THE PROBLEM OF INFORMATION STRESS AND STRESS RESISTANCE AMONG TODAY'S STUDENTS

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Abstract

In this article, the information about the factors that cause informational stress in today's student, the conditions that affect the physiological course of this process in students, and the theoretical information about how they take place are theoretically analyzed.

Keywords: Stress, information stress, educational stress, information flow, time shortage, information pollution, student.

Introduction

Today's young students are trying to absorb a huge flow of information in order to satisfy their desire to keep up with the times. It is observed that these aspirations cause psychological (informational) stress in students as a result of factors such as "shortage of time" or "excessive flow of information".
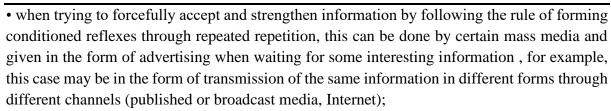
Informational stress is caused by an extremely large flow of information, a lack of time to absorb it, or a lack of personal cognitive capabilities of an individual.

In a broader sense, informational stress is when the subject works hard to complete the task assigned to him in the process of performing a certain activity, imposes loads beyond his capacity, high responsibility in this process It occurs in a situation of excessive stress that occurs for both the organism and the psyche, such as feeling pressure, not being able to make the right decision in solving and solving the situations that have arisen.

One of the most important aspects of today's modern student's lifestyle is the presence of excessive information that disrupts the student's psychological ecology and leads to "informational pollution" of his/her life. These include not only the student's reception of information that is actively encountered in a narrow scope and in connection with educational activities, but also the information distributed through the mass media that are received and used on a daily basis. It is even better to call the last type of information not mass information, but manipulative information. Some information is overtly inculcated into audiences to ensure that it is received by students, even if passively or unwillingly. Students are forced to accept information in the following cases:

• when it is transmitted to the minds of students through the influence of hidden psychotechnical means, which use the influence of suggestive speech tools;

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• when trying to forcefully accept and strengthen information by following the rule of forming conditioned reflexes through repeated repetition, this can be done by certain mass media and given in the form of advertising when waiting for some interesting information , for example, this case may be in the form of transmission of the same information in different forms through different channels (published or broadcast media, Internet);

• when information and advertising are inconsistent and lack of reality;

• and finally, when information is conveyed by means of appeals to the student's instincts (intimidation, aggression, etc.), using false sensations, "making an elephant out of a fly", mixing mysticism .

Such an intense flow of information entering the student's mind will definitely lead to informational stress. This, in turn, if not prevented, can eventually lead to "information neurosis". At this point, the question arises whether informational stress and neurosis will become an integral part of the lifestyle of a modern student or whether it can be eliminated. Most of the studies conducted on the study of informational stress have been conducted in connection with the owners of workplaces working with computer technologies, and all of them have also considered the personal behavioral reaction of a person in extreme situations. According to their results, when analyzed, information neurosis appears in cases where the student receives too much information, quickly and responsibly, and is forced to work with it. In this case, mental stress may arise in connection with the factors of responsibility, the importance of information, avoiding mistakes, and focusing on information. This situation is observed more during the session for students. During this period, two factors related to the volume of information received by the student and the speed of its analysis are considered important. But it is also worth noting that the human brain can do twice as much work in processing information (if the information is not in the form of words or numbers). Such information includes: the living language of body sensations, vivid images, smells, in short, the natural "wordless" language of life created to communicate with nature.

If we compare natural intelligence with artificial intelligence, that is, if we compare the structure of the student's brain and the functioning of his psyche with computer analogs (in the IT framework), the following can be seen: modernization of individual blocks in the student's "brain computer", unlike a regular computer or no replacement at all. Therefore, the student's "brain computer" cannot fully adapt to some complex thought processes. Because such operations require the "brain computer" to work at its maximum and use all its resources.

This can be understood as follows: the brain's thinking, that is, its programming, becomes more complex, but its "technical base" remains the same, and as a result, they are not very compatible with each other. The student's brain is not highly adapted to one-sided, logical, verbal processing of information. At first, the student's brain spends a lot of effort to perform similar actions, that is, it begins to waste its resources on learning unnecessary and insufficiently adapted information. For this reason, it causes a reaction of tension related to information processing - informational stress.

According to N.M. Sandomirsky, "until recently, we talked about the effect of informational stress on the human brain, but now informational stress begins to haunt the human brain from the moment a child learns to speak" [4, p. 56] began to emerge. Therefore, it should be noted

that the constant informational pressure that is instilled in the child's brain has a serious impact on its development. The effect on the development of the brain is related to the active information load in it.

"Educational" stress is added to informational stress during the student's school period and beyond. The contradiction as a result of information stress is as follows: there is an imbalance between the large amount of information and the lack of time to absorb it. Then the student follows the path of uncritical assimilation of this information, that is, he does not independently analyze the information. In other words, the student learned not to think independently. Whether he memorizes the text by mechanical repetition, accepts what he sees on TV without discussion, does not manage to think about the next process, easily adopts the ready thought of others - all this leads to one result - the student's ability to think. , that is, the ability to use the capabilities of his brain correctly and appropriately will not be formed.

 It is noted in the data that the formation of informative ideas about situations such as real or potential danger, damage, loss, difficulty is carried out with the help of cognitive processes. The assimilation of information in this way, based on the interdependence of various mental processes, leads to a selective attitude towards it, as a result of which information of a certain importance is selected, which leads to the interruption of information in memory. Brings

The success of the activity, its usefulness and functional reliability are determined by the real content, adequacy, completeness, level of development of this activity process. If a violation occurs in these cases, there will certainly be difficulties in the management and execution of activities.

Informational basis of activity. The concept of the information base of the activity is understood as a set of data that describes the objective and subjective conditions of the activity and allows organizing the activity in the "goal-result" state.

The information base of the activity is formed at three different levels:

1) sensori-perceptive level - is formed based on laws that reflect (perceive) signals that contain necessary information;

 2) cognitive level - it is formed in the way of evaluating the functional importance of signals, that is, the value of information in production activities, as well as in the way of collecting, storing and using this information;

3) figurative-operational level - is formed based on the laws of aggregation of separate signs of information in a holistic state, which implements planning and management of activities [1, 148-b].

During any activity, these three levels interact and interact. Disruptions at any of these levels create insecurity and stress during the student's academic career.

If we analyze this situation among students today, it can be observed that violations at these levels increase tensions and cause informational stress.

Informational stress depends on how the subject evaluates the dangerousness of the stress-effect during the extreme signal or situation. It should be noted that not only the real stressful situation itself, but also its imagination is perceived as a threat, and this also causes informational stress.

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