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## LEARNING ENVIRONMENT AND STRESS RESISTANCE OF STUDENTS

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**Abstract.** *The article analyzes the problem of the influence of the learning environment of the university on the development of student's stress resistance. Learning environment is considered as a system of social and cultural contexts, within which the professional experience of the person is formed. Psychological and pedagogical conditions are defined according to the physiological, personal, activity, evaluation, social and cultural components of the learning environment. They contribute to the development of students' stress resistance.*

**Key words:** *learning environment, stress resistance, psychological and pedagogical conditions, development of stress resistance.*

**Introduction.** The development of personality, the formation of its mental functions and psychological qualities are inextricably linked with the environment. H. Selye proceeded from the conceptual position on the interdependence of the processes of formation of a holistic organism and its active interaction with factors of the external environment. L. Vygotsky, substantiating the scientific paradigm of pedagogical psychology, emphasized the role of the environment in the formation and change of human behavioral reactions: «... psychology considers behavior as a process of interaction of an organism with the environment ... Human behavior is manifested in the complex boundaries of the social environment. Man interacts with nature not otherwise than through the environment, and therefore it is a weighty factor that determines and establishes human behavior » [8, p. 12]. Adaptation resource of the subject of activity is formed in the process of getting out of internal constraints and overcoming external obstacles – that is, in the active interaction of the internal mental environment of a person with external, in particular, educational. As practice shows, the modern learning environment undergoes significant transformations. Consequently, the problem of the influence of the learning environment on the formation of the personality becomes relevant.

**Analysis of recent researches and publications.** Psychological and pedagogical aspects of the problem of interdependence of personality development and learning environment in the process of professional formation are covered in scientific researches by both native and foreign scientists (D. Leontyev [6], V. Krayinuk [5], V. Savenkov [4], A. Bates [1], L. Hutchinson [3]).

O. Savenkov is inclined to think about changing the learning environment at the beginning of the XXI century. He determined the transformation of the modern learning environment, due to the peculiarities of experience, which is formed in the process of human life. The current generation cannot be satisfied with the knowledge that is formed within the framework of classical university education, because the latest cultural situation is characterized by rapid dynamics and uncertainty. A person acquires social competence in situations that are important for her life. Knowledge gained through decision-making in problem situations are not systematic, but they are significant. Formed «knowledge screen» is a rather structured network, in which the schemes are chaotic, but firmly intertwined. Necessary knowledge, even in the professional field, is often obtained through trial and error, so the phenomena

that arise within modern culture are often unconstrained (indeterminate) [7].

American scholars (The Glossary of Educational Reform, 2014) interpret this notion as: «Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations – a room with rows of desks and a chalkboard, for example.

The term also encompasses the culture of a school or class – its presiding ethos and characteristics, including how individuals interact with and treat one another – as well as the ways in which teachers may organize an educational setting to facilitate learning» [2].

A. Bates emphasizes that modern students study in different ways in different contexts, so the main task faced by a teacher is to create conditions that optimize the person's ability to learn. In defending the principle of student centrist, he notes: «In an era where economic development is closely linked to higher educational levels, the goal of educational activity is to attract as many students as possible to the required standards, rather than focusing on the needs of the most capable students. This means finding ways to help a very broad range of students with a very different level of skills and / or prior knowledge to succeed » [1]. An effective learning environment combines the necessary level of logistics with such pedagogical technologies that can provide students with comfortable learning environment. For this purpose, it is necessary to study the socio-psychological characteristics of the pupils, in which the teacher carries out the targeted influence. Particularly important are information on the availability of a student's employment in the process of studying in higher education, his family status, expectations and educational goals, the prevailing educational motives,

the level of prior knowledge (in order to determine the area of the immediate development), the style of thinking the pupil, the level of his information competence, the desired style training, gender specifics, etc.

L. Hutchinson emphasizes the importance of the student's active interaction with the learning environment: «A student may face a question that seems terrible and dangerous in one learning environment, but stimulates and encourages it in another» [3]. From the point of view of its theory, the environment itself is a factor that can contribute to increasing the student's educational and professional activity, or vice versa – demotivates their learning. It proclaims the dominant principle of student centrist, and the main mechanism for its implementation is the psychological acceptance of the student, which manifests itself in the degree of student involvement in the learning environment. Without denying the importance of internal motivation of students, the scientist notes that the learning environment can even demotivate the most capable ones. The main subject of the learning environment, which is responsible for its effectiveness, the researcher considers the teacher. The researcher pays special attention to his attitude to educational activities. Expression of satisfaction with your profession, sincere interest in the subject, responsibility for the performance of professional duties, attention to the student's personality are those influences that leave a positive trace in the field of the unconscious student. Only that learning environment contributes to the formation of self-learning skills that will enable the satisfaction of physiological, security needs, needs for recognition and self-realization. That is why attention is important to the student's personality, respect for his natural instincts, opportunities, inclinations in the process of theoretical and practical training.

**The purpose of this article** is to investigate the specificity of the learning environment, which contributes to the

development of stress resistance of the student's personality.

**Methods.** The study was designed using the following methods: abstraction, analysis and synthesis, induction and deduction, analogy and modeling.

**Results.** The generalization of the various approaches to the interpretation of the concept «learning environment» allowed us to generalize:

- learning environment – a phenomenon complex, multisystem, exists at different levels of social relations and in various social contexts; his main component is interaction in the systems of «teacher-student», «student-student», the effectiveness of this interaction determines the possibility of satisfying both the student and the teacher; both the teacher and the student are the subjects of the learning environment;

- the learning environment determines the area of the student's immediate development, creates opportunities for satisfying different levels of needs, facilitates the formation of the ability to carry out self-education activities;

- its effectiveness is determined by the variables of several types - both personal characteristics of students, and the level of psychological and pedagogical competence of teachers; the learning environment has a resource potential, which is determined by the possibility of attracting a wide range of students to it;

- the influence of the learning environment can be both constructive and destructive: constructive influence is the formation of the mental stability of the individual, the ability to demonstrate creative potential in solving problem situations; adaptation resource of the subject of the learning environment is formed in the process of realization of opportunities (exit from internal constraints) and overcome problematic uncertain situations;

- the modern learning environment is an open educational system that goes beyond classical educational institutions and is formed by global information networks; it is an indeterminate entity; social, in particular, professional, competencies

formed within its boundaries, are situational, but of an intrinsic nature.

Based on the theoretical analysis of the structure of the learning environment and the factors that predispose the development of stress resistance, we have identified the conditions that will contribute to the development of students' stress.

*Physiological (material and technical) component.*

- arrangement of the individual educational space of the student in accordance with psycho-hygienic requirements in order to create a zone of physical comfort;

- using of educational equipment, which enables the formation of practical skills relevant for professional activity, in order to facilitate successful adaptation to the social role of a specialist;

- provision of lecture rooms, laboratories, study rooms with information technologies that are in line with modern scientific and technical development, in order to ensure the involvement of the student in the global learning environment, which will facilitate its exit from its own internal constraints;

- provision of scientific libraries of universities by relevant scientific, educational, methodical, professional periodicals, access to the leading scientific publications included in the most authoritative abstract and citation database of peer-reviewed literature.

*Personal component.* In developing a number of conditions of the learning environment of this component, we proceed from the results of scientific research by M. Khutornoy [4] and L. Hutchinson [3], in which the main personality properties that correlate with resistance to stress are: self-esteem, locus of control, anxiety, motivational orientation, emotional response to external factors. Our proposed conditions are focused on the development of the specified individual psychological characteristics:

- creating conditions for successful adaptation of junior pupils to life in higher

education institutions: introduction of a «model of social sustainability» in the pedagogical practice of teachers and curators, conducting trainings on the development of anti-stress strategies, involving students in extracurricular creative activities for the purpose of establishing interaction with students other groups and courses, accelerating the formation of the unity of academic groups, the possibility of personal manifestation in non-academic activities, psycho-emotional switching of the level to another kind of activity;

- introduction of the principle of student concentration in order to ensure the academic success of students with different levels of natural abilities (the educational material is difficult, as the results of educational activities of students are aligned, their professional competencies are formed, the process of adaptation is completed (the terms are the completion of the 2-year course), the scope of implementation the tasks correspond to the principle of environmental compatibility;

- conducting open questionnaires among students for information on employment, family status, general health of students in order to harmonize the initial schedules, selected courses, the time of delivery of control works, etc.;

- introduction of the principle of interaction of the subject-subject in order to provide the resource of social support of the student on the part of the teacher;

- creation in universities and colleges of economically accessible for students of centers of social and psychological service with the purpose of provision of individual psychological help on the order of the student;

- establishing feedback (monitoring, surveys, interviews, round tables, etc.) in order to identify problem situations and update the resource potential of students;

- organization and establishment of intercourse with parents of first-year students in order to create a resource for social support for meaningful adults, fa-

ilitating the process of alienation from the family to the first semester of student training;

- Implementation of social and psychological training programs in order to increase self-esteem, personality development, constructive conflict resolution strategy, and reflex practice.

*Active component.* Create the necessary resources for students in the framework of educational and professional activities:

- testing of students' prior knowledge in order to determine the direction of direct development of each student, development of individual tasks for increasing their competence;

- the formation of professional self-determination by attracting students to academic and professional activities on a scientific basis (the formation of an algorithm of action: planning of educational activities, searching for means of its implementation, forming the image of the result, determining the criteria for which it should correspond, comparing the result with the standard, in case of occurrence mistakes - adjusting your own knowledge and skills and improving the result, making a decision on choosing the required action;

- formation of a system of external stimuli that determines the development of the motivation of students' educational and professional activities: taking into account the wishes of students to improve the content of disciplines, their participation in the formation of educational programs, the development of the topic of independent work, the development of the course, the creation of ratings of student achievements, the participation of the most gifted in the development of the subject of fiscal science, the involvement of students in grants, the provision of opportunities for internships abroad, the creation of a system of practical bases that provides high level of readiness of students to professional work;

- organization of improvement of the psychological competence of teachers in order to ensure their ability to es-

establish constructive interaction with students aimed at developing professional development, ensuring the effectiveness of the targeted influence of teachers on students (training on the development of creativity, communicative competence, prevention of professional burnout, international internships, brainstorming on the search new approaches and effective methods of pedagogical activity.

*Estimated level:*

- development of methodological recommendations with examples of completed tasks; development of clear and understandable criteria for assessing knowledge and skills;
- development of a system of test tasks of different levels and different purposes: training (test) tests; control tests to test the knowledge of the material of a particular module; final (test, exam) test; formation of a list of open questions that are announced to students at the first lesson of the proposed course;
- Establishing feedback from students.

*Social and cultural component:*

- formation of interaction between different systems of the university on the basis of democracy;
- creation of a system of organization of student self-government on the principle of the choice of bodies; widespread involvement of student self-government leaders in participating in university administration;
- establishing a broad interaction between the university and employers;
- creation of programs focused on the implementation of the educational strategy of the university;
- wide involvement of universities in international activities.

**Conclusions.** The development of students' stress levels as the ability to effectively carry out educational activities and personal development in stressful situations occurring in the learning environment depends on the ability to use the resource potential provided by the environment itself.

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## ОСВІТНЄ СЕРЕДОВИЩЕ ТА РОЗВИТОК СТРЕСОСТІЙКОСТІ СТУДЕНТІВ Омельченко Л.М.

**Анотація.** У статті аналізується проблема впливу освітнього середовища університету на розвиток стресостійкості студента. Освітнє середовище розглядається як система соціокультурних контекстів, у межах якої формується професійний досвід особистості. Відповідно до фізіологічного, особистісного, діяльнісного, оцінювального, соціокультурного компонентів освітнього середовища, виокремлені психолого-педагогічні умови, що сприяють розвиткові стресостійкості студентів.

**Ключові слова:** освітнє середовище, стресостійкість, психолого-педагогічні умови, розвиток стресостійкості.