Training of transport specialists and self-regulation of teachers and managers of educational institutions as human capital development strategy

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Abstract. Improving the quality of human capital in transport is closely related to the development of the ability of transport specialists to self-regulation. The training of modern, qualified transport specialists (as human capital development strategy) requires no less highly qualified teachers and managers, capable of not only managing others, but also themselves. In modern socio-cultural space, researchers pay special attention to the preservation and development of man as the highest value, the recognition and upholding of him as the highest value on earth. Such an understanding assumes the professionalism of consultative interaction with the client as a person, partner and professional, based on a detailed analysis of the characteristics and properties, processes and results of human activities. Appeal to followers in understanding the human mental life is associated with well-known methods for diagnosing and transforming the most complex internal world of a person, as well as the features, processes and results of the interaction of the internal and external worlds surrounding a person. Psychological comprehension of a person, penetration into the matrix structures of his personal, interpersonal and professional formation and development is sometimes serious difficulties, so our appeal to the psychodynamic and behavioural models of self-regulation, as well as in social and individual psychology and their methods, is dictated by these ideas. The appeal to classical conceptual constructs, in particular, modern and traditional domestic and foreign psychology, allows us to comprehend and practically develop methods and methods of immersion in the mental world of a person, his research, as well as subsequent transformation and development.
1. Introduction

Transport is an area of increased risk, it requires a person to have high self-regulation ability. Therefore, transport specialists must have good training in this area, as well as undergo retraining. During such training and retraining of transport specialists, an important point is the spontaneity and readiness for self-regulation of teachers and managers of educational institutions that train transport specialists. Improving the quality of human capital in transport is closely related to the development of the ability of transport specialists to self-regulate. These abilities are formed and developed in education. The training of modern, qualified transport specialists requires no less highly qualified teachers and managers, capable of not only managing others, but also themselves.

In modern socio-cultural space, researchers pay special attention to the preservation and development of man as the highest value, the recognition and upholding of him as the highest value on earth. Such an understanding assumes the professionalism of consultative interaction with the client as a person, partner and professional, based on a detailed analysis of the characteristics and properties, processes and results of human activities. The appeal to research in understanding the mental life of a person is associated with well-known methods of diagnosis and transformation of the complex inner world of a person, as well as features, processes and results of the interaction of the internal and external worlds surrounding a person [1-4]. Psychological comprehension of a person, penetration into the matrix structures of his personal, interpersonal and professional formation and development is sometimes serious difficulties, therefore, our appeal to the psychodynamic and behavioural models of self-regulation, as well as social and individual psychology and their methods, is dictated by these ideas [5-8]. In this regard, the appeal to classical conceptual constructs, in particular, modern and traditional domestic and foreign psychology, allows us to comprehend and practically develop methods and methods of immersion in the mental world of a person, his research, as well as subsequent transformation and development [9-14]. The subject of life in the modern world experiences special adaptation difficulties caused by changing and over-stressed, stressful and even stressful socio-cultural, including information and communication conditions of interaction.

2. Materials and Methods

The work is devoted to a theoretical analysis of the problems of self-regulation of teachers and heads of educational institutions engaged in the training of transport personnel.

Objective: to understand the problems of self-regulation of specialists of educational institutions working in the field of training transport personnel.

The paper presents an attempt to unite different models of research on self-regulation of specialists working in the field of training and retraining of transport personnel.

3. Results

The study of the problem of the influence of psychological characteristics of a person on the success of his professional activity is one of the most important issues of management psychology. The success of a specialist, including the leader, as a subject included in the system of multifunctional interactions with employees of the enterprise, is largely associated with the ability to self-regulate arbitrary activity. Success, reliability, productivity, the final outcome of any act of arbitrary activity, including managerial activity, depends on the degree of perfection of the processes of self-regulation. Moreover, all individual features of behaviour and activity are determined by functional formation, dynamic and substantial characteristics of those self-regulation processes that are carried out by the leader [6; fifteen; sixteen]. The stylistic features of self-regulation of behaviour are in a certain way interconnected with various personal characteristics. An individual style of self-regulation is characterized by a complex of stylistic features of regulatory abilities / competencies. These include typical for this person features of regulatory processes that implement the main links of the self-regulation system (planning, programming, modelling, evaluating results), as well as regulatory and personal properties or instrumental properties of the person, such as independence [17]. Professional activity can contribute to or hinder the formation of a productive style of self-regulation due to the
correspondence of the stylistic features of the person’s regulatory abilities (competencies), which have developed due to the objectively inherent personality requirements for regulatory competencies of the performer of this professional activity [17]. The multidimensionality and versatility of professional pedagogical and managerial activities requires complex regulation, the inclusion of a whole complex of processes and properties [17; eighteen]. A high level of self-regulation is required from a modern teacher and from managers of educational institutions, which serves, on the one hand, as an important component of his pedagogical and managerial culture, and on the other, as a condition for professional and moral self-development and self-improvement. Therefore, the problem of the formation and development of the specialist’s readiness and ability to manage his condition, etc. is so urgent. The specialist’s willingness to manage his condition is an essential part of professional activity and a specialist’s characteristic [15; sixteen].

Chronic stressful saturation of professional activity requires a teacher and a leader to have large reserves of self-control and self-regulation skills. The most promising is the direction associated with the application of a systematic approach to the analysis of pedagogical activity, as well as with the construction of self-regulation models in this activity.

The word “stress” in a sense reflected the nature of our time.

In modern science and practice, the term “stress” is used in at least three meanings.

1. Stress can be defined as any external stimuli or events that cause stress or arousal in a person. At present, the terms “stressor” and “stress factor” are more often used in this meaning.

2. Stress can refer to a subjective reaction, and in this meaning the concept reflects the internal mental state of tension and arousal; this condition is interpreted as emotions, defensive reactions and coping processes occurring in the person himself. Such processes can contribute to the development and improvement of functional systems, as well as cause mental stress.

3. Stress can be a physical reaction of an organism to a demand or harmful effect. It is in this sense that both W. Kennon and G. Selye used this term [19, p. 76]. The function of these physiological reactions is to support behavioural actions and mental processes to overcome this condition.

Global scientific-informational and social-communicative relations, intensification of professional activity make high demands on stress resistance and harmony of the human psyche. In this regard, a person has to quickly, flexibly and accurately respond to diverse situations in order to realize his life plan. The development of the necessary skills for autoregulation of one’s mental state and properties therefore becomes paramount. However, the formation and development of self-regulation skills is successfully built only when taking into account the individual, age, gender / gender, professional and ethnic characteristics of a person. It is important to recognize and harmonize both sociotypical traits and the person’s unique lifestyle, ways of living stressful situations. The tasks of psychodiagnostics of factors and features, the development of strategies and methods of self-regulation are an urgent problem of modern theoretical and practical psychology.

A. Adler, A. Maslow, C. Rogers adhered as one of the basic principles of their work, the idea of the integrity and uniqueness of a person as a person, partner and professional. There are different models. So, for Z. Freud it was obvious the influence of the traumatic past experience on the future of man, and the fact that the dynamics of the human psychic life is subordinate to the achievement of conscious and unconscious goals. Personological constructs underlying the concept of the formation and development of a person’s personality include a sense of inferiority and a desire for excellence; the concept of a lifestyle, creative comprehension of oneself and the world, the motives of activity, including social interests, etc. Constructs related to the social nature of activity are also added in sociopsychological studies: the concept of attitude becomes significant, the concept of self-efficacy is supplemented by the concept of social efficiency, representation about individual experience - a social stereotype (of a different type), etc. The mental experience of experiences and awareness, actions and relationships in a person causes a state of (without) danger and (not). The emergence of a sense of inferiority marks the beginning of a long and intense struggle for self-efficacy and superiority over the world around him and the subsequent desire for perfection and impeccability or for “being like everyone else”, belonging and reference. It is this construct of A. Adler - the desire for excellence,
self-efficacy, along with the "organismic" motive for the desire for safety / comfort and the desire for reproduction, and along with the social motive - the desire for love and inclusion is the motive for achieving success in life, future life. Various conditions and complexes can have a decisive role in the appearance of neurosis in adulthood. And at the same time, a person in response to these complexes may experience hyper compensation, and then, in particular, a superiority complex appears. The superiority complex determines the position of a person who is trying to exaggerate his intellectual or social capabilities, and not to develop them or to correct them or their relations and actions. In this regard, A. Adler pointed to the fact that a person who was dependent on significant adults and who was in a special experience because of this psychological connection forms a certain style of behaviour. He develops his own style of finding a way out of a particular life situation [12].

Stress associated with work is a possible reaction of the body when demands are made on people that do not correspond to the level of their knowledge and skills [19, p. 132]. There are many factors that cause stress. Those that affect the occurrence of personality stress can be divided into: stress factors outside the organization; group stress factors; stress factors associated with the organization. The development of stress reactions is possible even in progressive, well-managed organizations, which is due not only to structural and organizational features, but also to the nature of work, personal relationships of employees, their interaction [21]. According to Yu. V. Shcherbatykh, all the factors causing occupational stress, according to the author, can be divided into objective (little dependent on the personality of the employee) and subjective (the development of which depends more on the person himself) [22]. The first group includes the harmful characteristics of the working environment, difficult working conditions and emergency (force majeure) circumstances. The second group (subjective stress factors) includes two main varieties: interpersonal (communication) and intrapersonal stresses. The former may arise when communicating with higher officials, subordinates and colleagues. The leader is often a source of stress for his subordinate, who may experience persistent psychological stress for a variety of reasons (due to excessive control by the leader, because of excessive requirements, underestimation of his work, lack of clear instructions and instructions, rude or negligent attitude to myself from the boss). In turn, subordinates become sources of stress for their superiors (due to their passivity or excessive initiative, incompetence, theft, laziness, etc.). People who do not work in this organization, but who are in contact with it, can also be a source of stress for employees of the organization. Intrapersonal stresses, in turn, can be divided into professional, personal stresses and stresses associated with poor somatic health of employees. Professional causes of stress are caused by a lack of knowledge, skills and abilities (stress of beginners), as well as a feeling of a mismatch between work and remuneration for it. Occupational stress is closely related to the phenomenon, which in various sources is referred to as the “phenomenon of professional burnout”, the phenomenon of “mental burnout”, “burnout syndrome”: psychological exhaustion, depersonalization and reduction of professional achievements. In educational organizations, working with people, because of the high demands placed on them by a professional, special responsibilities and psychological stresses, contains the danger of difficult experiences associated with work situations and the likelihood of professional stress.

Psychological exhaustion is manifested in a feeling of emotional emptiness, a decrease in the number of positive emotions that arise in connection with work. Depersonalization is manifested in a cynical attitude towards work and objects of one’s labour (insensitive, indifferent attitude towards patients, clients, visitors). The reduction of professional achievements is manifested in the formation of a sense of incompetence, fixing on failures in one's profession.

Usually, self-regulation of arbitrary human activity is understood as a systemically organized mental process of initiating, building, maintaining and managing all types and forms of external and internal activity that are aimed at achieving the goals accepted by the subject (O.A. Konopkin), the development of self-regulation is described by its individual profile (V.I. Morosanova). The individual style of self-regulation V. A. Konopkin, V. I. Morosanova and others are defined as the key to successful professional activity. Indeed, the more stable the person’s self-regulation style will be, the more he will be able to achieve in his professional activity and the more chances he will have of
successfully overcoming difficulties [15; 23]. Multilevel relations in an individual system of self-regulation, on the one hand, integrate personality and environmental variables of various levels, linking instrumental and meaningful, conscious and unrecognized in the personal sphere. On the other hand, individual self-regulation mediates the influence on the activity of personal and professional-environmental determinants that perform different functional roles in the whole process of regulation of states in professional pedagogical activity [24].

The system of determinants of self-regulation of the subject of pedagogical activity includes external and internal factors. We attributed personality constructs to internal factors - individual typological characteristics, basic personality traits, self-awareness, emotional characteristics (professional stress, persistent anxiety), protective-coping behaviour. External factors are represented by the conditions of the professional environment, the social support system (professional support and social integration). Usually, one of the main reasons people turn to self-regulation training is dissatisfaction with their condition, which is expressed in: frequent irritability; imbalances; feeling of inner tension, bad mood; depression, lack of joy in life; frequent experiences of anxiety, anxiety, fear; fatigue, lethargy; poor performance, poor endurance. Among psychological problems, the problems of relationships and self-esteem are indicated: lack of self-confidence and tomorrow; lack of inner freedom and ability to influence a life situation; lack of “strength of mind”; dissatisfaction with interpersonal relationships; inadequate self-esteem. Since the state of stress is accompanied not only by a disturbance in mental balance, but also by a number of negative changes in the functioning of physiological mechanisms, symptoms of poor health were mentioned among other reasons: poor health; frequent pains and chronic pains and illnesses; sleep and eating disorders; Problems with overweight and other addictions, etc. [25].

However, as B.F. Lomov pointed out, revealing the regular connections (relations) between, for example, external influences and the corresponding mental effects, the relations of certain psychological properties and their foundations, relations that characterize the mechanism of occurrence of mental phenomena, etc., we select only some side of it in a complex, multi-level and dynamic system and we digress from all others” [26, p. 22]. Overcoming such an analysis of causality, B. F. Lomov proposed to consider determination as a certain system with a certain set of components. They can be formulated as follows: 1) the system of determinants includes their various types. In addition to the causes of the effects (effects), external and internal factors, general and special prerequisites, mediating links that change the influence of the cause and, accordingly, the emergence of the effect are distinguished; 2) the cause is not a separate event, but their totality (situation), therefore the consequence is the result of the accumulation of information generated by the situation; their relationship is temporary; 3) all types of determinants have different functional orientations. They can accelerate, slow down the occurrence of the investigation; reinforce, weaken causal communication, etc.; 4) external determinants have a social nature, a level structure; interact with internal factors; their relationship affects the strength, activity, direction of action of the cause; 5) an internal factor - “events or phenomena organically included in the phenomena studied, inherent in them”; 6) “prerequisites (general and special) are a kind of“ readiness or preparedness for the perception (not in the psychological sense of the word) of the action of the cause and other determinants ”. They determine the success of exposure to a cause; 7) mediating links - auxiliary means that also indirectly affect causal communication [27].

Stress resistance, protection of one’s physical, mental and moral health from the influence of stress factors in many respects depends on the person himself, his desire and ability to use certain methods of mental self-regulation. In its most general form, it is customary to consider mental self-regulation (self-regulation) as the conscious influence of a person on his inherent mental phenomena (processes, conditions and properties), as well as his activities and his own behaviour in order to maintain (preserve) or change the nature of their course (functioning) [17].
4. Discussion

An important concept of the self-regulation is copying and its strategies. In fact, coping strategies are self-regulation strategies, just as coping itself is an important part of self-regulation (Table 1).

It can be defined as the ways in which the system tries to cope with the requirements, as well as ways to overcome stress. R. Lazarus defines coping as a general response to stress. He identifies a number of types of situational-specific coping strategies: 1) confrontation, 2) distance, 3) self-control, 4) the search for social support, 5) care-avoidance, 6) planned resolution of problems, 7) positive reassessment, 8) acceptance of responsibility (RS Lazarus, S. Folkman) [28]. Other scientists define copying as an individual way of interacting with a difficult situation, which is due to the logic of the situation itself, its significance and its own psychological capabilities. Third scientists define coping as social behaviour or a set of conscious adaptive actions that help a person cope with internal stress and discomfort in ways appropriate to personal characteristics. A. V. Libina identifies coping strategies aimed at: 1) for himself, 2) for others, 3) for the subject [29].

Table 1. Transport specialist self-regulation structure.

| Self-management strategies | Environmental strategies | Characteristics and results of self-regulation or its absence |
|----------------------------|--------------------------|------------------------------------------------------------|
| Self-management strategies in a pre-stress / everyday situation - being | Environmental management strategies to minimize stress / crises and transform their forms, contents, processes and consequences - prevention | psychological burnout, dedication, creativity |
| Strategies for managing yourself in stress / crisis - coping | Strategies for (re) creating an environment/situations that prevent stress and injury - response | professional, personal and interpersonal deformations, - self-realization and social efficiency |
| Strategies for managing yourself in a post-stress situation - developing | Strategies for the destruction of (distress / traumatic) environment / situations - battle | diseases, accidents, death - super high achievements, self-actualization |

Table 2. Stress management strategies in transport education.

| Stress Management Strategies | Environmental Strategy | Strategy Prevention | Strategy Reaction |
|------------------------------|------------------------|--------------------|-------------------|
| Goal                         | Elimination of factors causing stress | Development of strategies for resistance to stress | Development of temporary mechanisms of work under stress |
| Effect                       | Permanent              | Long-term          | Short-term        |
| Approach                     | Creating an Environment | Proactive          | Reactive          |
| Necessary time               | Long term              | Average duration   | Immediate result  |

In the processes of self-regulation, the unity of the psyche is realized in all the wealth of its conditionally allocated individual levels, sides, functions, etc. The development and formation of ideas of self-regulation takes place in close connection with such areas of psychological research as will and regulation of activity, style of activity and motivation, arbitrariness and self-determination, responsibility and decision-making, as well as in the context of problems of the general structure and dynamics of human activity. The modern idea of self-regulation (about the content and mechanisms of this process, its formation and manifestations) is based on the general scientific principles of determinism and development, a subject-activity approach to the study of mental phenomena (S.L. Rubinshtein, M.Ya. Basov, A. N. Leontiev, B. M. Teplov, A. A. Smirnov, B. G. Ananiev). Research
on the problem of self-regulation in psychological science is based on various concepts of the
regulation of mental activity: the structural-functional approach of O. A. Konopkin, the individual-
style approach of V. I. Morosanova, the concepts of the features of self-regulation of mental states L.
G. Dikoy, A. O. Prokhorov, the ideas of A. K. Osnitskiy and other scientists [30; 31].

Ed. L. Deci and R.M. Ryan developed one of the well-known approaches to the analysis and
understanding of the causes of human behaviour - the theory of self-determination and intrinsic
motivation [32]. They hypothesized the existence of two fundamental motivational trends: the need for
self-determination and competence. According to this hypothesis, a person has an innate tendency to
perform activities that give him a sense of personal causation and skill. Therefore, the factors leading
to the internalization of the causality locus should positively influence the level of intrinsic motivation.
Such factors are the availability of choice and the freedom of its implementation, the nature of the
activity itself.

V. I. Chirkov writes that any environmental factor associated with the initiation and regulation of
human behaviour has two aspects: controlling and informing. Controlling factors reduce intrinsic
motivation, because they lead to the externalization of the locus of causality, and informing factors
have a positive effect on intrinsic motivation, because they increase intrinsic causality and do not carry
in themselves the compulsion to carry out one or another activity. Thus, intrinsic motivation will be
maximum when performing new activities of optimal difficulty. Necessary conditions are the presence
of freedom of choice of activity, the provision of optimal feedback and the person’s confidence in
their competence [33, p. 130]. Thus, the majority of scientists assign the leading role among the
psychological and personal determinants of self-regulation to determinants related to the motivational-
volitional sphere. However, the question of the correlation of these personality formations with certain
components of the system of self-regulation remains open. The most promising area of analysis is the
study of the styles of self-regulation of the subject of professional activity from the position of its
relationships with labor motives (for example, in the study of E.P. Minash) [34]. There are significant
differences in the style features of self-management of managers with adequate and inadequate
motives for professional activity. In subgroups of managers with adequate motives, the style of self-
regulation is harmonious with “strong” planning and goal-setting, which ensures the coordination of
personal goals of the subject and the goals set from the outside. For subgroups with inadequate
motives, two opposing trends are characteristic. For unsuccessful managers, the system of self-
regulation is poorly developed - setting goals and evaluating results are the “weak” links. For
successful educators and managers, the self-regulation system has a high level of development with
strong links responsible for the regulatory processes of modelling the conditions for achieving the goal
and programming actions. In this case, both the former and the latter have a style of self-regulation
that is accentuated, operational, relying on the characteristics of the situation, and not on the purpose
of the activity [34].

D. G. Gadeeva notes that groups of managers with internal and external motivation for professional
activity have differences in the style features of self-regulation. However, these differences are not
"global", they affect only individual regulatory processes and regulatory and personal properties.
managers with internal motivation for professional activity can be described as conscientious,
persistent, balanced, observing moral standards and rules, having a business orientation, practical,
emotionally restrained, free-thinking, independent. At the same time, they are distinguished by a
flexible point of view, susceptibility to changes, new ideas, focused on solving problems, inclined to
leadership. On the contrary, managers with external motivation can be characterized as emotionally
unstable, influenced by feelings and circumstances, impulsive, flexible in relation to social norms. At
the same time, they are sensitive, emotional, possess an artistic perception of the world, empathy, have
developed aesthetic interests, are conservative and sentimental, but apathetic and with a low level of
achievement motivation [35 - 40].
5. Conclusions

Transport accidents and problems are one of the most important issues of our time. Despite the improvement of transport management systems, the human factor introduces a lot of “interference” and transformations into management. Low professionalism of transport workers, that is, low human capital, leads to an increase in transport problems, including the danger of transport to the well-being and lives of people. High professionalism, by contrast, reduces risks. And an important part of such professionalism is the ability and willingness to manage yourself in situations of varying complexity of personal, interpersonal and professional activities.

Improving the quality of human capital in transport is closely related to the development of the ability of transport specialists to self-regulation. These abilities are formed and developed in education. Self-regulation and the style of self-regulation are largely related to the motives of a person's labour activity. In this regard, it should be noted the importance of understanding that a person reacts to problem and crisis situations holistically: the personal, interpersonal and professional aspects of his activity and life are closely related and intertwined. Work with the personnel of educational institutions, and therefore with future transport specialists in this context, includes work aimed at the formation and development of all groups of strategies:

- self-management strategies in pre-stress / everyday situations;
- stress / crisis self-management strategies – coping;
- self-management strategies in a post-stress situation;
- strategies for (re) creating an environment/situations that prevent stress and injury;
- environmental management strategy to minimize stress / crises and transform their forms, contents, processes and consequences;
- destruction strategies (distress / traumatic) environment / situations.

Teachers and managers of educational institutions are examples of professional attitude towards themselves, other people and work. They show future and unde

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