' self-esteem. On the contrary, psych emotional well-being is associated with high motivation and involvement in the learning process, which, in turn, contributes to higher learning outcomes and develops a positive attitude towards learning activities. One of the key aspects of emotional well-being is students' self-esteem, which is closely related to their perception of the assessment process. Successful completion of educational tasks and receiving positive feedback strengthen self-confidence, reducing anxiety and contributing to the development of academic motivation. Academic engagement includes several aspects: emotional engagement, behavioural engagement, and cognitive engagement [14]. Emotional engagement is associated with showing interest, enthusiasm, and positive emotions in the learning process. Behavioural engagement includes active participation in lessons, completing assignments, and showing initiative. Cognitive activity is directly related to the process of acquiring knowledge and realizing the value of educational material.

Factors for stress tolerance of students and teachers

The problem of developing students' stress tolerance in the process of educational activity remains conceptually fragmented in modern pedagogical psychology. Although the concept of stress tolerance has been studied in clinical psychology, personality psychology and labor psychology, its integration into the theoretical framework of educational activity has not yet had systematic practical application. The lack of a single explanatory model is reflected in several unresolved theoretical and methodological contradictions.

First, despite the extensive debate around the definition of stress tolerance, there is no consensus on its structural components or differences from adjacent concepts such as emotional stability, vitality,

resilience or the ability to cope with stress. In pedagogical psychology, this structure is often used not analytically, but in a descriptive way, which limits its predictive and practical value in the educational context.

Secondly, although stress tolerance is theoretically explained through cognitive-behavioral, psychophysiological and personality-oriented approaches, its functional role in shaping students' attitudes towards learning has not been sufficiently clarified. The mechanisms by which stress tolerance contributes to intrinsic motivation, academic involvement, and perseverance in the face of assessment pressure are still not well understood.

Thirdly, there is a significant gap between theoretical ideas about stress tolerance and the development of scientifically based psychological and pedagogical technologies aimed at developing this quality within the framework of formal education systems.

One of the relatively systematic attempts to conceptualize the stress tolerance of students in the context of learning was proposed by Andreeva [15]. She defined stress tolerance as an integrative personality characteristic, including low levels of personal anxiety and condition, reduced neuropsychiatric stress, adequate self-esteem, and stable academic performance. Importantly, her model emphasizes the interaction of cognitive, emotional, motivational, and behavioral components in ensuring the effective achievement of goals within educational activities. However, although Andreeva's system offers a structural multidimensional description, its empirical verification is still limited to traditional educational situations [15]. The possibility of using this model in a modern digital environment with high rates requires further research. At the same time, the presented psychological and pedagogical technology, formulated as a system of methods and tools aimed at forming a positive attitude of students to learning, does not have enough longitudinal evidence to indicate a sustainable development effect. Khutornaya expanded this area of research by studying the individual structural component of stress tolerance in the face of intellectual difficulties [16]. Her research results show the importance of adequate self-esteem, internal locus of control, achievement motivation, and emotional stability as central determinants of adaptive activity in cognitively difficult situations. In addition, she identified several blockages, including expectations failures, chronic health problems, low self-confidence, and a perceived lack of time [16]. These results show the multidimensional and context-dependent nature of stress tolerance. However, the existing literature still does not provide a complete explanation of how these individual characteristics dynamically interact with the situational stresses inherent in modern assessment systems.

The problem of stress tolerance is also not relevant in pedagogical activity. As a professional field, learning is increasingly characterized by increased social expectations, institutional reforms, and increased accountability mechanisms. Despite this, there is relatively little empirical research on the stress tolerance of teachers. Baranov's dissertation research showed a statistically significant relationship between the components of stress tolerance and the level of pedagogical skill [17]. Teachers who showed high professional competence showed psychological stability, low rates of depressive reactions, reduced irritability, and balanced characteristics of the nervous system [17]. At the same time, intrinsic motives associated with self-realization were more pronounced in highly qualified teachers, which indicates a motivational buffer effect due to stress. However, although these results support the protective function of professional skills, they determine a critical differentiation: in teachers with low pedagogical skills, similar stress indicators correspond to increased vulnerability rather than adaptive stability. This suggests that stress tolerance should not be interpreted only as a stable personal trait, but should be understood as a dynamic system influenced by the formation of professional identity and motivational structure. Baranova and Kholueva also experimentally confirmed the superiority of teachers with high pedagogical skills in the indicators of socio-psychological endurance, in particular, a decrease in irritability and reactive aggressiveness [18]. These results support the assumption that stress tolerance is at the junction of personal development, motivational orientation, and professional competence. In general, the analysis of existing studies shows that although stress tolerance is studied from different psychological points of view, its

systematic integration into a single pedagogical model remains unfinished. Thus, in modern assessment conditions, the development of theoretically justified and empirically confirmed educational technologies aimed at increasing students' stress tolerance is an urgent research task.

Stress tolerance is considered one of the fundamental indicators of a teacher's professional competence. According to Shchurkova, professional qualities of a teacher represent a complex system of socio-psychological characteristics that significantly influence the effectiveness and outcomes of pedagogical activity. In this context, the ability to maintain psychological stability in stressful situations becomes an important professional quality for students and educators. Based on a number of factors, the problem of stress tolerance of special education teachers is particularly relevant from a theoretical and practical point of view. The profession of special education teacher is one of the high-stress professions, as it requires significant emotional investment and advanced skills of self-management, stress tolerance, constant self-control, and self-regulation. The main indicators used to assess stress tolerance include the way of perceiving problematic situations, the level of professional adaptation, and the degree of self-realization of the specialist [19].

The professional role of a special education teacher is multifaceted. In the work performed by such educators, the teacher performs such duties as subject teachers, mentors, classroom teachers, extracurricular coordinators, and, in some cases, representatives of the institution's society, the parent community. This scale of such a multifaceted responsibility often leads to prolonged psychological tension and chronic fatigue. The main goal of special education practice is to solve developmental difficulties and support children in overcoming learning and behavioral problems. However, the result of pedagogical influence is not always at the expected level. In cases where the student's progress is slow or unstable, the teacher is more likely to experience a sense of professional inefficiency. Such internal stress can negatively affect his assessment of his own professional competence, self-confidence, and emotional well-being in general.

Additional stressors are related to organizational conditions within the teaching staff. Limited time for completing professional tasks, insufficient opportunities for professional development, and a lack of personal recovery time contribute to overload. Over time, such conditions may lead to emotional exhaustion and increase the risk of burnout. In children and adults, crisis and stressful mental states create conditions that increase the risk of developing and intensifying deviant behavior, developmental disorders, diseases, etc. These changes are more pronounced when relationships and other changes in the context of education and upbringing, work, and leisure are not considered in the innovative teaching and learning processes [20].

One of the main indicators of professional stress in special education is the constant psycho-emotional interaction of teachers with students, increased responsibility for the results of their education and development; they also need constant self-control and professional self-education, as well as the need to work with a psychologically complex group of students, including children with intellectual and psychophysical developmental disorders.

Furthermore, special educators remain under continuous observation by students, parents, and colleagues, which requires maintaining professional and ethical standards not only during working hours but also beyond them. In stressful circumstances, the level of stress tolerance directly determines the reliability and effectiveness of professional performance. Chronic exposure to stress poses risks not only to physical and mental health but also to work productivity and job satisfaction. It may result in decreased professional fulfillment, distortion of personal and professional qualities, and long-term negative socio-psychological consequences.

A program designed to develop students' stress tolerance

The results of the study are based on a description of the content of a designed program, which is aimed at developing students' stress tolerance and pedagogical opportunities (Table 2). The structure and content of the program were developed taking into account the psycho-emotional characteristics of students, the stress factors of the university environment, and the level of academic workload. The goal of the program is to develop and strengthen students' resilience to stress by

equipping them with effective stress management skills that can be applied to academic situations and everyday life. Key goals include developing stress response skills, improving emotional self-regulation, developing effective coping strategies, and strengthening adaptability and cognitive flexibility.

Table 2 -A program designed to develop students' stress tolerance

<i>Topics</i>	<i>Content of the program</i>
Stress Response Skills	- Helping students recognise their individual stress reactions - Teaching effective self-regulation and stress-reduction techniques
Emotional Regulation	- Developing emotional self-regulation - Learning to recognise and use emotions constructively
Coping with Difficulties	- Preparing students to manage challenges effectively - Developing goal-setting and goal-achievement skills under pressure
Adaptability Skills	- Training cognitive flexibility - Developing the ability to adapt quickly to new situations and generate alternative solutions
Course Goals and Target Audience	- Defining clear learning outcomes - Considering audience characteristics (e.g., first-year students, students with high academic workload)
Course Structure	- Dividing the course into modules (time management, emotional resilience, relaxation techniques, etc.) - Including practical exercises and case-based tasks
Teaching and Learning Methods	- Interactive lectures - Role-playing activities - Case-based learning and simulations
Expert-Led Sessions	- Inviting resilience and stress-management experts - Collaboration with psychologists to enhance practical relevance
Assessment of Learning Outcomes	- Individual student projects focused on resilience development - Assessment of real-life application of acquired skills
Support and Resources	- Access to psychological support services - Development of a resource library on stress management and resilience
University Context Considerations	- Addressing exam-related stress and academic pressure during assessment periods
Relaxation Techniques	- Breathing exercises - Short mindfulness and meditation practices
Communication Skills	- Development of emotional intelligence - Understanding and managing one's own emotions and those of others
Burnout Prevention	- Promoting balance between study, work, and leisure activities
Social Support	- Group projects aimed at fostering peer support and collaboration
Career Development	- Managing career-related stress and workplace challenges
Digital Tools and Platforms	- Integration of online resources, applications, and digital platforms for stress management
Self-Care Practices	- Emphasising physical activity and personal well-being
Course Evaluation and Self-Assessment	- Incorporating self-assessment tools to monitor students' progress

The program is organized in a modular structure and includes interactive lectures, practical exercises, simulations of stressful situations, and group work. The assessment system is aimed at determining the students' ability to complete individual projects, practical tasks, and apply the acquired skills in everyday life. During the education process, it is important to collect feedback from students on a regular basis and update the course to ensure that it remains relevant and effective. Kassymova et al. investigated students' anxiety about oral exams and proposed formative oral

assessment as an assessment-based intervention aimed at reducing anxiety and improving the fairness of assessment and the quality of feedback. Although anxiety remains a central construct in assessment, they recommend oral assessment because it can restructure the exam experience and support learning-focused assessment [21]. Therefore, it is important to include not only the theoretical knowledge acquired by students, but also their behavior and stress tolerance in the assessment criteria.

Begimbetova et al. explored a criterion-based assessment model that aims to increase student motivation and engagement through formative and summative assessment. Formative assessment provides ongoing feedback and support, while summative assessment assesses the overall curriculum at each stage of academic learning and at the end of the year [22]. In order to prevent stress during the assessment process, criteria-based assessment is recommended as a positive approach [22; 23]. Prevention and correction of stress in education is associated with the prevention and correction of pedogenesis (which is a harm resulted from incorrect, destructive and pathological attitudes of teachers towards students), matogenesis (which is a harm resulted from incorrect, destructive and pathological attitudes of students towards teachers), and educogenesis (which is a harm associated with the deformation of organizational conditions and forms of teaching and education) [20]. So, to achieve the expected learning outcomes, it is important to design the teaching and learning environment in a brain-friendly atmosphere.

Stress occurs not only during the assessment process. Stress takes place even in innovative teaching technologies. Arpentieva et al. discuss the concept of innovative stress in higher education. Stress also occurs when implementing innovative ideas in educational institutions. It is important to note that stress in teachers and students, as a cause-and-effect relationship, manifests itself at the individual, interactive, educational, and organizational levels [20]. Our study focuses on four main research questions related to educational stress. The first question presents the factors that cause stress in students and teachers. External determinants of academic stress are multidimensional and reflect various organizational and relational aspects of the educational process. Among these factors, examination procedures are considered the most powerful stressors. The second question examines the impact of anxiety and stress caused by the assessment process. According to the studies of Pekrun and Hargreaves, students who experience anxiety and stress due to constant grades have reduced motivation to study and poorer academic performance [12; 13]. Although another study suggested different ways to manage stress in students, it urges to prevent this problem, not only by the teachers, but also by the team, who should collaboratively work to help students. Young people have even committed suicide and killed themselves in order to make their problems heard by others [24].

The next question identifies the factors of stress tolerance of students and teachers in the educational process. Andreeva considers stress tolerance of students in educational activities as a complex personality trait that includes individual components such as low levels of personal and situational anxiety, low levels of neuropsychic stress, adequate self-esteem, and high academic performance [15]. The constant psycho-emotional interaction of teachers with students, increased responsibility for the results of their education and development, the need for them to constantly exercise self-control and professional self-education, as well as the need to work with a psychologically complex group of students, including children with intellectual and psychophysical developmental disorders, also causes stress in teachers.

As a final question as the scientific novelty of this study, the authors propose a course that aims to increase students' resilience to stress, equipping them with practical skills for managing academic and everyday stress. It focuses on developing stress response skills, emotional self-regulation, effective coping strategies, and cognitive flexibility. Students learn to recognize their stress reactions, use relaxation and self-regulation techniques, and manage difficulties in stressful situations.

As one of the factors of a teacher's tolerance to stress, special attention should be paid to self-reflection, self-control, self-knowledge, and direct appeal to one's own consciousness. From this, it is clear that the path to the formation of a stress-resistant person (teacher) is a path leading to a holistic personality, not interrupted from within by conflicts of motives, doubts, or self-doubts.

Conclusion

In general, it is important for learners and educators to master personal typological features, the characteristics of interpersonal relationships in a team, and to master self-analysis and relaxation skills that prevent the occurrence of diseases, improve health, and improve our relationship with ourselves and the outside world. It is also important to conduct courses structured around modules such as time management, emotional stability, and relaxation practices. Furthermore, assessment should be a learning tool for students, as students take on more responsibility during the assessment process and put more stress on themselves. Educators and students should learn that self-care practices and self-assessment tools allow them to monitor progress and reflect on their personal growth in resilience and well-being.

This article has been prepared in accordance with ethical standards. All research, analysis, and sources have been presented responsibly and fairly, and no part of this research has involved unethical practices.

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Бағалау процесінде студенттердің стресске төзімділігін қалыптастырудың маңыздылығы

Андатпа. Қазіргі кезеңде білім беру кеңістігіндегі психологиялық хал-ахуал мәселесі практик-педагогтар мен зерттеушілер үшін өзекті ғылыми бағыттардың біріне айналып отыр. Оқу процесінде туындайтын күйзеліс пен мазасыздық факторларын анықтау және оларды жүйелі түрде талдау білім сапасын арттыруға, сондай-ақ оқыту тиімділігін қамтамасыз етуге мүмкіндік береді. Осы зерттеу аясында төрт негізгі сұрақ қарастырылады: біріншіден, студенттер мен оқытушылар үшін қандай оқу әрекеттері мен педагогикалық жағдайлар күйзеліс көзі болып табылады; екіншіден, бағалау үдерісінде пайда болатын мазасыздық пен күйзелістің оқу нәтижелеріне ықпалы қандай; үшіншіден, білім алушылар мен педагогтердің күйзеліске төзімділігін қалыптастыруға әсер ететін факторлар қандай; төртіншіден, оқу барысында студенттердің стресс-төзімділігін дамыту мен нығайтудың тиімді

жолдары қандай болуы мүмкін. Зерттеудің негізгі әдісі ретінде оқу және оқыту процесіндегі білім беру күйзелісін теориялық тұрғыда талдау қолданылды. Зерттеудің басты мақсаты – білім беру жағдайындағы күйзеліс феноменін теориялық жағынан нақтылау және оның алдын алуға бағытталған ғылыми негізделген ұсыныстар әзірлеу. Аталған мәселелерді кешенді талдау білім беру жүйесінде эмоционалдық тұрақтылықты арттыруға, оқытушылар мен студенттердің психологиялық ресурстарын тиімді пайдалануға және педагогикалық стратегияларды жетілдіруге негіз бола алады.

Кілт сөздер: стресс, студент, білім беру, мұғалім, стресске төзімділік.

Важность развития стрессоустойчивости студентов в процессе оценивания

Аннотация. В настоящее время психологическое благополучие в образовательном пространстве становится важной проблемой как для практиков, так и для исследователей. Выявление и систематизация причин стресса в образовательном процессе имеют большое значение для повышения качества обучения и преподавания. Данное исследование отвечает на четыре вопроса: какие учебные виды деятельности (ситуации) вызывают стресс у студентов и преподавателей, каково влияние тревожности и стресса, возникающих в процессе оценивания, какие факторы способствуют стрессоустойчивости студентов и преподавателей в учебном процессе, и какие способы можно предложить для развития и укрепления стрессоустойчивости студентов в ходе обучения. Основным методом нашего исследования стал теоретический анализ образовательного стресса в процессе обучения и преподавания. Главная цель данного исследования заключается в теоретическом уточнении сущности стресса в процессе обучения и преподавания и выработке рекомендаций по его предотвращению. Анализ данных вопросов может открыть новые возможности для понимания динамики стресса и его совершенствования в контексте образования. В результате проведенного исследования оно может стать основой для разработки педагогических стратегий, направленных на повышение эмоциональной устойчивости преподавателей и студентов.

Ключевые слова: стресс, студенты, образование, преподаватель, стрессоустойчивость.

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