

Conclusions. The process of introducing a person to the world of sports culture is complex and multifaceted. The most favorable period for it is the school and student period of an individual's development, when the foundation of physical health has already been laid, basic skills and abilities have been acquired, and the competitive method has been mastered. It is quite possible to master the elements of sports culture both in school lessons and in university classes within the framework of sports education, the purpose of which is to form a competent, enthusiastic sports personality with knowledge, skills and abilities in organizing sports activities.

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PECULIARITIES OF MENTAL REACTIONS TO THE FACTORS OF VARIOUS STIMULI IN THE CONDITIONS OF THE EDUCATIONAL PROCESS

Student life for some students is associated with student societies, communication with interesting people, various events and fun. For others, it is a serious test, a change in life, a difficult life situation to which it is necessary to adapt. Students are young and face various problems, new learning conditions require more independence, responsibility, and self-organization from them, and not all students are ready to solve numerous problems and tasks. In any case, studying at a higher education institution is stressful for many students. The student needs to overcome difficulties, master new roles and modify old ones, adapt to new conditions of life. There is a large amount of evidence that chronic stress is a companion of student life. Researchers note the causes of stress in students related to problems of finances, housing, security and much more. The stress experienced by students can affect learning (acquisition, application and processing of knowledge), which prevents academic success. Difficulties with success, in turn, also create discomfort, as a result of which the general stress increases.

Stress is one of the most common types of affect these days. It is a state of excessively strong and long-lasting psychological stress that occurs in a person when his nervous system receives an emotional overload. Stress disorganizes a person's activity, disrupts the normal course of his behavior. Stresses, especially if they are frequent and prolonged, have a negative impact not only on the psychological state, but also on the physical health of a person. They represent the main "risk factors" for the manifestation and exacerbation of such diseases as cardiovascular and gastrointestinal tract diseases. Students with their rhythm and pace of life, who often do not know how to organize their daily routine, are the most susceptible to stress factors among modern youth.

Key words: stress, stress resistance, stress sensitivity, anxiety, coping methods, students.

Сабіров Олександр, Абрамов Сергій. Особливості реакцій психіки на фактори різноманітних подразників в умовах учбового процесу. Студентське життя для деяких студентів асоціюється зі студентськими товариствами, спілкуванням з цікавими людьми, різноманітними подіями та розвагами. Для інших – це серйозне випробування, зміна життя, складна життєва ситуація, до якої необхідно адаптуватися. Студенти молоді і стикаються з різними проблемами, нові умови навчання вимагають від них більшої самостійності, відповідальності, самоорганізації, не всі студенти готові вирішувати численні проблеми та завдання. У будь-якому випадку навчання у ВНЗ для багатьох студентів є стресом. Учні необхідно долати труднощі, опанувати нові ролі та змінювати старі, адаптуватися до нових умов життя. Існує велика кількість доказів того, що хронічний стрес є супутником студентського життя. Дослідники відзначають причини стресу у студентів, пов'язані з проблемами фінансів, житла, безпеки та багато іншого. Стрес, який відчувають учні, може вплинути на навчання (набуття, застосування та обробки знань), що перешкоджає успіху в навчанні. Труднощі з успіхом, у свою чергу, також створюють дискомфорт, внаслідок чого зростає загальний стрес.

Стрес є одним з найпоширеніших видів афекту в наші дні. Це стан надмірно сильного і тривалого психологічного стресу, який виникає у людини, коли її нервова система отримує емоційне перевантаження. Стрес дезорганізує діяльність людини, порушує нормальний хід її поведінки. Стреси, особливо якщо вони часті і тривалі, негативно позначаються не тільки на психологічному стані, але і на фізичному здоров'ї людини. Вони є основними «факторами ризику» прояву та загострення таких захворювань, як захворювання серцево-судинної системи та

шлунково-кишкового тракту. Серед сучасної молоді найбільш сприйнятливими до стресових факторів є студенти зі збитим ритмом і темпом життя, які часто не знають, як організувати свій розпорядок дня.

Ключові слова: стрес, стресостійкість, стресочутливість, тривожність, методи боротьби, студенти.

Formulation of the problem. Student life is full of extraordinary and stressful situations, so students often experience stress and nervous and mental tension. Basically, students develop stress due to a large flow of information, due to the lack of systematic work in the semester and, as a rule, stress during the session. Emotional stress among students begins at least 3-4 days before the session and persists throughout its duration, even on the calmest days. The presence of emotional tension on inter-exam days is evidence that the exam session is accompanied by continuous, chronic stress. The consequence of such stress can be neurosis, a functional disease of the nervous system, when, first of all, the nervous system suffers, its resources are depleted, forcing the body to work at its limit. It is generally accepted that neurosis occurs when a person is in a state of stress for a long time. Neurosis is not a disease, but a variety of "normal" reactions of a person in unusual stressful conditions. In turn, quarrels, failures and other life events, which psychiatrists label as mental traumas, lead to stress. The period of training has a significant impact on the formation of personality, therefore the problem of mental health of students is very relevant.

Analysis of literary sources. The problem of stress is addressed by a large number of researchers, such as: Zhuravl'ov S., Mykhailenko V., Luskan' O., Khrushcheva L., Yunak V. [1], Hassel S., [2], Yefremenko V., Syrovatko Z., [3], Selye, G. [4].

Due to rapid informatization and globalization in the 21st century, life is becoming stressful. This is due to the fact that the pace of life and development is increasing, people are forced to solve increasingly complex and ambitious tasks. The concept of stress was introduced into science by G. Selye. By this term he understood a special specific reaction of the body to stress factors; the author also called the general adaptation syndrome, stress reaction, adaptation syndrome, and so on, stress. In addition, G. Selye divided stress into two types: positive and negative, that is, eustress and distress. Positive stress had a beneficial effect on the body; therefore, distress had a negative effect [4].

It should be noted that the main individual characteristic of stress content is adaptation, that is, stress resistance. Many experts note that one of the important psychological factors in ensuring reliability, efficiency and success of professional activity is stress resistance, that is, stable behavior of people under stress. Researchers in the field of sociology say that in the modern world you need to have a high degree of stress resistance. A high degree of this quality is necessary, first of all, to preserve the physical and mental health of the individual, as well as to be able to engage in effective professional activities. Students are a Lankan society that is less stress-resistant and prone to depression with negative consequences.

Stress resistance as a given phenomenon (quality, trait, property) is considered mainly from a functional perspective, as a characteristic that affects the productivity (success) of activity. Modern scientists have identified the stages of development of stress resistance. The first stage is to interpret and assess the situation. The second stage is to assess (analyze) stress changes in your body. The third stage involves the adaptation process.

Stress resistance is a complex property of a person, which is characterized by the degree of his stability and ability to counteract irritating factors.

At the same time, the study of this state in the student's educational activities has an undoubted practical significance, in particular, in terms of improving its performance. The student stage is of particular importance. During this period, a future professional is formed, whose level of stress resistance directly affects the success of his activities and lifestyle. Studying at a university is accompanied by a variety of stressful factors, such as exam situations, periods of social adaptation, the need for personal self-determination in the future.

The most pronounced form of educational stress is exam stress. Anticipation of an exam and the associated psychological stress can manifest itself in students in the form of various forms of mental activity. Possible occurrence educational stress syndrome, including sleep disturbance, increased anxiety, persistent increase in blood pressure and other indicators [3].

Thus, constantly experiencing stress and its consequences pose a serious threat to the mental health of students. This is largely due to the specific age of many students, because adolescence is a period of life when personal resources seem inexhaustible, and optimism towards one's health prevails over concern for it. Strong orientation towards experiencing the present, high achievement motivation displaces possible fears associated with the consequences from the student's consciousness stress.

Researchers distinguish 3 groups of students: 1st group - with neurotic disorders; group 2 - at risk of their development; group 3 - healthy. The level of neurotic disorders increases with each year of study. Students with neurotic disorders do not know how to organize their routine, and this aggravates their asthenia (reduces the functionality of the central nervous system, manifested in deterioration in performance, mental fatigue, deterioration of attention, memory, increased reactivity with irritable weakness). Students with neurotic disorders do not get enough sleep, some of them do not use weekends for rest. Neurosis leads to a significant decrease in academic performance. Among students at risk, the majority drank alcohol to facilitate communication, improve mood, and in difficult life situations. The problem of stress is complex and multifaceted. Stress in the educational process must be regulated. This is the task of the students themselves and their teachers, social educators, and psychologists. Perhaps the ways to solve it lie in the professional motivation of students and in the introduction of the basics of a healthy lifestyle, training courses, and health-saving technologies into the educational process. The intensity and tension of modern life provokes at the psychological level the emergence of negative emotional experiences and stress reactions that can lead to the formation of pronounced and long-term stressful conditions. For a modern student, stress is a reaction to accumulated problems, to the endless process of dealing with everyday difficulties. For a university student, these problems and difficulties may be: lack of sleep; unfinished and unprotected practical and laboratory work; tasks not completed or completed incorrectly; a large number of absences in any subject; absence of course work or project in the discipline at the right time; insufficient knowledge of the discipline; poor performance in a certain discipline; overload or too little student workload, i.e. a task that must be completed within a specific period of time; role conflict. It may arise as a result of differences between the norms of the informal group and the

requirements of the formal organization (teachers). In this situation, the student may feel tension and anxiety because he wants to be accepted by the group, on the one hand, and to comply with the requirements of the teacher, on the other; lack of interest in the discipline or the work offered to the student; poor physical conditions (deviation in room temperature, poor lighting or excessive noise, etc.).

These may include personal factors: illness of a family member, change in the number of friends, conflicts with classmates and loved ones, moving, significant personal achievements, changes in financial situation and other factors.

There are many methods to deal with stress. In this work, we will focus on those proposed by D. Myers.

1. When managing time, keeping the situation under control is no less important than managing stress. Feeling in control of a situation is probably the most important and fundamental attitude needed to overcome stress.

2. To protect yourself from stress, you can resort to imagination. It is used for mental relaxation.

3. Short walks in the fresh air.

4. Visiting cultural and entertainment institutions (theater, museum, exhibition, cinema, etc.)

5. Communication with friends or other pleasant company.

6. Laughter is a good cure for stress. It trains many muscles, relieves headaches, lowers blood pressure, normalizes breathing and sleep. At the same time, so-called anti-stress hormones enter the blood. During stress, the body also produces hormones, only stress ones: adrenaline and cortisol.

7. Massage. You can also resort to self-massage.

8. Sports (jogging, swimming, sports games, etc.). Any physical exercise removes stress hormones.

9. There are a number of exercises to combat stress. These include 3 types of exercises: relaxation (autoregulatory breathing exercises, muscle relaxation, yoga); concentration exercises. They can be done anywhere and anytime during the day, anti-stress breathing exercises.

So, stress is an integral part of every student's daily life. The reaction to stress, as well as the beginning of the working day, diet, physical activity, quality of rest and sleep, relationships with others, are integral parts of lifestyle. It depends on the student himself what his lifestyle will be - healthy, active or unhealthy, passive, and, therefore, how often and for how long he will be in a stressful state.

Recommendations for overcoming anxiety and stress in students:

1. Develop a system of priorities in your work, build some consistency in your daily activities.

2. Learn to say "no" when you reach a point where you can no longer take on more work.

3. Develop particularly effective and reliable relationships with your teachers.

4. Don't agree with anyone who makes conflicting demands.

5. Let your instructor know when you feel that the expectations or grading standards for an assignment are not clear, this will make it easier for you later on in completing assignments.

6. Find a day, time to switch from work to productive rest. Other factors associated with reducing the likelihood of stress include eating a proper diet, staying fit through exercise, and achieving overall balance in your life.

Recommendations for timely preparation for a stressful event or life situation in order to reduce their negative impact on the body:

1. Collect sufficient information about the possibility of stressful situations.

2. Think over ways to prevent specific life dangers, try to find ways to mitigate and overcome them.

3. Do not try to make hasty conclusions on the eve of a stressful event, because everything can still change, and everything may be completely different from what you imagine.

4. Realize that a person can solve most situations that cause stress on his own, without resorting to outside help.

5. Strive to actively intervene in a situation that causes stress. An active lifestyle helps create a protective background against stress in the body, improving the functioning of adaptive organisms.

6. Understand and accept that serious changes are an integral part of life.

7. Remember that stressful life situations are mastered faster and better by those who know how to use relaxation methods.

One of the effective remedies against stress is relaxation. According to G. Selye's theory, the automatic anxiety reaction consists of three successive phases: impulse, stress, adaptation. Consequently, if a person wants to direct his efforts to maintain health, then he must consciously respond to a stressful impulse with relaxation. With the help of this type of active defense, a person can prevent the impact of a stressful impulse, delay it or reduce stress, thereby preventing psychosomatic disorders in the body. Breathing may become difficult and heavy during physical exertion or a stressful situation. A person has the opportunity, by consciously controlling his breathing, to use it to calm himself, to relieve tension - both muscular and mental, thus, autoregulation of breathing can become an effective means of combating stress, along with relaxation and concentration.

The method of auto analysis of personal stress by keeping a "stress diary" helps to detect and explain your body's reactions to stressful situations. This method requires recording in a diary for several weeks when and under what circumstances signs of stress were detected. Analysis of entries in the diary helps simply and quickly determine which events or life situations contribute to stress. It is the regularly repeated situations described in the diary that can cause stress.

First aid methods for acute stress. If you suddenly find yourself in a stressful situation, you first need to gather all your willpower and command yourself to stop in order to sharply slow down the development of acute stress. To be able to get out of a state of acute stress and calm down, you need to find an effective method of self-help in order to quickly navigate a critical situation by resorting to this method of help with acute stress: 1. anti-stress breathing; 2. relaxation; 3. rational perception of the environment; 4. change of scenery; 5. engage in any (distracting) activity. In a stressful situation, this acts as a "lightning rod", helping to distract from internal tension. 6. local concentration (helps to displace stress-filled internal dialogue from

consciousness). Stress is an inevitability that you need to be aware of and always remember. At the same time, stress can be anticipated, you can prepare for its arrival and try to cope with it effectively.

Conclusions.

For a modern student, stress is not a supernatural phenomenon, but rather a reaction to accumulated problems, to the endless process of struggling with everyday difficulties. Stress can be caused by factors related to work and organizational activities or events in a person's personal life. Stress in student activity is everyday overload associated with the peculiarities of the learning process at a university and has direct and independent effects on well-being and mental or somatic functions. So, stress is an integral part of every student's daily life. The reaction to stress, as well as the beginning of the working day, diet, physical activity, quality of rest and sleep, relationships with others, are integral parts of lifestyle. It depends on the student himself what his lifestyle will be - healthy, active or unhealthy, passive, and, therefore, how often and for how long he will be in a stressful state. The main causes of stress in students are heavy academic loads, which arise due to a large number of tasks in different academic disciplines. All this leads to haste and constant lack of time. To recuperate, students need good sleep and communication with friends and loved ones.

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THE RESULTS OF THE RESEARCH AND EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF THE ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF THE READINESS OF FUTURE INSTRUCTORS IN FIRE TRAINING FOR PROFESSIONAL ACTIVITY

The development of the latest weapons and equipment, the supply by the "allies" of military aid packages, including modern small arms, dictates new requirements for the training of highly qualified personnel for the needs of the institutions of the security and defense sector of Ukraine. This, in turn, emphasizes the relevance and timeliness of the training of instructors in fire training, because it is this link of military specialists (mentors) that is currently dominant in the direction of training and education of representatives of the institutions of the security and defense sector of Ukraine at various stages of their long-term training.

According to the results of the analysis of the scientific and methodological literature by the members of the scientific research group, it was established that empirical studies that comprehensively reveal the peculiarities of the organization of the