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ANTI-STRESS TECHNOLOGIES IN THE PREVENTION AND CORRECTION OF PSYCHOSOMATIC DISORDERS OF SCHOOLCHILDREN

Abstract: This article discusses the current problem of the increase in the number of psychosomatic diseases in school-age children, representing a group of painful conditions that appear as a result of the interaction of mental and physiological factors. Drawing a parallel between a sharp increase in stress effects on school-age children with a simultaneous decrease in their adaptive capabilities and the development of psychosomatic disorders, the authors consider the problem of stress as an important component of the educational process of the school. The authors attempt to reveal the main methods of reducing stress levels in adolescents. As a result of the study, it is concluded that it is necessary for teachers to acquire skills in applying knowledge and skills to create methods of work of specialists of educational institutions aimed at stress-free teaching of schoolchildren taking into account the psychosomatic factor.

Keywords: psychosomatic disorder; stress; emotional stress; prevention of psychosomatic disorders; correction of psychosomatic disorders; educational process of the school.

Аннотация: В данной статье рассматривается актуальная на сегодняшний день проблема роста числа психосоматических заболеваний у детей школьного возраста, представляющих группу болезненных состояний, появляющихся в результате взаимодействия психических и физиологических факторов. Проводя параллель между резким увеличением стрессовых воздействий на детей школьного возраста с одновременным снижением их адаптационных возможностей и развитием психосоматических нарушений, авторы рассматривают проблему стресса как важную составляющую часть образовательного процесса школы. Авторами предпринята попытка раскрыть основные методы снижения уровня стресса у подростков. В результате исследования делается вывод о необходимости обретения для преподавателей навыков в применении знаний и умений по созданию методики работы специалистов образовательных учреждений, направленной на бесстрессовое обучение школьников с учетом психосоматического фактора.

Ключевые слова: психосоматическое нарушение; эмоциональное напряжение; стресс; профилактика психосоматических нарушений; коррекция психосоматических нарушений; образовательный процесс школы

Nowadays it is difficult to imagine a person who would not be exposed to factors that provoke the occurrence of stress. Moreover, people face a stressful situation all the time. At the same time, on the one hand, stress stimulates human activity, allows you to use your potential more intensively, on the other hand, it can have a huge destructive force, lead to serious internal experiences and neurotic states. It is a well-known opinion that situations that create emotional tension should be classified as stressful. External factors of stress can be a variety of phenomena: the danger associated with the work performed; acute overload that has arisen in conditions of time shortage; increased responsibility and others. A wide variety of situations are called stressful: extreme, problematic, crisis, catastrophic, difficult, complex, new, dangerous, emergency, extreme and others.

The problem of stress was first considered in the works of the Canadian physiologist Hans Selye, who in 1936 published his first work on the general adaptation syndrome. He showed that human existence is associated with constant stress and if stress depletes a person's resources, then illness or even death occurs. To date, a rich empirical research base has been accumulated in psychology and it has been shown that stress

is a multifaceted, multilevel psychological phenomenon characterized by dynamism, duration and intensity [8].

Psychological stress is one of the most complex interdisciplinary problems at the intersection of psychology, psychophysiology and physiology. However, in our opinion, stress problems take place in pedagogy too. In this regard, we consider it necessary to consider measures to overcome stress as one of the most important aspects of a teacher's activity.

In recent years, there has been a significant increase in the number of psychosomatic diseases in school-age children, representing a group of painful conditions that appear as a result of the interaction of mental and physiological factors. The high sensitivity of the child's body to the influence of external environmental factors, a sharp increase in stress effects on school-age children with a simultaneous decrease in their adaptive capabilities, the changing system of general secondary education, the widespread introduction of information computer technologies lead to widespread and constant growth of psychosomatic disorders [2; 6; 8], which in the future can lead to serious consequences in adult life: difficulties of social adaptation, antisocial behavior and crime, propensity to alcoholism [9; 7; 5].

In his research, S.S. Chshmarityan suggested that the age and status of a person are closely related to their socio-psychological competence. The younger a person is, and the lower the level of his cognitive socio-psychological competence, the less likely his stress resistance is (with other variables being equal). This means that the mental protection of the individual in childhood, adolescence and adolescence is less stress-resistant than in adulthood [4]. That is why we believe that the development of wellness programs for the prevention and correction of psychosomatic disorders of adolescents in a modern educational environment, under the influence of intense information (computer) loads should be based on accurate knowledge of the state of each child's body.

To date, there are many different methods and technologies in psychology to solve the problem of stress relief. The analysis of modern literature has helped to identify the main methods of reducing stress levels in adolescents, the so-called "anti-stress technologies". Let's look at some of them:

1. Methods of psycho-self-regulation (muscle psychorelaxation, meditation, auto-training, self-hypnosis, etc.) and physical activity (physical exercises reduce anxiety, depression, strengthen a sense of self-esteem).

2. Communication with pets. The beneficial effect of communication with animals – dogs, cats, as well as fish, parrots, etc., is to reduce blood pressure, normalize heartbeat, irritation and nervous tension go away.

3. Adaptogens (plants that contain substances that have an anti-stress effect at the level of cellular metabolism. Adaptogens act quite effectively, they should be taken according to the attached recommendations or doctor's advice: rhodiola rosea (golden root); tincture of ginseng; leuzea saffrolovidnaya (moral root); eleutherococcus; St. John's wort).

4. Ecological situation (air purification, clean water, proper nutrition, healthy lifestyle, cleansing of the body; if you live in the city, go out into nature as often as possible).

5. Humor (laughter has an amazing therapeutic effect. Healing sometimes begins with a simple smile. Laughter turns off the production of stressful substances).

6. Bringing the habitat closer to natural (at home and at work there should be indoor plants, an aquarium; calm colors of furniture and walls; good, non-irritating lighting; avoid exposure to loud, irritating sounds). In addition, it is believed that the method of walking barefoot on the ground is also one of the ways to reduce the level of emotional tension.

7. Sleep (shortening or lengthening of sleep indicates a malfunction in the body. Reduce your caffeine intake, try to take a walk before going to bed. Regular exercises soften and improve the quality of sleep)

8. Communication (do not neglect communication, friendly relations with friends, with neighbors, in a friendly company or work team).

9. Hobbies (interests that help you feel happy at least sometimes prolong your life, find a form of leisure that brings you the most satisfaction).

10. "Anti-stress" toys. The term "anti-stress toy" came into use relatively recently, but anti-stress activities themselves have existed for centuries. Sorting rosaries, clay modeling, knitting, embroidery, folding origami — all these are ways to deal with stress. The task of any such process is to give occupation to the hands and relieve the accumulated tension [3]. To date, there are a huge number of different models of toys. The accessory will not eradicate the root causes of stress, will not become a personal psychologist and will not replace a vacation, but it will completely help to distract and relieve tension. It has been scientifically proven that even a simple "sticking" to some interesting thing gives our brain a reboot. And if you connect pleasant tactile and sound sensations to the visual component, you can relax quite effectively. Some of the popular anti-stress toys today were developed not just for fun, but for people suffering from anxiety, impaired concentration and other problems. Nevertheless, specialized subjects have become

widespread, people from young to old play in them with pleasure (and benefit to the brain). For children, the development of fine motor skills is especially important: neuroscientists have long found out that the better the fine hand movements are developed, the more actively the brain parts associated with speech work. The most popular and widespread models of anti-stress toys these days include:

- "Pop-it";
- "Simple dimple";
- "Snappers";
- "Pop tubes";
- "Fidget cube";
- "Squidopops";
- "Squish";
- Slime;
- Kinetic ring;
- Neocube.

Summing up the above, we would like to say that the research works of medical scientists, psychologists and teachers prove a direct link between emotional stress and psychosomatic disorders in adolescents. That is why the analysis and search for various methods, principles and technologies to reduce stress levels should become the main function of teachers-psychologists on a par with educational and educational activities. Taking into account all possible risks associated with psychosomatic disorders, we consider it necessary to develop psychological and pedagogical conditions and a pedagogical system for the prevention and correction of this problem. In solving the above-described problem, it is important for teachers to acquire skills in applying knowledge and skills to create methods of work of specialists of educational institutions aimed at stress-free teaching of schoolchildren taking into account the psychosomatic factor; development of professional skills of teachers in the field of application of advanced approaches for the organization of educational, educational and developmental activities in educational institutions, the formation of interactive data sources, the development of educational resources in electronic form, improving the motivation of teachers of educational institutions, students and their parents.

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