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FEATURES OF STRESS RESISTANCE OF TEENAGERS PARTICIPATING IN THE ACTIVITIES OF THE THEATER CLUB

Abstract

The discourse undertakes an examination of the imperative task of fostering stress resilience among adolescents engaged in theatrical endeavors. The cultivation of individual stress resilience is facilitated through the intermediaries of emotional and social intelligence. The involvement in expressive pursuits, such as the performing arts, affords adolescents extensive opportunities for the enhancement of self-reflective capabilities and artistic proficiency. Predicated upon the empirical data procured, it can be posited that active participation in a theatrical ensemble contributes significantly to the augmentation of an individual's overall stress resistance. This phenomenon is ostensibly attributable to the amelioration of the adolescent's emotional intelligence. To substantiate this conjecture, an evaluation of emotional intelligence levels was conducted within both control and experimental cohorts. The findings reveal heightened levels of emotional intelligence among participants in the acting group, particularly in the domains of interpersonal emotional intelligence and emotion management. These facets of emotional intelligence undergo active refinement during rehearsal sessions and public performances. The study's outcomes signify that adolescents engaged in theatrical pursuits encounter comparable stress and anxiety as their counterparts but exhibit superior self-regulation mechanisms vis-à-vis anxiety, thereby evincing a capacity for more efficacious decision-making.

Keywords: stress resilience, theatrical creativity, adolescent development, emotional intelligence, stress management.

Introduction. Stress tolerance denotes an individual's capacity to effectively manage adverse environmental influences while preserving psychological and physical well-being. It encompasses not only the ability to surmount stressful situations but also the adeptness to adapt to them without compromising performance and emotional equilibrium. The significance of stress resistance is underscored by the prevalent encounter with diverse challenges and unforeseen circumstances in the contemporary world. Proficient stress management facilitates enhanced functioning amid conditions of uncertainty, concurrently sustaining decisiveness and the capacity for judicious decision-making. This attribute contributes not only to the amelioration of overall physical and mental health but also affords avenues for personal growth and development. Adolescence emerges as a particularly susceptible phase wherein the foundational social and characterological traits of an individual take shape. The inherent challenges during this developmental stage necessitate the

maintenance of internal equilibrium (Koltsova et al., 2021). Stress tolerance in adolescence may undergo substantial perturbations, potentially leading to the onset of maladaptive processes and the manifestation of neuroses. Simultaneously, adolescents traverse a trajectory of progressive emancipation, complicating the timely identification and intervention in cases of neuroticism. Optimal assistance is often indirect, allowing adolescents the autonomy to resolve their predicaments independently, fostering a sense of accomplishment and instilling fundamental self-regulation skills.

Main part. A pivotal factor in fortifying individual stress resistance is the cultivation of emotional and social intelligence. These dimensions of intelligence facilitate not only effective socialization but also the mastery of regulating one's emotional states. Engagement in creative pursuits emerges as a potent catalyst in fostering emotional stability and, consequently, resilience to stress. Through the acquisition and refinement of specific creative skills, adolescents find ample opportunities for sublimating personal frustrations and honing advanced abilities in self-analysis, practical application, and artistic expression.

The principal aim of this study is to scrutinize the issue of augmenting stress resistance in adolescents through training in the performing arts. The research hypothesis posits that participation in acting training engenders a developmental impact on an individual's level of stress resistance.

Research materials and methods. The present investigation employed the following research methodologies:

1. Utilization of the "EmIn" D.V. Lucina emotional intelligence questionnaire: This instrument facilitates the assessment of adolescents' emotional intelligence levels and the differentiation of its constituent components. The methodology encompasses various scales, including "Understanding other people's emotions," "Managing other people's emotions," "Understanding your emotions," "Managing your emotions," "Control of expression," "Interpersonal emotional intelligence," "Intrapersonal emotional intelligence," "Understanding emotions," and "Managing emotions." These

primary scales enable the inference of nuanced characteristics pertaining to the manifestation of emotional intelligence in teenagers. The pivotal scale for this study is the sole secondary scale, namely, the "General level of emotional intelligence," derived from the aggregate of all primary scales. This composite scale provides a comprehensive depiction of a teenager's emotional intelligence, facilitating characterization at three distinct levels: high, medium, and low.

2. Application of Spielberger Ch.'s diagnostic tool for situational and personal anxiety: This technique serves to evaluate both situational and personal anxiety levels. Situational anxiety reflects the immediate anxiety level experienced by the teenager, while personal anxiety gauges the individual's predisposition to manifest anxiety. Elevated values signify a proclivity towards anxiety expression. In this investigation, personal anxiety assumes significance as an indicator of the adolescent's adaptive capacity. A heightened level of personal anxiety signals ongoing maladaptive processes and a diminished level of stress resistance.

The study encompassed adolescents aged 13–15 years. All of them are students of Turkestan city school. The total sample size consisted of 32 students, with an equal gender distribution (50% boys, 50% girls). Fourteen students participated in the amateur creative activity group known as the "Theater Club" (experimental group), while 18 students were non-participants in such clubs (control group). The research design incorporates a comparative analysis of stress resistance and emotional intelligence levels among participants in the control and experimental groups.

Results and discussion. Stress Tolerance in Developmental Stages: Stress tolerance, denoting an individual's capacity to adapt and effectively navigate various stressful circumstances while maintaining both psychological and physical equilibrium, holds paramount significance in the contemporary milieu replete with a continuous influx of challenges, uncertainties, and pressures.

The empirical segment of the study aims to validate these assertions quantitatively. To test the experimental hypothesis, participants from the school acting club, "Theater Club," were compared with students of similar age who did not partake in such activities. Diagnostic assessments

revealed that individuals attending the “Theater Club” exhibited lower levels of personal anxiety compared to their non-participating counterparts (refer to Figure 1).

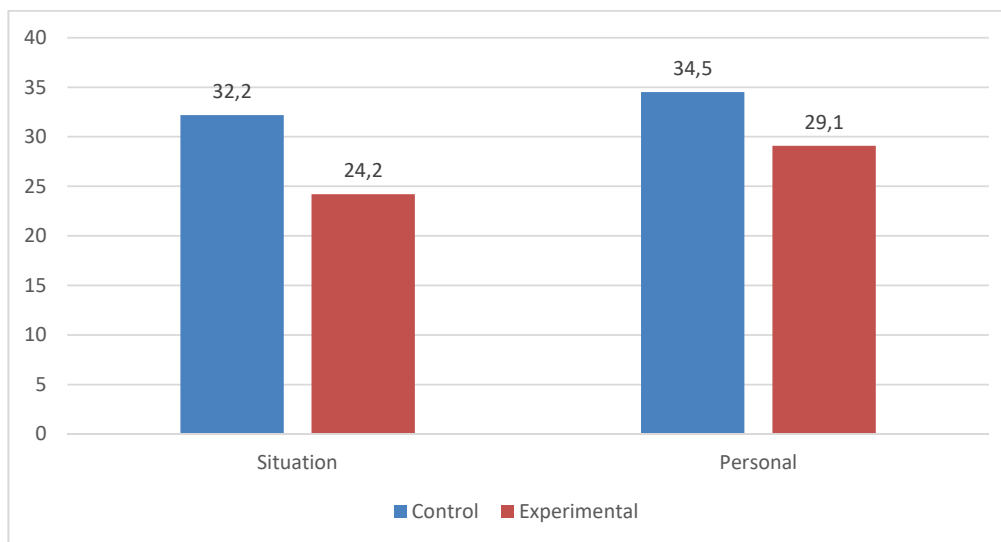


Figure 1. Level of anxiety in the control and experimental groups

Personal anxiety is characterized by persistent worry and preoccupation with oneself, one’s personality, and the future. Individuals experiencing this form of anxiety often avoid social situations due to the fear of judgment, and they are prone to perfectionism and self-criticism, leading to feelings of inadequacy. The constant apprehension about the future, coupled with the fear of negative scenarios and uncertainty, is accompanied by physical symptoms such as muscle tension, sleep disturbances, and headaches. Trait anxiety may also manifest as pessimism and difficulty making decisions.

In contrast, adolescents engaged in acting activities exhibit lower levels of situational anxiety compared to their counterparts in the control group. This difference can be attributed to the development of social interaction skills and a heightened readiness for public speaking among the participants. The nature of stage performances necessitates effective self-presentation, and the cultivation of these skills during acting practices contributes to anxiety reduction in various social contexts.

Through the acting process, individuals develop effective communication skills, further

aiding in anxiety reduction during interpersonal interactions. The systematic work on diverse roles during theatrical preparation allows actors to express and regulate their emotions, thereby contributing to emotional regulation and diminishing the intensity of anxious experiences in everyday life.

Analysis of the experimental data supports the conclusion that participation in a theater arts club contributes to the overall development of an individual’s stress resistance. This development is likely associated with the observed increase in the level of emotional intelligence among teenagers engaged in acting activities.

To substantiate this hypothesis, an evaluation of emotional intelligence levels was conducted in both the control and experimental groups. Dimensions such as interpersonal emotional intelligence (IEI), intrapersonal emotional intelligence (InEI), understanding of emotions (UE), and management of emotions (ME) were assessed. The results indicate a higher average level of emotional intelligence in the experimental group when compared to the control group (refer to Figure 2).

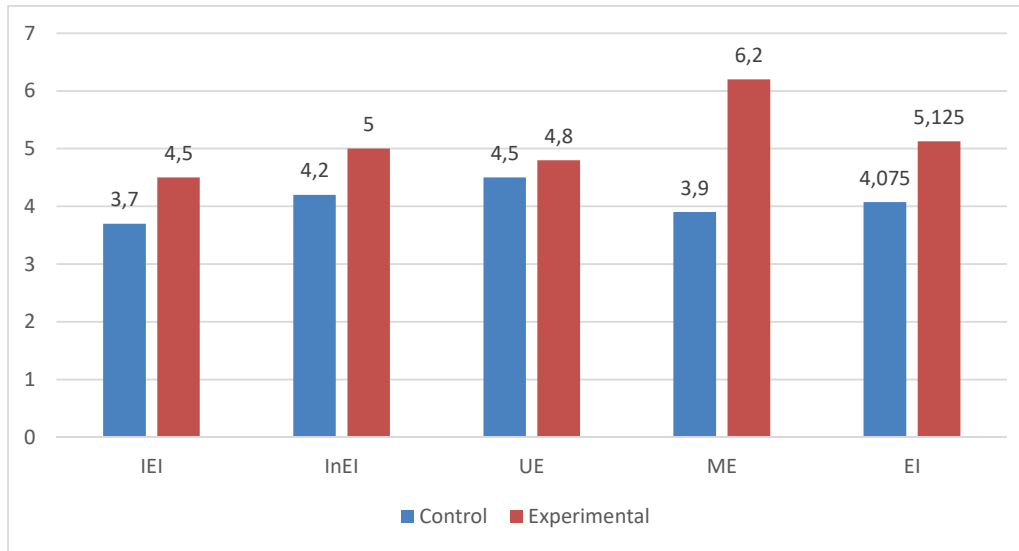


Figure 2. Results of diagnosing the level of emotional intelligence in the control and experimental groups

The most pronounced distinctions are observed in the expression of Interpersonal Emotional Intelligence (IEI) and Understanding of Emotions (UE). Interpersonal Emotional Intelligence encompasses the ability to comprehend and proficiently regulate emotions not only within oneself but also in others. This facet of emotional intelligence concentrates on interpersonal relationships, social interaction, and the discernment of emotions in others. Individuals with developed IEI often exhibit heightened success as leaders, demonstrating efficacy in group management, inspiration, and motivation of others. IEI encapsulates skills related to fostering and supporting others, including the capacity to motivate, facilitate personal development, and sustain the emotional well-being of others. Conversely, individuals with a heightened level of UE demonstrate the ability to make deliberate decisions even in

challenging and emotionally charged situations, ensuring that emotions do not distort their analytical and rational thinking. Developed UE encompasses the acceptance and recognition of a diverse array of emotions, both in oneself and in others, fostering a more tolerant and inclusive attitude towards feelings.

The discerned findings indicate that participants in the acting club exhibit a superior level of emotional intelligence, particularly evident in the domains of Interpersonal Emotional Intelligence and Emotion Management. These characteristics are substantially honed during rehearsals and live performances before an audience. To elucidate the correlation between emotional intelligence and stress resistance, a Spearman correlation analysis was conducted. The outcomes of the analysis reveal a discernible relationship between indicators of situational anxiety and emotional intelligence (refer to Table 1).

Table 1. Identification of the relationship between the level of anxiety and EI

Indicator 1	Indicator 2	<i>r</i> - Spearman	<i>R</i>
Situational	UE	0.59	0.05
Personal		0.37	–

The cultivation of resilience commences at an early age, progressing throughout childhood and adolescence, as children acquire fundamental emotion regulation skills under the guidance of parents and close adults. The establishment of

primary coping strategies is facilitated through interaction with a supportive environment (Bobrovnikova, 2021).

As individuals progress through growth and development, facing challenges related to

academics, social interactions, and personal identity formation, the development of more sophisticated stress coping strategies becomes apparent (Urusova et al., 2022). The transition to adolescence signifies a pivotal phase wherein individuals, undergoing changes both internally and externally, gradually form coping strategies, accompanied by heightened self-awareness and emotional management (Khlomov, 2022).

Role of Creative Activities in Stress Resistance: Creative activities assume a pivotal role in fostering stress resistance among children by providing avenues for emotional expression, fostering creative thinking, and reinforcing psychological resources. Engagements such as painting, sculpting, music, or dancing serve as positive channels for emotional expression, enabling children to comprehend and process their emotions effectively, thereby enhancing control over emotional reactions in stressful situations. Moreover, creative pursuits stimulate the development of innovative problem-solving skills, offering valuable tools for adaptation and creative resolution in challenging circumstances. Through creative endeavors, children gain a deeper understanding of themselves, their interests, and values, thereby fortifying personal identity and augmenting self-awareness, integral components of stress resistance (Andronov, 2022).

Features of Stress Resistance in Adolescence: Adolescent stress resistance exhibits distinctive features aligned with the specificities of this developmental stage. Personal identity formation during adolescence becomes a pivotal determinant influencing stress-coping abilities. Adolescents undergo processes of self-determination, experiencing shifts in their attitudes towards themselves and the surrounding world, which subsequently shape their strategies for adapting to stress. The prominence of peer relationships during adolescence underscores the significance of social interactions in resilience, emphasizing the need for effective engagement in the social milieu, establishment of supportive relationships, and conflict resolution (Dennen et al., 2020). Adolescents grapple with heightened emotional intensities linked to self-redefinition and societal integration, with social stress assuming a particularly prominent role during this phase (Immordino-Yang et al., 2020).

Emotional Intelligence and Adolescent Resilience: Given that social interaction emerges as a principal stressor in adolescence, the cultivation of emotional intelligence emerges as a pivotal contributor to resilience during this developmental stage. Emotional intelligence encompasses the ability to recognize, comprehend, manage, and employ one's own emotions, along with empathy and adeptness in navigating the emotions of others. It encompasses self-regulation skills, indicative of the ability to manage one's emotions and reactions effectively. Adolescents possessing advanced emotional intelligence demonstrate enhanced capacity to navigate emotional pressure in stressful situations, with the ability to empathize aiding in improved social interactions and the formation of supportive relationships, constituting a vital element in resilience. The development of emotional intelligence further fosters positive thinking, enabling teenagers to discern meaning and perspective even in challenging circumstances (Baranov et al., 2019).

The creative process affords individuals the means to articulate their emotions and experiences through artistic expression, facilitating the recognition and processing of feelings – a pivotal facet of resilience. Teenagers, through creative endeavors, can manifest their uniqueness and individuality, fostering the development of a robust self-identity crucial for navigating stressful situations. Notably, this study accentuates the significance of acting within the creative spectrum. Acting demands self-assurance and the ability to articulate one's thoughts and emotions, cultivating confidence pivotal for stress coping. The collaborative nature of theatrical performances cultivates teamwork, interpersonal interaction, and conflict resolution skills, essential for effective conflict management and cooperation (Azimova, 2020).

Participation in acting activities emerges as a catalyst for the development of emotional intelligence among teenagers. Engaging with various roles exposes adolescents to diverse emotions, enhancing self-understanding and empathy. The immersive nature of empathizing with characters extends to real-life interpersonal relationships (Azimova, 2020). Acting prompts

self-awareness as actors scrutinize their emotions and motivations, while emotion management becomes paramount in aligning with the script's demands. Interacting with fellow participants hones social skills and effective communication, concurrently stimulating cultural development and adaptability – an asset in daily teenage life (Gurenko, 2021).

In summary, stress resistance constitutes a pivotal component of an individual's psychological well-being, particularly pertinent to teenagers facing diverse stressors, potentially leading to processes of personal maladjustment. Communication and social aptitudes assume significance, as their development significantly influences teenage social success. Elevated emotional intelligence correlates directly with emotional and communicative competence, contributing to an overall increase in stress resistance. Creative activities, as a conduit for developing emotional intelligence, play a vital role in comprehensive individual development, fostering self-presentation skills. Acting, as a form of creative self-expression, empowers teenagers to cultivate emotional and social

competencies, ultimately enhancing their overall stress resistance.

Conclusion. Emotional intelligence emerges as a pivotal factor contributing to the development of stress resistance within the context of acting classes. The comprehensive training provided in acting empowers teenagers to cultivate greater self-assurance, a heightened understanding of emotional nuances in various situations, and the ability to strategically choose appropriate behavioral responses. This, in turn, substantially diminishes the level of situational anxiety, enabling the selection of judicious behavioral strategies when needed. Notably, the level of personal anxiety did not exhibit a significant correlation, underscoring its challenging nature for regulation. Personal anxiety is inherently intertwined with enduring character traits and temperament, presenting difficulties in alteration. Consequently, individuals engaged in acting experiences and confront anxieties similar to their peers; however, actors demonstrate superior control over their own anxiety, enabling them to make more effective social decisions.

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