# ABSTRACT

of the doctoral dissertation by Ibraieva Asylzat Utzhanovna
titled "Formation of stress resistance of teenagers in the process of teaching performing art" presented for the degree of
Doctor of Philosophy (PhD) in the educational program
8D01101 - Pedagogy and Psychology

**Rationale of the research.** The problem of stress and stress resilience is investigated in foreign scientific literature, in particular in the works of Canadian physiologist H. Selye, American psychologist R. Lazarus, as well as in the studies of psychologists from neighboring countries L.I. Antsyferova, V.A. Bodrov, R.M. Granovskaya, I.A. Dzhidarian, O.A. Karabanova, T.L. Kryukova, L.A. Kitaev-Smyk, A.E. Lichko, O.V. Lozgacheva, A.B. Leonova, V.V. Sobolnikov, and other researchers.

In the scientific works of foreign authors Jiajia Zhang, Min Li, Peipei Li, R.S. Lanier, E. Hubbard, M. Seligman, J. Rosenstock, and their colleagues, it is substantiated that stress resilience presupposes the development of both internal personal resources and the active engagement of the individual. It is also considered as one of the significant personality factors that influence adaptive processes in response to the impact of stress-generating factors, from both external and internal perspectives.

The issue of developing stress resilience in students is reflected in the works of researchers N.V. Antonova, M. Bogdanov, R.K. Nazarov, L.B. Schneider, E. Erikson, and other scholars. Kazakhstani researchers Zh.I. Namazbayeva, G.Zh. Lekerova, O.S. Sangilbayev, M.A. Perlenbetov, A.S. Magauova, Z.B. Madalieva, N.B. Zhienbayeva, O.B. Tapalova, M.M. Umurkulova, Z.M. Sadvakasova, A.R. Mendykayeva, S.K. Berdibaeva, A.B. Aitbayeva, G.A. Kasena, G.K. Kasymova, and other authors interpret the phenomenon of stress in the context of the educational system as a factor that determines the quality of life of future specialists and as a significant determinant of the formation of personal characteristics of a student in the educational environment of a higher educational institution.

Stress resilience in adolescents has been addressed in the research of L.I. Bozhovich, A.I. Zhukova, A.I. Zakharova, A.G. Zdravomyslova, V.A. Ivannikova, L.E. Lichko, D.A. Leontiev, V.N. Myasishcheva, and other authors. Researchers have theoretically and empirically substantiated the proposition about the predominance of anxious states, feelings of internal contradiction, moral instability, and unstable self-esteem among the personal and behavioral manifestations characteristic of adolescence. They have demonstrated that these particular characteristics are conditioned by an insufficient level of development of stress resilience during adolescence, which underscores the significance of this area of research. The obtained results demonstrate that adolescence represents an important period of heightened sensitivity to stressful impacts.

Although theatrical art (stage art) was not the independent object of scientific investigation, its examination within the framework of theatrical arts is logical and substantiated. This is due to the fact that stage speech, stage action, stage role, and other components of theatrical art are realized on the theatrical stage. In this research, theatrical art is considered as a means of developing stress resilience in adolescents owing to its capacity to facilitate the development and realization of individual, emotional, and multidimensional qualities of personality, which determine the level of stress resilience in adolescents in stage performance activities. Theatrical art has received extensive coverage as an object of art studies, cultural studies, and sociology. However, in the works of theoretical and practical theater specialists, beginning with K.S. Stanislavsky, M.B. Aleksandrovskaya, S.V. Gippius, L.V. Gracheva, N.V. Rozhdestvenskaya, V.A. Petrov, the effectiveness of actor training through the development of psychological and physiological capabilities is emphasized. The authors point to the considerable influence of actor training on the formation of psychological, physiological, and personal qualities and substantiate the necessity of a comprehensive interdisciplinary approach to the study of this problem.

A significant number of research studies by scholars from CIS countries in the field of pedagogy and psychology have been devoted to the issues of education and upbringing of youth through theatrical art. In the works of V.M. Bukatova, A.P. Ershova, A.B. Nikitin, E.K. Chukhmanов, O.S. Zadorina, the effectiveness of theatrical art as a means of teaching and educating children of various age groups, including adolescents, has been substantiated. In the research of I.A. Generalova, T.G. Penya, A.Ya. Mikhailova, L.M. Nekrasova, M.P. Stul', and other authors, aspects of youth upbringing in the field of culture through the means of theatrical art have been examined.

Theatrical art in Kazakhstan has been addressed in the works of literary scholars, theater scholars, and art historians. Specifically, in the research of Mukhtar Auezov, Sultan Ordaliev, Kaltay Mukhamedzhanov, Ashyrbek Syga, Tungyshbay Zhamankulov, and other figures of the arts, the characteristics of the creative nature of Kazakhstani national theater, the laws of its development, achievements, and current problems have been analyzed. At the same time, in the works of R. Kanibaeva, D. Turankulova, M. Omarbayeva, S. Zhakan, M. Abzelbayev, Sh. Bersugirov, the specific features of the formation of stage language and promising directions of its development have been scientifically characterized. In the dissertation research of K.O. Khozhamberdieva, devoted to the problem of stage language in the modern Kazakhstani theatrical school, the question of improving the culture of speech in the theatrical space has been investigated based on specialized methodologies for teaching stage language.

However, in the works of Kazakhstani educators and psychologists, theatrical art, including stage art, has not been examined as an independent object of research.

In the scientific literature of both distant and neighboring foreign countries, works have been identified that are directly relevant to addressing the tasks of this

research. In particular, the works of O.A. Antonova "School Theatrical Pedagogy as a Socio-Cultural Phenomenon," G.D. Staune "Development of Creative Potential in Adolescents through Theatrical Art," D.N. Sosnina "Stress Resilience in Artistic-Creative Activity in Integral Individuality: The Case of Ballet"; T.P. Lyaskovskaya "Formation of Aesthetic Taste in Adolescents through the Means of Theatrical Art," E.V. Zel'chenko "Formation of Stress Resilience in Students in the Process of Vocal-Choral Activities," and others draw attention to the educational potential of vocal art. However, in these works, the problem of forming stress resilience in adolescents has not been specifically examined through stage art as a means of its influence within the framework of theatrical art.

In the dissertation research of Kazakhstani scholars in pedagogy and psychology, stage art has not been examined as an independent subject of investigation. Although in articles the problem of stress resilience in students is considered alongside the main qualities of personality, in dissertation research in recent years it has become the subject of special study: M.M. Umurkulova "Strategies for Overcoming Academic Stress in Students in the Context of Psychological and Pedagogical Support"; A. Kazieva "Psychological and Pedagogical Conditions for the Formation of Stress Resilience in First-Year Students"; S.T. Bapaeva "Characteristics of Stress Resilience and Tolerance to Uncertainty of Personality under the Conditions of Global Crisis." First, in these investigations the problem of stress resilience has been examined in relation to students of higher educational institutions, whereas the problem concerning schools and adolescents has not been studied. Second, stage art has not been investigated as a means of forming stress resilience.

**Research Goal:** to provide theoretical substantiation for the formation of stress resilience in adolescents in the process of learning stage art, to develop a methodology, and to experimentally verify its effectiveness.

In accordance with the research goal, the following **research tasks** have been set:

– Based on theoretical and methodological analysis, to clarify the essence of the concepts "stress resilience" and "stress resilience in adolescents" and provide them with substantive characterization;

– to substantiate stage art as a means of forming stress resilience in adolescents and to determine the structure and content of the process of learning stage art;

– to develop a structural-functional model of the formation of stress resilience in adolescents in the process of learning stage art and to determine the criteria, indicators, and levels of its formation;

– to develop a methodology for the formation of stress resilience in adolescents in the process of learning stage art and to conduct experimental verification of its effectiveness.

**Research Methods:** In order to address the research tasks, the following methods have been utilized: theoretical methods (content analysis of scientific and methodological literature in the field of art studies, sociology, psychology,

pedagogy, comparison of propositions, information expertise, generalization); empirical methods (questionnaires, interviews, conversation, observation, experiment); diagnostic methods (determination of the level of personal and situational anxiety according to C.D. Spielberger (adapted by Y.L. Khanin); assessment of the manifestation of personal anxiety according to J. Taylor (adapted by T.A. Nemchinov) – determination of adaptability and maladaptability of adolescents to stress; Connor-Davidson Resilience Scale (CD-RISC-25); assessment of personal-psychological characteristics of adolescents according to J. Strelau); statistical methods of processing diagnostic research results (Wilcoxon T-test, Spearman's correlation coefficient); computer programs (repeated measures ANOVA).

**Methodological Foundations of the Research:**

1) theories of personality stress resilience: the concept of "Adaptive Syndrome" by H. Selye; the theory of "Stress without Distress" by H. Selye; the cognitive theory of stress by R. Lazarus, S. Folkman, R. Harrison; the provisions of subjective personal evaluation by L.I. Antsyferova, W. Griffith, D. Leynton; the concept of "Personality Stability" by A.N. Leontyev; the position on psychophysiological reaction by I.P. Sechenov; the concept of "Sense of Coherence" by A. Antonovsky; the theory of conservation of resources by S. Hobfoll; the theories of conflict by R. Dahrendorf, G.M. Frankfurt;

2) principles of stage art: the unity of stage movement and stage language; the disclosure of the psychology of a stage character; the concentration of psychological phenomena in the plot line of the play and role; the sanctity and sacredness of the stage; stage art as the interaction between actor and audience; stage art as a synthetic art form; stage performance as an active method of personality socialization;

3) approaches to the formation of stress resilience: systemic, personality-oriented, activity-based, comprehensive, and others.

**Scientific Novelty and Theoretical Significance of the Research:**

– based on analysis, the content of the concept "stress resilience in adolescents" has been clarified, its structure has been determined, and substantive characterization has been provided;

– the use of stage art as a means of forming stress resilience in adolescents has been substantiated; the structural components and substantive characteristics of the process of learning stage art have been identified;

– a structural-functional model of the formation of stress resilience in adolescents in the process of learning stage art has been developed and its criteria, indicators, and levels have been determined;

– a methodology for the formation of stress resilience in adolescents in the process of learning stage art has been developed and experimental verification of its effectiveness has been conducted.

The **theoretical significance** of the research lies in the expansion of scientific knowledge related to the characteristics of utilizing the potential of the process of learning stage art for the formation of stress resilience in adolescents.

**Practical Significance of the Research:**

– diagnostics of the formation of stress resilience in adolescents;

– the program "Stage Mastery" for the formation of stress resilience in adolescents in the process of learning stage art;

– the optional course "Stage Art and Stress Resilience" for the formation of stress resilience in adolescents in the process of learning stage art;

– psychotechnical trainings for practical activities aimed at the formation of stress resilience in adolescents in the process of learning stage art;

– a plan of practical activities "Stage Practice" for the formation of stress resilience in adolescents in the process of learning stage art and the system of its implementation, the effectiveness of which has been verified in practice.

The scientific-practical results and scientific-methodological recommendations obtained in the course of the dissertation research can be utilized in general education schools, gymnasiums, lyceums, youth centers, organizations of supplementary education, theatrical clubs, as well as in the system of professional development and retraining of pedagogical workers.

**The following propositions are presented for defense:**

– the formation of stress resilience in adolescents in the process of learning stage art is a psychological-pedagogical problem. First, stress is one of the fundamental categories of psychological science; second, the formation of stress resilience is accomplished through specific pedagogical methods, forms, and means; third, the problem has not been sufficiently studied from the perspective of domestic pedagogical science. Within the framework of this research, "stress is a psychophysiological state arising as a result of harmful impact of external and internal factors of danger, threat, and pressure";

– according to the research, "stress resilience in adolescents" is "an integrated aggregate of personal qualities, adaptation skills, intellectual knowledge, and behavioral characteristics in the struggle against stress arising as a result of harmful impact of situations of danger, threat, difficulty, and pressure." In the structure of stress resilience, personal qualities include the neuro-psychological system of the individual, anxiety, emotions, energetic resources of the organism, and the striving to combat stress. Adaptation skills include positive interpersonal relationships, seeking social support, self-reflection, achieving successful outcomes, self-improvement, and so forth. Intellectual knowledge includes positive thinking, creativity, creative ability, management of personal qualities, and knowledge in the field of morality. Behavioral characteristics include activity, self-confidence, responsibility for one's life, persistence, and tolerance;

– stage art is considered in the unity of acting craft, stage language, and stage movement. The characteristics of stage art and its instruction influence the formation of stress resilience in adolescents: expression and regulation of emotions;

enhancement of self-esteem and self-confidence; development of interpersonal interaction skills; teamwork and cooperation; time management and discipline; attention and synchronization with timing; mechanisms of combating and reducing stress; sense of achievement and accomplished work; cultural and social interaction, and others;

– "the process of teaching stage art to adolescents" in this research is understood as the implementation of purposefully directed, systematically organized methods and forms within the environment of education and upbringing that contribute to the comprehensive development of adolescents; accordingly, "the formation of stress resilience in adolescents in the process of learning stage art" is defined as the formation of personal qualities, intellectual knowledge, adaptation skills, and behavioral characteristics that constitute the stress resilience of an adolescent, by means of stage art resources, forms, and methods of its instruction at the psychophysiological, pedagogical, and social stages;

– in this research, the psychological-pedagogical conditions consist of two major groups. The first comprises mutually conditioned conceptual principles determined in accordance with the subject of the research and requiring direction and adherence to the effective implementation of the process (consideration of stage art as a means of forming stress resilience; mastery through the integration of physiological, psychological, pedagogical, and artistic knowledge; implementation at psychophysiological, pedagogical, and social stages; development according to the scheme personal quality – adaptability – behavior); the second comprises a set of measures ensuring the effectiveness of the aforementioned process (development and use of the program "Stage Mastery," creation and implementation of the optional course "Stage Art and Stress Resilience," development and use of psychotechnical training, development and implementation of a plan of practical activities "Stage Practice");

– the structural-functional model of the formation of stress resilience in adolescents in the process of learning stage art provides for the interconnection of the target-conceptual (goal, tasks, methodology: theories of stress resilience, principles of stage art, methodological approaches to formation), content-organizational (psychological-pedagogical conditions and their substantive direction, organizational forms, applied methods, means and stages), and evaluative-resultative (criteria, indicators, levels) components.

– the formation of stress resilience in adolescents in the process of learning stage art will be effective upon the inclusion of diagnostics; methodology for the formation of stress resilience in adolescents at the psychophysiological, cognitive, and social stages of learning stage art; the program "Stage Mastery" for enhancing the positive orientation of personal qualities and adaptation skills for combating stress; the optional course "Stage Art and Stress Resilience" for deepening intellectual knowledge and adaptation skills; psychotechnical training; a plan of practical activities "Stage Practice" for the formation of behavioral characteristics; the implementation of the process of learning stage art utilizing contemporary forms

of education and upbringing, psychophysiological technologies, psychotechnical and pedagogical innovative methods.

**Correspondence with Scientific Development Directions or State Programs:**

The theoretical and methodological foundation of the dissertation research is based on the following normative-legal documents of the Republic of Kazakhstan:

– Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education" (as amended and supplemented)

– Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348 "On the Approval of State Compulsory Educational Standards for Preschool Education and Training, Primary, Lower Secondary and General Secondary, Technical and Vocational, Post-Secondary Education"

– Order of the Minister of Education of the Republic of Kazakhstan dated October 4, 2023 No. 303 "On Amendments to the Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348"

– Resolution of the Government of the Republic of Kazakhstan dated October 12, 2021 No. 726 "On the Approval of the National Project 'Quality Education: Educated Nation

– Resolution of the Government of the Republic of Kazakhstan dated March 28, 2023 No. 249 "On the Approval of the Concept for the Development of Preschool, Secondary, Technical and Vocational Education of the Republic of Kazakhstan for 2023–2029

– Address of the President of the Republic of Kazakhstan K.Zh. Tokayev "The Economic Course of Just Kazakhstan" dated September 1, 2023

– Address of the President of the Republic of Kazakhstan K.Zh. Tokayev "Just Kazakhstan: Law and Order, Economic Growth, Public Optimism" dated September 2, 2024.

**Publications:**

*Scopus:*

1.Ibraeva, A., Abdigapbarova, U., Shalabayeva, L., & Zhiyenbayeva, N. Formation of stress resilience in adolescents through training in performing arts // International Journal of Adolescence and Youth. – 2025. – Vol. 30, No. 1. – DOI: https://doi.org/10.1080/02673843.2024.2448275 .

*In Journals Recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Republic of Kazakhstan:*

1. Ibraeva, A.U. Formation of stress resilience in adolescents in the process of engaging in types of stage art // Abai Kazakh National Pedagogical University Bulletin. Series: Psychology. – 2023. – No. 4 (77). – DOI: https://doi.org/10.51889/2959-5967.2023.77.4.017

2. A.U. Ibrayeva, U.M. Abdigapbarova, Y. Gelisli Features of stress resistance of teenagers participating in the activities of the theater club // Pedagogy and

Psychology. – 2024. – Vol. 58. – No. 1. – P. 67–72. – DOI: https://doi.org/10.51889/2960-1649.2024.58.1.008.

- Ibraeva, A.U., Abdigapbarova, U.M. Theatrical art as a form of psychological and pedagogical support for adolescents with signs of social and personal maladjustment // Turan University Bulletin. – 2024. – No. 4 (134). – P. 437–450. https://doi.org/10.47526/2024-4/2664-0686.133

*Reports at International Scientific-Practical Conferences:*

Methods of investigating the level of stress resilience in adolescents // Innovative approaches in contemporary science: collection of articles based on materials of the CLII International Scientific-Practical Conference. – 2023. – No. 20 (152).

*Copyright Registration Certificate Obtained:*

Certificate of registration of objects protected by copyright in the State Register of Rights to Objects Protected by Copyright // Program of Stage Mastery. – August 31, 2026. – No. 77908.