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Original article

STRESS TOLERANCE LEVEL OF SPECIALISTS WORKING WITH CHILDREN WITH DISABILITIES

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Abstract

Background. In modern conditions of the development of special education, the problem of stress tolerance of specialists working with children with disabilities is becoming particularly relevant. The professional activity of these specialists is characterized by high emotional tension, the need to overcome various barriers in the education and upbringing of children with special educational needs, as well as significant psychological stress.

Purpose. The aim is to analyze the level of stress tolerance and neuropsychiatric stability among specialists working with children with disabilities.

Materials and methods. To provide a comprehensive analysis of the stress tolerance level of specialists working with children of various categories, the following methods were used at diagnostic stages: The Boston Stress Tolerance Test, a “Prognosis” technique for research on neuropsychiatric resilience.

The **results** of the stress tolerance study showed that specialists working with children with disabilities demonstrate increased vulnerability to stress (50% of specialists). The diagnosis of neuropsychiatric stability revealed that specialists working with children with disabilities have low scores (18.3 points), and 13.3% have unsatisfactory neuropsychiatric stability. The results of the study are practical importance for the organization of psychological support for specialists working with children of various categories. In educational institutions and psychological and pedagogical support centers, it is necessary to introduce a stress prevention program in order to preserve the professional health of specialists and improve the quality of their work. The prospects for further research are related to the development of differ-

entiated programs for specialists of various profiles working with children with disabilities, the study of the influence of organizational factors on the development of stress tolerance and the creation of a comprehensive system of psychological support for specialists at different stages of their professional path.

Keywords: stress tolerance level; neuropsychiatric stability; specialists working with children with disabilities; limited health opportunities; psychological and pedagogical support

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Научная статья

УРОВЕНЬ СТРЕССОУСТОЙЧИВОСТИ СПЕЦИАЛИСТОВ, РАБОТАЮЩИХ С ДЕТЬМИ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

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Аннотация

Обоснование. В современных условиях развития специального образования проблема стрессоустойчивости специалистов, работающих с детьми с ограниченными возможностями, становится особенно актуальной. Профессиональная деятельность этих специалистов характеризуется высокой эмоциональной напряженностью, необходимостью преодоления различных барьеров в обучении и воспитании детей с особыми образовательными потребностями, а также значительным психологическим стрессом.

Цель исследования – проанализировать уровень стрессоустойчивости и нервно-психической устойчивости специалистов, работающих с детьми с ограниченными возможностями.

Материалы и методы. Для проведения комплексного анализа уровня стрессоустойчивости специалистов, работающих с детьми различных

категорий, на этапах диагностики использовались следующие методы: Бостонский тест на стрессоустойчивость, методика «Прогнозирования» для исследования нервно-психической устойчивости.

Результаты исследования уровня стрессоустойчивости показали, что специалисты, работающие с детьми с ОВЗ, демонстрируют повышенную уязвимость к стрессу (50% специалистов). Диагностика нервно-психической устойчивости выявила, что специалисты, работающие с детьми с ОВЗ, имеют низкие показатели (18,3 баллов), а у 13,3% наблюдается неудовлетворительная нервно-психической устойчивости. Результаты исследования имеют практическое значение для организации психологической поддержки специалистов, работающих с детьми различных категорий. В образовательных учреждениях и центрах психолого-педагогической поддержки необходимо внедрять программу профилактики стресса с целью сохранения профессионального здоровья специалистов и повышения качества их деятельности. Перспективы дальнейших исследований связаны с разработкой дифференцированных программ для специалистов различного профиля, работающих с детьми с ограниченными возможностями, изучением влияния организационных факторов на развитие стрессоустойчивости и созданием комплексной системы психологической поддержки специалистов на разных этапах их профессионального пути.

Ключевые слова: уровень стрессоустойчивости; нервно-психическая устойчивость; специалисты, работающие с детьми с ограниченными возможностями здоровья; ограниченные возможности здоровья; психолого-педагогическая поддержка

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Introduction

Stress tolerance is the most important professionally significant quality of specialists in helping professions, which makes it possible to effectively overcome the negative consequences of stressful situations,

maintain optimal psycho-emotional state and performance in difficult professional conditions. The level of stress tolerance affects the quality of interaction with children, colleagues and parents, as well as the overall success of professional activities [2].

The specifics of working with children with disabilities provide a unique context for studying the peculiarities of the manifestation of stress tolerance of specialists in comparison with those who work with normotypic children. The professional activity of specialists working with children with disabilities is characterized by a number of features that may act as additional stressful factors. These include increased emotional involvement, the need for constant adaptation of working methods to the characteristics of each child, high responsibility for the results of correctional and developmental work, as well as frequent interaction with families who are in a stressful situation of accepting the characteristics of a child with disabilities [4; 16].

An analysis of the scientific literature on the research problem shows that, despite a significant number of works devoted to the study of stress tolerance of specialists in various professional fields, the issues of the specifics of the manifestation of these phenomena among specialists working with children with disabilities remain insufficiently studied, especially in comparative terms with specialists working with normotypic children. There is a certain contradiction between the need to preserve the psychological well-being and professional health of specialists working with children with disabilities, and the lack of scientifically sound approaches to the prevention of emotional burnout and the development of stress tolerance in this professional group [10; 15].

This contradiction leads to the problem of research, which consists in the need for a comprehensive study of the level of stress tolerance of specialists working with children with disabilities, in comparison with specialists working with normotypic children, in order to develop effective strategies for psychological support of these professional groups.

Materials and methods

The theoretical and methodological basis of the research consists of concepts in the field of psychology of professional activity, psychology

of stress and special psychology. The understanding of stress tolerance is based on G. Selye's concept of general adaptation syndrome and R. Lazarus' cognitive theory of stress. V.A. Bodrov and L.M. Abolin contributed to Russian psychology. Work with children with disabilities is considered based on the provisions of L.S. Vygotsky, S.D. Zabravnaya, V.I. Lubovsky.

The methodological basis consists of complex, systematic and personal-activity approaches. The provisions of the psychology of professional activity by E.A. Klimov, A.K. Markova and the psychology of occupational health by G.S. Nikiforov are used.

The study is also based on the concepts of occupational deformities by E.F. Zeer, the work of N.A. Aminov, L.M. Mitina on the specifics of helping professions, and the research of A.B. Leonova, O.V. Khukhlaeva on the prevention of occupational stress. Also, the work uses the theories of Russian modern researchers of occupational stress and adaptation. Such as O.E. Baksansky, A.N. Petrov, E.O. Mariychuk, O.Y. Chaikina, O.S. Gazman, N.A. Simonova, S.V. Manokhova and E.N. Khudoteplova, L.V. Godovnikova and G.A. Reprintseva, I.A. Novikova, V.A. Vinokura and A.V. Bardeeva and others.

The scientific novelty of the research lies in the systematization and generalization of modern approaches to the problem of stress tolerance of specialists working with children of various categories, taking into account the specifics of the Russian education system and social support.

Modern conditions of professional activity of specialists in helping professions are characterized by a high level of psycho-emotional stress, the need for rapid adaptation to changing circumstances and the constant solution of non-standard tasks in a limited time. Educators, psychologists, speech pathologists and speech therapists, especially those working with children with disabilities, face daily situations that require significant emotional costs, high concentration of attention and flexibility in the application of professional skills. In these realities, the ability to effectively withstand stress becomes an integral component of professional competence, ensuring both the preservation of the psychological well-being of the specialist himself and the effectiveness of his work.

Stress tolerance is an integral personality trait that determines a person's ability to successfully carry out necessary activities in difficult emotional conditions, respond adequately to stressful factors and effectively overcome their negative consequences.

G. Selye, the author of the concept of stress as a general adaptive syndrome, considered stress tolerance as a basic characteristic of the adaptive capabilities of the body, allowing it to maintain homeostasis under external influence [17]. V.A. Bodrov defines it as an integrative psychological quality that ensures internal homeostasis and optimizes interaction with external stressful factors [5]. L.M. Abolin interprets stress tolerance as a property of the psyche that allows maintaining normal working capacity during stress [1].

Understanding stress tolerance includes not only the ability to withstand stress, but also the ability to use stressful situations for personal growth. Yu.V. Shcherbatykh notes that stress tolerance should be considered as a set of personal qualities that allow you to withstand significant stress without harmful consequences [21].

The importance of stress tolerance for specialists in helping professions is due to a number of the following prerequisites: a high emotional and communicative burden in working with people; the need to maintain professional effectiveness in conditions of information overload; multi-tasking and multifunctional professional activities; a high degree of responsibility for the results of their work; the relationship between stress tolerance and the prevention of emotional burnout.

Let's take a closer look at each premise based on the research of Russian scientists. The high emotional burden in the work of specialists in helping professions creates objective conditions for the development of professional stress. E.A. Klimov emphasizes that human-to-human professions require special personal qualities, among which stress tolerance occupies a leading position [11]. L.V. Godovnikova notes that working with children with disabilities is associated with additional emotional stress related to overcoming communication barriers [9].

The need to maintain professional effectiveness in conditions of information overload also determines the importance of stress tolerance.

G.V. Sukhodolsky revealed that information overload in combination with a lack of time are significant stress factors [19]. A.B. Leonova emphasizes the role of stress tolerance in maintaining the required level of concentration in conditions of increased intellectual load [12].

The multitasking of professional activities of specialists in helping professions requires a flexible response to changing circumstances. A.K. Markova shows that the ability to effectively distribute attention between different tasks is directly related to the level of stress tolerance [13]. A high degree of responsibility for the results of work is a very significant stress factor. O.S. Gazman points out that teaching involves increased responsibility for creating conditions for the development of each child [8]. V.A. Bostanjian also notes that the ability to maintain emotional stability in situations of high responsibility is an essential professional quality [6].

The relationship between stress tolerance and the prevention of emotional burnout has been confirmed by numerous studies. N.E. Vodopyanova considers stress tolerance as an important personal resource that ensures the preservation of psychological well-being [7]. O.V. Bazhuk demonstrates that pedagogical prevention of occupational health should include the development of stress tolerance as a basic component of professional reliability [3].

The structure of stress tolerance includes several interrelated components. V.A. Bodrov identifies psychophysiological, emotional, volitional, intellectual, motivational and communicative components [5]. N.N. Smirnova suggests considering cognitive, emotional, behavioral and personal components [18].

The development of stress tolerance of specialists in helping professions is an important task of their professional training. Yu.V. Shcherbatykh suggests an integrated approach that includes methods of physical, emotional, cognitive and behavioral self-regulation [21]. L.M. Mitina recommends that the development of stress tolerance should be carried out through rethinking professional stereotypes and developing flexibility of thinking [14].

Special attention is paid to the development of stress tolerance of specialists working with children with disabilities. In support of the thesis, N.V. Yalpaeva identified the importance of supervision as a method

of developing professional competence [22]. M.A. Sukhareva notes the effectiveness of training programs aimed at developing emotional intelligence and self-regulation skills [20].

Thus, stress tolerance is an integral personality trait that determines the ability to function successfully in difficult conditions. For specialists in helping professions, and especially those working with children with disabilities, stress tolerance is a basic professionally important quality that ensures the preservation of their psychological well-being and the effectiveness of their activities in general.

Results and discussion

The empirical base of the study consisted of 60 specialists engaged in professional activities in the educational field and working with children of different categories. The respondents were divided into two equal groups of 30 people, depending on the specifics of their professional activities. The first group includes specialists who carry out their professional activities with children with limited health opportunities, the second group includes specialists who work with normotypic children.

The object of the research is specialists working with children with disabilities and normotypic children.

Diagnostic results of the Boston Stress Test

In the course of the study, data were obtained on the level of stress tolerance in two groups of specialists – those working with children with disabilities (the first group) and those working with normotypic children (the second group).

The analysis of the results reveals significant differences in the level of stress tolerance between the two groups of specialists. In the group of specialists working with children with disabilities, not a single participant with excellent resistance to stress was identified, while among specialists working with normotypic children, 6.7% of respondents demonstrate this level of stress tolerance.

A normal stress level, which corresponds to a moderately stressful life of an active person, is observed in 43.3% of specialists in the first group and 56.7% of specialists in the second group.

This indicates that most of the specialists working with normotypic children adequately cope with stressful situations in their professional activities.

The most significant differences between the groups are observed in the category of increased vulnerability to stress. In the first group, this level was found in 50% of specialists, while in the second group – only 33.3% of specialists. This distribution indicates that exactly half of the specialists working with children with disabilities experience significant difficulties in overcoming stressful situations. The category of very high vulnerability to stress deserves special attention, which is found in 6.7% of specialists in the first group and 3.3% of specialists in the second group. Although this proportion is relatively small in both groups, even a small number of specialists with extremely low stress tolerance require targeted psychological support.

Thus, the results of the study of the level of stress tolerance among specialists working with children of different categories indicate that there are significant differences between the two groups. Specialists working with children with disabilities demonstrate a lower level of stress tolerance compared to specialists working with normotypic children. These differences are evident in all age groups and among specialists of different profiles.

Diagnostic results using the “Prognosis” method

In the course of the study, data were obtained on neuropsychiatric stability in two groups of specialists - those working with children with disabilities (the first group) and those working with normotypic children (the second group). Before analyzing the results, the reliability of the responses was checked on a scale of sincerity. All the study participants showed reliable results, which indicates the reliability of the data obtained.

Data analysis reveals differences in the level of neuropsychiatric stability between the two groups of specialists. In the group of specialists working with children with disabilities, 13.3% of the participants demonstrate high neuropsychiatric stability, while among specialists working with normotypic children, this indicator is 16.7% of people. Good neuropsychiatric stability was found in 26.7% of the specialists of the first

group and in 36.7% of the specialists of the second group. This indicates that specialists working with normotypic children have more favorable indicators of NPS.

Satisfactory neuropsychiatric stability is observed in 46.7% of specialists working with children with disabilities; and in 40% of specialists working with normotypic children. This level is characterized by the potential for neuropsychiatric breakdowns in extreme conditions, which requires consideration when organizing professional activities.

The category of unsatisfactory neuropsychiatric stability deserves close attention, which was found in 13.3% of specialists in the first group and 6.6% of specialists in the second group. These data indicate that the proportion of specialists with a high risk of neuropsychiatric breakdowns is twice as high among those who work with children with disabilities.

Thus, the results of the study of neuropsychiatric stability among specialists working with children of different categories indicate that there are significant differences between the two groups. Specialists working with children with disabilities demonstrate a lower level of neuropsychiatric stability compared to specialists working with normotypic children. There are differences in all age groups and among specialists of different profiles.

A comparative analysis of the psychological state of specialists working with children of various categories revealed significant differences between the studied groups in all the parameters studied. The results of statistical analysis using the t-criterion test for comparing independent samples are presented in Table 1.

Table 1.

Results of a comparative analysis of stress tolerance and neuropsychiatric stability among specialists working with children of different categories

Indicator	t-criterion
Stress tolerance (Boston Test)	5,7*
Neuropsychiatric stability (Prognosis method)	3,5*

Note: * – $p < 0,01$

The analysis of the stress tolerance level according to the Boston test revealed statistically significant differences between the groups ($t = 5.7$;

$p < 0.01$). Specialists working with children with disabilities demonstrate a lower level of stress tolerance with an average score of 36.5 points, which corresponds to increased vulnerability to stress, while specialists working with normotypic children have an average score of 26.3 points, which corresponds to a normal stress level.

The results of the diagnosis of neuropsychiatric stability using the Prognosis method also confirmed the presence of statistically significant differences between the groups ($t = 3.5$; at $p < 0.01$). Specialists working with children with disabilities have a lower level of neuropsychiatric stability with an average score of 18.3 points, while specialists working with normotypic children have a score of 14.2 points. Although both values correspond to the category of satisfactory neuropsychiatric stability, for specialists in the first group, this indicator approaches the upper limit of this category, which indicates an increased risk of neuropsychiatric breakdowns.

Thus, statistical analysis revealed significant differences between the two groups of specialists in all the parameters studied.

Conclusion

1. Stress tolerance is the most important professionally significant quality of specialists in helping professions. It is an integral personality trait that determines the ability to function effectively under stressful conditions.

2. An analysis of the stress tolerance level showed that specialists working with children with disabilities demonstrate increased vulnerability to stress (50% of specialists), and among specialists working with normotypic children, normal stress levels prevail (56.7% of specialists). It is noteworthy that in the first group there are no people with excellent stress tolerance, who make up 6.7% in the second group. The diagnosis of neuropsychiatric stability revealed that specialists working with children with disabilities have lower scores (18.3 points) compared with specialists working with normotypic children (14.2 points). In the first group, the proportion of people with unsatisfactory neuropsychiatric stability is twice as high (13.3% versus 6.6%, respectively).

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