

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНА АКАДЕМІЯ НАУК УКРАЇНИ  
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НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
“ПОЛТАВСЬКА ПОЛІТЕХНІКА  
ІМЕНІ ЮРІЯ КОНДРАТЮКА”



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# ЗБІРНИК НАУКОВИХ ПРАЦЬ XVI МІЖНАРОДНОЇ НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ “АКАДЕМІЧНА Й УНІВЕРСИТЕТСЬКА НАУКА: РЕЗУЛЬТАТИ ТА ПЕРСПЕКТИВИ”



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**PERCEPTION OF STRESS AMONG STUDENTS AND INNOVATIVE  
APPROACHES TO MITIGATE ITS IMPACT**

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**Introduction:** Examination stress is one of the leading causes of mental stress among higher school students. Very often, an exam becomes a psychologically traumatic factor that has a negative impact on the nervous, cardiovascular and immune systems of students. Unfavorable factors in preparing for exams include: intense mental activity; increased static load; extreme restriction of motor activity; sleep disturbance; emotional experiences associated with the upcoming exams, etc. All this leads to overstrain of the autonomic nervous system, which regulates the normal functioning of the human body. The purpose of the study is to identify the most significant situations for students in terms of generating stress that occur during educational and extracurricular activities, and to determine ways to prevent and correct possible distress.

*Keywords: stress, exam stress, psychologically factors; physical factors.*

Studying in higher education is stressful for most students. From the very beginning of educational activity, stress, to one degree or another, constantly haunts the student and is the cause of disturbances in the behavioral, emotional, cognitive, and motivational spheres of activity. According to the World Health Organization, about 45% of all diseases occur due to stressful situations, which confirms the relevance of this problem.

Thus, stress is a reaction of various body systems to the influence of many unfavorable factors, aimed at its adaptation to changed environmental conditions. Students are most susceptible to the influence of psychological (examination) stress that occurs in response to a heavy academic load, disruption of their usual routine (preparing for an exam at night), and worry about their results.

In response to stressors in the body, reactions from the nervous, endocrine, cardiovascular and immune systems most clearly develop. The most indicative are changes in the parameters of the circulatory system.

The founder of the concept of stress is considered to be the Canadian scientist Hans Selye. He called stress (from the English stress - pressure, tension) the body's nonspecific reaction to various damaging influences. Educational and professional activity as a leading activity at student age is characterized by a high level of stress loads. Due to various factors, individual elements or the learning situation itself as a whole become significant for students, which may be a general prerequisite for the occurrence of stress. In the first year of study, dramatic changes in a student's life can be a significant cause of stress. This stage of the university period is characterized by great difficulties, since the student enters a new type of relationship, acquires a new status and needs to adapt to a new environment, new orders and unfamiliar people.

For university students, stress may be associated with the following factors:

- lack of sleep, inability to rationally distribute your working time and rest time;
- heavy teaching load;
- dissatisfaction with the received assessment;
- low performance in certain disciplines;
- unfulfilled or incorrectly completed tasks; – absences from classes in large quantities for any reason (long-term illness, absences for unexcused reasons);
- practical and laboratory classes, coursework, and projects not completed on time;
- lack of interest in the work offered to the student or the academic discipline as a whole;
- conflict situations with classmates or teachers;
- unfavorable physical conditions (excessive noise, poor lighting, deviation in room temperature).

Let's consider several typical symptoms of exam stress: emotional symptoms (feeling of general malaise, irritability, anxiety, panic, confusion, uncertainty, depression); physiological symptoms (headache, changes in blood pressure, muscle tension, rapid pulse, deepening and rapid breathing, nausea); cognitive symptoms (memory deterioration, absent-mindedness, weakened ability to concentrate, nightmares, unpleasant memories of one's own or others' failures during an exam in the past, imagining negative consequences after failing an exam—deprivation of a scholarship, expulsion from the university); behavioral symptoms (worsening of appetite and sleep, reluctance to prepare for the exam, manifested in the desire to do any other activity, involvement in anxious conversations about the upcoming exam of other people, increased consumption of caffeine and alcoholic beverages).

First of all, it is necessary to use such general strengthening means as optimizing the daily routine, proper nutrition and systematic stay in the fresh air. One of the effective methods is one aimed at improving behavioral skills: communication, positive thinking, self-confidence. In the classroom, it is necessary to prepare for uncertain and extreme situations in educational activities, introduce ways to overcome educational stress, and also develop skills for using them in life, for example, during the examination period, while taking exams and to restore mental health after the

examination session. During practical classes, students should also learn breathing techniques, various muscle relaxation techniques and visualization.

Accordingly, the main task of the domestic education system is to ensure its quality, which is determined not only by high academic performance, but also by the formation of an active, healthy, successful, competitive personality of a professional and citizen. At the present stage of development of higher education, the problem of finding ways to create conditions for the health of participants in the educational space and, in particular, the student's personality, has become urgent.

Practice has established that the ability to relax greatly contributes to the reduction of psycho-emotional tension and emotional instability. The ability to relax, subjectively and psychologically influence muscle tone is the most important condition for relieving arousal caused by anxiety. Relaxation methods are: neuromuscular relaxation, voluntary regulation of breathing, biofeedback, meditation, autogenic training. Behavioral methods for correcting a person's stressful state contribute to the formation of new social skills, mastery of psychological techniques of self-regulation, and overcoming bad habits, stress relief, getting rid of emotional trauma, etc.

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### **ТРАНСФОРМАЦІЯ ІНОВАЦІЙНОЇ ДІЯЛЬНОСТІ В УСТАНОВАХ НАН УКРАЇНИ**

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Військова агресія росії проти України викликала масштабні руйнування виробничого капіталу та інфраструктури, принесла людські жертви та соціальні втрати. Експерти Світового банку і Єврокомісії оцінюють пошкодження від