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**ПСИХОЛОГИЯ И ПЕДАГОГИКА,
КЛИНИЧЕСКАЯ ПСИХОЛОГИЯ И
ПСИХОТЕРАПИЯ**

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**Ананьева А.Д., Ольшванг О. Ю.
УРОВЕНЬ СТРЕССОВОЙ РЕГУЛЯЦИИ У СТУДЕНТОВ-ПСИХОЛОГОВ
РАЗНЫХ КУРСОВ**

Кафедра клинической психологии и педагогики
Уральский государственный медицинский университет
Екатеринбург, Российская Федерация

**Ananyeva A.D., Olshvang O.Y.
THE LEVEL OF STRESS REGULATION IN PSYCHOLOGIST STUDENTS
OF DIFFERENT YEARS OF EDUCATION**

Department of Social Work and Sociology of Medicine
Ural State Medical University
Yekaterinburg, Russian Federation

E-mail: nastya.ananeva.01@inbox.ru

Аннотация. В данной статье представлены результаты исследования уровня стрессовой регуляции у студентов разных курсов специальности «Клиническая психология». Сравниваются студенты первого, второго и четвертого курсов.

Annotation. This article presents the results of a study of the level of stress regulation in students of different years of education majoring in Clinical Psychology. First, second and fourth year students have been compared.

Ключевые слова: стресс, регуляция, студенты.

Key words: stress, regulation, students.

Introduction

The development of stress issues has been carried out by psychologists for more than a decade, but despite numerous developments and active interest in the topic, there are still questions that have not been answered. Due to the abundance of stressful factors in student life, the issue of stress regulation is extremely important for studying, especially if we talk about psychology students, for whom the ability to control oneself is a professional skill necessary for the quality performance of their duties. Additional relevance is provided by the presence of a group of first-year students in the sample, since a change in the social situation, namely admission to the university, can act as a strong stressful factor.

There are a number of views on this concept, however, many researchers agree on some points on its designation. Stress is defined as a state of mental tension, often associated with finding and working in difficult conditions, carried out both in everyday life and under unusual circumstances, paying special attention to the subjectivity of experiences [1, 10]. Non-standard circumstances in this case may be, for example, passing tests and exams [9]. In addition, in modern psychological science, a great emphasis in understanding the concept of stress is placed on the general adaptive stress [7].

In addition, psychologists distinguish the concept of educational stress, which is characteristic of students and consists in a decrease in intellectual potential, emotional capabilities and body tension, which can lead to negative consequences for the young body. However, it is also noted that such stress can have a stimulating effect [8]. At the same time, there are a number of signs that indicate a long stay in a state of stress, both at the level of the psyche and at the level of the body. They range from nausea and convulsions to irritability and feelings of helplessness, and further development leads to behavioral changes, including substance use and aggressive behavior [5].

Important factors against this background are the level of stress regulation and stress tolerance, which warn a person against the appearance and development of negative consequences associated with stress, including emotional burnout, increased anxiety and a decrease in the quality of life [2]. Stress regulation and stress tolerance

in this case are a combination of various components, including both personal characteristics and influencing social factors, thus being a dynamic structure [4, 6].

At the same time, the vast majority of students have features of the emotional sphere associated with the period of adolescence, since it is one of the critical periods in human development and has a great influence on the formation of a number of mental characteristics [3]. This factor can also affect the strength of the impact of stress and the ability of young people to withstand this stress.

The aim of the study is to study the level of stress regulation in psychology students of different years of education.

Materials and methods of research

The study sample includes 53 students majoring in Clinical Psychology studying at USMU, aged 18-23 years. The students were divided into three groups, depending on the year of study. The first-year group consisted of 21 people, the second-year group included 18 people, and the fourth-year group consisted of 14 people. For the diagnosis, the method "Diagnostics of the state of stress" (A. O. Prokhorov) was used. Methods of quantitative and statistical data processing were also used, including the H-Kruskal-Wallis test and the U-Mann-Whitney test. The calculations were made using the software "STATISTICA 10".

Research results and discussion

At the first stage, the level of regulation in stressful situations was established in psychology students studying in all years of education presented in the study, the results are presented in Table 1.

Table 1

Results of diagnostics of the level of stress regulation according to the method "Diagnostics of the state of stress" by A. O. Prokhorov in psychology students

Level	Year 1	Year 2	Year 4	Total
Low	0%	0%	0%	0%
Moderate	19%	22%	14%	19%
High	81%	78%	86%	81%

It follows from this that, in the whole sample, no individuals were identified who have a weak level of regulation in stressful situations (0%), that is, no student is characterized by a high degree of overwork and exhaustion, and does not have a tendency to lose self-control in a stressful situation. The majority of psychology students, both in total (81%), and in the first (81%), second (78%) and fourth year (86%) separately, have a high level of regulation in stressful situations. This means that most of the respondents in stressful situations are able to regulate their emotional state, are not prone to accusatory behavior and irritability. A significantly smaller proportion of psychologists – 19% in the general sample and in the first year, as well as 22% and 14% in the second and fourth year, respectively, have a moderate level of regulation in stressful situations. In essence, this means that they are generally capable of correct and adequate behavior in a stressful situation, to maintain self-control, but they do not always succeed, including cases of loss of emotional balance for a minor reason.

Statistical processing of the results using the H-Kruskal-Wallis and U-Mann-Whitney criteria established that there were no significant differences between the formed groups in terms of the level of regulation in stressful situations. Therefore, the level of stress regulation is not related to the duration of training in the specialty "Clinical Psychology".

Conclusions

Stress has a significant impact on a person's life, both in a positive and negative way. The effect and consequences of stressful situations depend on a large number of factors, while being individual for each person, due to personal and emotional characteristics. In turn, with a low level of stress tolerance and regulation in stressful situations, a variety of negative consequences, both physical and mental, can occur. It is also influenced by special circumstances, a large number of which are typical for the student period, the passage of which is complicated by age characteristics and changes.

The goal set in the work has been fulfilled, namely, a study of the level of stress regulation in psychology students of different years of education has conducted. As a result, the following data have been obtained. The majority of students majoring in psychology have a high level of stress regulation and a much smaller number have a moderate level of stress regulation. At the same time, there were no statistically significant differences between different courses for this indicator. It can be assumed that the training of psychology initially involves some specifics of the individual regarding the perception and living of stress, so it does not matter at what stage of training the psychologist is.

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**Баженова Д. Д., Устинова Н.А.
ВЫЯВЛЕНИЕ СВЯЗИ МЕЖДУ ГЕЙМ-АДДИКЦИЕЙ И
ЭМОЦИОНАЛЬНЫМ ИНТЕЛЛЕКТОМ**

Кафедра клинической психологии и педагогики
Уральский государственный медицинский университет
Екатеринбург, Российская федерация

**Bazhenova D. D., Ustinova N. A.
IDENTIFYING THE RELATIONSHIP BETWEEN GAME ADDICTION AND
EMOTIONAL INTELLIGENCE**

Department of Clinical Psychology and Pedagogy
Ural State Medical University
Yekaterinburg, Russian Federation