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### **THESIS WORK**

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## **Abstract**

In this study stress, as an individual and organizational problem is discussed. American Psychologist association states stress as an illness #1, reporting its effect on all spheres of the life. Stress is not only individual problem, it turns to be an organizational problem also, because of the factors and outcomes influencing the stuff and as a result all business indicators.

Main purpose of the study is to research the effectiveness of the authors registered authorship methodology (Nurshanov, 2018) to cope with stress among the teachers in Kazakhstan. Methodology is a pedagogical educational complex based on scientifically proven separate methods, containing psychological, physiological and hypnotic exercises, combined together to increase the effectiveness.

During the study current level of stress measured by the valid tests: «Psychological stress measure PSM-25»(Vodopyanova, 2009), ideo-motor test of “Key” method(Aliyev, 1987), interviews. In a next part measurement author describes the methodology of learning process and experiment provided in school. In a last part the result obtained after the training are measured again by same methodology and changes discussed.

As a result of study effectiveness of stress management complex confirmed and extra advantages are noticed. Complex can be used in any type of organizations and it is effective tool for coping with stress. Recommendations for Ministry of education and science, Ministry of health are prepared and demonstrated.

## **1. Introduction**

21 century is the period of rapid growth and new challenging steps for humanity, because of the technological jump in development. Ability to work with huge amount of information, possibility to analyze the big data opens us new opportunities, at the same time making us more pressured in daily and work lives. It's especially challenging period, for management and business owners, who need to adopt management style and take into account all difficulties.

Surge in life occur due to changes in social relationships, environmental conditions and the pace. Especially the pace of life set by the companies themselves to stimulate consumption, is now working against the staff of these companies, depleting resources and affecting productivity. This year, the World Health Organization included burnout at work in the classifier under code QD85(WHO, 2019) and officially recognized burnout as a disease. All this is a consequence of small accumulated stressful events, as a result of which turned into a full-fledged disease for the employee and the loss of money for the organization.

The objective of my research is to define the level of stress among the teachers and determine if the application of my authorship certified psychological-pedagogical complex for working with stress can reduce the level of current stress, ensure the prevention of stress, and save the staff from internal causes of burnout.

From the theoretical side importance of study is applicable to the researches of stress in Kazakhstan businesses and educational organizations while the practical mission is to check efficiency of the registered authorship educational – psychological complex in coping the stress.

Solving the problem of stress, restoring the ability of staff to relax and activate the processes of self-regulation, we can dramatically improve the lives of staff and companies. To insure the better understanding of the work life stress and its nature, factors and outcomes of stress discussed in this study.

## **1.1. Problem statement**

As the main target group educational organizations and teachers are considered in this study. It should be noted that the teachers profession is subject to the negative professional activity effects, many works of foreign psychologists and physicians actively analyzed the theoretical component of this issue, these are works by A.A. Baranova "Stress resistance. In the structure of personality and activity of teachers of high and low professional skills "(Baranova, 1996), V.P. Zhukovsky, S.V. Shanin" Theoretical aspects of the problem of resistance to stress in educational activities "(Zhukovsky, Shanin, 2015)

Scientists in their research revealed that teachers are subject to stress due to following factors:

1. Constant interaction with people of different typology and behavioral features. Contacts with students, parents, administration, journalists, auditors.
2. The introduction of technological innovation in the educational and management process.
3. A large flow of information required for high level education in the information availability period.
4. Administrative and bureaucratic obligations.
5. The emergence of business and interpersonal conflicts.

At the same time, each of these factors forms a psychological burden on teachers, which can lead to psychological and psycho-physiological consequences.

Scientists point out that the duration of stress and its intensity are directly correlated among themselves in the possible consequences of stress. Stress violates the standard rhythm of life and processes in the human body. Stress has delayed development of consequences, which can at any time be expressed in the form of a physiological disease.

Analysis of the scientific literature has shown that the main consequences of stress for teachers can be followings:

1. Frequent diseases leading to passes and violations of the educational process. First of all, cardiovascular systems, the gastrointestinal tract, and the endocrine system suffer from stress.

2. Low concentration of attention. At the time of the active phase of stress, a person's attention is fully covered by concentration on stressful situations, which reduces a person's ability to engage in any other activity.

3. Irritability and fears. Stress state causes active muscle spasms, which can lead to irritability and the occurrence of panic attacks. This fact prevents the teacher to interact with colleagues, and also contributes to the negative impact on the psycho-physiological state of students.

4. Depression and burnouts. Long term effect of stress, transforms to depressive mood and indifferent attitude, what as a result can be a reason of suicide.

## **1.2. Research Question(s):**

As a result of practical research in the field, in educational institutions, the task was to check the current state of teachers, learn about the effects of stress on them, and apply the author's methodology to manage stress. The technique was developed by the author on the basis of background, practical experience and a combination of various techniques suitable for group development and quick results.

Questions posed by the author before the study:

1. What is the stress level of teachers at the moment?
2. What is the effectiveness of a developed stress management complex in coping with stress?

It was important to understand how much stress is a problem for teachers of Kazakhstan, so that any new researches conducted in Kazakhstan were not found.

### **1.3. Research objectives**

In case of confirmation of a negative situation that corresponds to world trends, the use of stress management complex developed by the author should be tested.

In accordance with a certain level of current stress, the task was to check the effectiveness of training and measure the changes in the stress state of teachers.

Main objective is on a basis of trainings and test define the effectiveness of authors methodology of stress management. As a result of a study prepare the recommendations for Ministry of education and science of RK

### **1.4. Contribution**

For last 5 years author has been studying worldwide experience and different methods in coping with stress as:

- “Key” synchromethod №1030205K (NEO Stress defence center, 2014)
- Business coaching №2017 (Psychological center Nagval, 2017)
- Coaching “Opportunities without borders” №170912042C (ICP Center, 2017)
- Modern Hypnotherapy № 0550001 (National research institute of clinical hypnosis, 2018)

On a basis of practical work, experiments provided developed an easy to use and fastly applicable complex to coping with stress. Method can be used by any business entities and individuals. Method contains exercises especially developed for trainings. As a main theoretical contribution is a results of changes in stress level of teachers and practical contribution is the defined effective method.

Also importance of study is the independent qualification of real situation with stress of teachers, which can be used to monitor and upgrade the situation in all schools.

## **2. Theoretical framework**

Historically, the term "stress" in physiology and psychology was introduced by Walter Cannon (Goldstein, 2006) in his works on the universal reaction "fight-or-flight response". But mostly stress as a term was spread after the famous stress researcher Canadian physiologist Hans Selye published his work on the general adaptation syndrome in 1946 in which Selye began to initially use the term "stress" describing previously found general adaptive syndrome.

Cannon stated in his studies that stress is a body reaction. During any circumstance overwhelming the daily situation, that our body and mind is ready for, physical reaction begins to generate special activation hormones and prepares nervous system for the immediate action, also called "Fight or flight" state. Immediate preparation allows people to run away or to resist to changes. Increasing heart beat, gathering the oxygen to feed brain, sharpened sensations prepares the body to respond and react to stress.

In today's realities, the 'fight or flight' state can help us overcome unexpected situations, such as reacting easily for any changing environment or unexpected danger for life.

The problem for a person arises in moments when the body enters a state of readiness in situations that are inappropriate to the risk level. When the body enters a state of alert, blood circulation and the attention of all systems are switched to limbs and sensory organs, which reduces the mental level. This can lead to situations with emotionally made decisions and reactive actions that will negatively affect all spheres of both professional and personal life. Any delay in this state of our body can affect health, because of psychosomatic effects. The first consequences of prolonged stress can be an imbalance of hormones, high blood pressure and constant irritability of nervous system.

A more detailed study of various states allows us to divide the effect by reaction type:

- **Fight:** In this state, the person is in a state of hyper agitation, showing a feeling of aggression and irritation, which is a consequence of adrenaline and cortisol release. This is a useful reaction in the conditions of life danger, but very harmful and dangerous in domestic or business situations. A person in such a state risks to enter into an undesirable conflict, discrediting himself.

**Flight:** It is common for some people to avoid emerging problems, guided by the survival instinct, the task of which is to ensure our safety. However, in real life, such a reaction can lead to a short-term effect, not allowing to solve the questions that have arisen, as well as an increased sense of guilt for avoiding. Stress in such a case can grow like a snowball until the body and nerves are completely exhausted.

**Freeze:** An additional type of reaction that occurs due to the rapid release and activation of the body unusual for a person, as a result of which the mental and motor functions of the body can be completely disabled.

As a Canadian doctor Hans Selye described the stress in his studies, stress is the result of nonspecific adaptive body reactions to the various influence factors (physical or psychological) that violates its normal performance, as well as the corresponding state of the individual's nervous system(Selye, 1979). Stress can be divided into 2 types by the influence and results we get:

1. **Eustress** - stress level, not exceeding personal stress resistance, in the event of which the body activates all systems, feelings and speed of thinking are exacerbated, providing an influx of energy in the body. The occurrence of such stress stimulates the body and strengthens the nervous system.

Features and effects of such stress may be as follows:

- Provides energy production.
- Transient
- Trains and increases resistance to stress
- Stimulates and motivates

- Strengthens the body and nervous system

2. Distress. Stress that exceeds our level of resistance with negative effects on the body.

Features and effects reflect as follows:

- Causes overstrain, short term shock.
- The reaction is most often delayed.
- Exceeds individual resistance level.
- Negatively affects mood and general state of health.
- Reduces efficiency and performance
- Leads to psychological and psychosomatic consequences.

Any event can be positive as well as negative, depending on the huge number of individual human characteristics. Examples of such situations include the following factors:

The death of loved ones. For one, this may be a tragedy, while for another person who has not built relationships with relatives it may not be a traumatic event at all.

Wedding. The seemingly joyful event can have a very strong negative impact in cases of lack of financial opportunities, forced marriage.

Moving. Relocation to a favorable place will create many pleasant emotions, while moving to undesirable regions will provide negative experiences.

A very detailed analysis of the impact of social events on a person's life was carried out by scientists, as reflected in the Methodology for Determining Stress Stability and Social Adaptation of Holmes and Raga.

## **2.1. Fundamental stages of stress**

All factor affecting us cause adaptive functions and thereby restore the normal state. Excess of the habitual impact level is the essence of nonspecific exposure-stress.

Selye(Selye, 1975) identified 3 stages of adaptation syndrome(4):

1. Anxiety reaction (mobilization of adaptive possibilities - these possibilities are limited). The respond ability to exposure is the level of a person's stress resistance.

2. Resistance stage

3. Exhaustion stage

For each stage, characteristic changes in the psychophysiology of a person are described.

During the first stage of the reaction, adrenaline and bonding hormones are released to activate the function of self-preservation, body temperature rises, and heart rate increases, blood circulation and resources of the whole organism are sent to the limbs to stimulate muscle activity. The organism during anxiety stage activates its full potential to achieve current goals. If the stress factor is excluded, the adaptive abilities of the body quickly restore balance.

In cases, where stress factor is not exhausted and continues to influence the body, adaptation and resistance functions to negative influence are activated, both at the psychological and physical level. Adaptive abilities of the organism are limited and in this state, there is over-consumption of reserve capacities. There is a supersaturation of stress hormone cortisol in the blood, which leads to a decrease in activity and disruption of normal physical processes. As a result body and psychological states are on critical level, that can lead to next stage or become a reason of emotional collapse.

The final stage of prolonged stress is the 3rd stage of exhaustion. At this stage, critical consequences are manifested in the form of psychosomatic illnesses, nervous breakdowns, disturbances in the general well-being. If the stress and psychological reasons of exhaustion are not eliminated, negative influence continues.

## 2.2. Stress outcomes

One of the difficulties with stress is that people experience stress in different ways. This contributes to stress manifesting itself differently. So it would be wrong to overgeneralize when giving advice on how to identify stress in others. However, what we can say is that because stress has negative effects, it will usually manifest itself one way or another.

Stress targets the weakest part of our physiology or character, the weakest and usual problematic factor as headache, stomach pain or any other will flare up. If you have low levels of patience or tolerance for others, anxiety and fears, this will be the first area to present during the stress.

Stress isn't avoidable but it is manageable (Lazarus, 1985). A key action in order to minimise risk is to identify stress-related problems as early as possible, so that action can be taken before serious stress-related illness occurs. That's why in our study we explain the theory behind the stress to participants.

Changes that occur because of stress have wide influence. These changes may be emotional, physical or behavioural, or a combination of all three. So, the key thing is to look out for negative changes of any kind. Bear in mind that the negative changes are also likely to have knock-on effects e.g. reduced performance at work.

Of course, we all experience 'bad days', so we are really talking about situations where people display these negative changes for a period of time

Prolonged stress undoubtedly makes people ill. It is now known to contribute to heart disease, hypertension and high blood pressure, it affects the immune system, is linked to strokes, IBS (Irritable Bowel Syndrome), ulcers, diabetes, muscle and joint pain, miscarriage, allergies, alopecia and even premature tooth loss.

### **2.3. Stress in the workplace**

The rapid technology growth, market demand, increased competition, and constant changes in living conditions have led to many changes in the functioning of the people psychophysical states. The rate of change is so much ahead of the body's adaptation ability, that modern people are constantly under pressure.

Many studies of workplace stress (Quirke, 2001) define following negative impact factors:

- Technological domination (Zheng, 2016)
- Information overflow (Lee, Son, Kim, 2016)
- Intensive interaction with a large number of people
- Unsustainable work schedule
- Administrative barriers
- Disrupted food
- Lack of sleep

All these factors lead to the employees adaptive abilities test and the occurrence of stress, in most cases leading to negative consequences. Annually, the business loses huge sums as a result of the negative stress impact factors on company personnel. As American institute of stress(AIS, 2017) states the losses of US companies annually exceed 300 000 000 USD, caused by stress.

Unfortunately, it is not possible to measure the exact impact of stress on business in Kazakhstan due to statistical data lack. Using the model of stress impact on employees in the US and Europe, we conduct analogies of local business risks.

The main consequences of stress in the workplace can be such consequences as:

1. Frequent illnesses, leading to sick leaves and irregularities in the work process. Main suffering body parts from stress are cardiovascular systems, the gastrointestinal tract, the endocrine system.

2. Low concentration of attention. At the time of active phase of stress, a person's attention is fully covered by concentration on a stressful situation, which reduces the person's ability to engage in any other activity.

3. Irritability and fears. Stressful condition causes active spasms of muscles that can lead to irritation and the occurrence of panic attacks. This fact interferes to interactions with colleagues, and also contributes to the negative impact on the psychophysiological state of colleagues.

4. Depressions, burnouts. Systematical anxiety can lead to the indifferent state, long term of that states is a main reason for layoffs and suicides.

### **3. Literature review**

Studying the subject of stress, I, as an author, had to study a lot of material, as there is still no definitive, unambiguous interpretation of stress and its influence. Many studies approach the term stress from different angles of physiology, psychology, endocrinology. In my work, I used the description of stress according to Walter Cannon, who first proposed to the scientific world the concept of homeostasis in which the organism is in a state of balance described in Goldstein (Goldstein, 2006). The violation of this balance by various factors was called by the author stress and described two main types of reaction “Fight or Flight”(Goldstein, Kopin, 2008.)

In interpreting the process of stress and its effects on the body, I used the concept of stress described by Dr. Hans Selye, who popularized the concept of stress in his publications and in his first book *Stress without Distress* (Selye, 1979) and his article on various themes of stress perception and the triad of body reactions divided into stages of anxiety, adaptation, exhaustion (Selye, 1975). Also, authors such as Tom Cox (Cox, 1987) draw attention to stress from the point of view of the inconsistency of reality with the needs of the individual, which can also create tension.

After defining various concepts and the process of stress itself, it was important for me to understand how stress can manifest itself in the workplace and especially for teachers. To clarify this issue a huge number of scientists conduct their research from the early 80's. such studies as Chris Kyriacou (Kyriacou, 1987) analyzed various studies, and interestingly, students' unwillingness to study and overload of teachers were among the main stress factors. Another study demonstrates the influence of pupils stress on stress formation among teachers (Borntrager, Caringi, Van den Pol. , Crosby, O'Connell , Trautman&McDonald, 2012). Teachers as a group were called a risk group in one of the few works in this area in the CIS (Baranov, 1996).

It was also useful to study the works (Brown& Nagel, 2004), describing the many causes of stress for teachers such as wages, tensions, large classes, and negative

relationships with colleagues. When considering all of the above factors and work, there is no doubt about the need to find a solution for stress management among teachers. World experience in assessing and analyzing the effects of stress on teachers was also considered in work carried out over 8 years, studying the effect of stress on the general state and teachers health (Kinnunen & Salo, 1994).

Research conducted in ausfigureious European countries also (McGrath, Houghton & Reid,1989) confirm the reasons and lead scientists to look for solutions. Masilonyana Motseke (Motseke, 2013) in his work drew attention to the distribution of stressors by rating and impact on teachers. A review of the effects of stress was also conducted in Russia (Zhukovsky 2015), and on the stress state of teachers in Kazakhstan (Akataeva 2016), reflecting the effect of stress on teachers' emotional burnout.

An interesting fact also lies in the fact that modern technologies, opportunities designed to help teachers and simplify their lives can also be a cause of stress. Modern types of stress informational stress (Ledzinska, Postek ), techno-stress, stress of social networks (X. Zheng, 2016), cell phones with their permanent presence (Y.-K. Lee, 2014). Most of the works confirm and very well deal with the issues of stress in teachers, its impact on the institution and others, in some works, methods of prevention and stress relief are considered (Brown&Nagel, 2004). In previous works, stress was considered from the point of view of personal influence, then it can be viewed as in terms of organization and influence on its effectiveness (Cox, Boot, Cox & Harrison,1988)

The peculiarity of the majority of works in their general descriptive research of methods and stress analysis but not its solution, or the assessment of teachers' own resources. George Mount (Mount, 2002) described such methods as nutrition, physical training, sleep, and relaxation. M. Olalekan Arikewuyo (Arikewuyo, 2004) surveyed more than 4,000 teachers in Nigeria to determine their independent approaches to working with stress. Anne Quirke (Quirke, 2001) approached addressing the issue of behavioral and

communicative stress, proposing the introduction of time management, improved communication to address the causes of stress.

Of course, in the scientific literature there are many methods of working with stress, but their peculiarity is in specialization and application to individual symptoms, as well as most of them from the medical field. Thus, there is a gap between everyday life and medicine. An active lifestyle, dynamics, flexibility and adaptability are a feature of modern time. There is a need to combine methods and practices to achieve results in the workplace. My task is to select the best individual techniques and put them into practice in getting rid of stress and prevention of stressful conditions in real conditions of Kazakhstan, for this, each tool included in the complex was analyzed on the basis of scientific literature.

Starting from the testing stage, the task is to choose a reliable method for assessing the stress state. Various methods for assessing stress states are described in the stress psychological psychodiagnostics methodological manual (Kupriyanov, 2012), the PSM-25 Scale of Diagnostics of Stress PSM-25 (Vodopyanova, 2009) was chosen. An ideomotor stress test using the “key” method was chosen as a self-diagnostic tool (Aliyev, 2011).

Analysis of the literature and methods for rapid efficiency and application allowed us to select the following tools for the formation of the psychological-pedagogical complex. Base level of complex was already tested on many organizations and published as a recommendation(Nurshanov, 2018)

The “key” method for relieving tension and relieving stress in any situation (Aliyev, 2006), (Aliyev,1987)

Hypnotherapy for relaxation (Edmonston, 1977) and relief of deep-seated injuries (Hammond, 2010), fears, offenses and feelings. In a state of trance, work is carried out with the entire body, even in situations of targeted exposure, respectively, the client receives the maximum impact on his entire body, eliminating the psychosomatic effects

of stress (Flammer & Alladin, 2007). Hypnosis is effectively applicable in both bilateral and independent use of Paul Sacerdote (Sacerdote, 1981), including when working with a group (Araoz, 1979)

Hypnosis for motivation (Evans & Orne, 1965) and enhancing the emotional state as stress prevention (Ruyschaert, 2014)

Techniques to quickly relieve stress and relaxation. A set of exercises and massage techniques for stress relief (Aliev, 2011)

As a result of the analysis of literature and review, a training program was formed and the author's certificate was obtained. (Nurshanov E.S. 2019).

## **4. Research methodology**

More and more educational organizations come to an understanding of the need to work with staff's psychological states. Development until today was mainly aimed at mastering the skills and techniques of performance, but nobody thought about the internal state. Trainings and measurements were proposed by a number of organizations, in some of which the assessment was conducted only orally, without a written record of the results.

Exploring the subject of stress over the past 2 years, the author has practically approached the development of the applied methodology. The structure of the whole complex is as follows:

1. Testing teachers
2. Training process
3. Monitoring the effectiveness of training

### **4.1. Testing teachers**

At the first stage, teachers who show a voluntary desire to participate in training pass 2 types of testing.

1. Ideo-motor test according to the "KEY" method. Developed by KH.Aliev as part of a self-regulation complex "Key".(Aliyev, 1987)

The Ideo-motor stress test is based on two phenomena: the ability to control one's attention and the phenomenon of reflex reaction in response to an image. Say, being in stress, it is impossible to remove extraneous thoughts and create an image of the desired reaction. Suppose you say to yourself before the exam, "Calmly!", But your heart does not listen, it beats fast in your chest. In other words, Ideo-motor test determines the ability to control one's attention, and the reflex is proof of that. For example, the bright image of a lemon can supplant other thoughts and cause an organism's response - salivation.

Similarly, other bright images can cause reflex reactions. For example, a passenger in a car involuntarily presses the imaginary brake pedal when turning on the red signal of

the traffic light. This is an ideo-motor reactions. Virtually any body reaction can be obtained by selecting the image.

You can get the desired reaction with a less bright emotional image. But for this, lack of competing thoughts, images need to be achieved in some other way. Ideo-motor Stress Test is unique in that it not only checks for the presence or absence of stress, but at the same time removes it and frees mind from the randomness of thoughts.

This happens because in the brain a switching of the dominant takes place. Normally in life situations people always switch attention and dominant transition occurs, but it happens automatically, while ideo-motor test provides control over the process.

### **Instructions for conducting the “Ideo-motor” test:**

Try to mentally imagine that the arms stretched out in front of you begin to diverge in different directions without any of your muscular efforts, automatically. Take your time with this exercise for 10–20 seconds. Here the main thing is your desire, which will come true if you put all the extraneous thoughts out of your head. The more calm you are, the easier it is. Figurek a helping image, for example, that hands repel each other like unipolar magnets.

After that, lower your arms, mentally imagining that they immediately begin to “float up” - to go up in different directions. Imagine yourself that the hands "float up" - light as wings, like feathers, like an astronaut in weightlessness. Perhaps, at the same time, you will begin to feel light body self-oscillations. This state needs help, release yourself. No one ever falls because you control everything. You can put your legs wider. This phenomenon of body body self-oscillations indicates the beginning state of the so-called mental relaxation. Let your body swing in a pleasant rhythm.

At the same time, there is a growing sense of inner peace, lightness, weightlessness, flight — that is, levitation. Approximately 70% of people are able to relieve stress and go to a state of inner freedom with the feeling of flying, nirvana, and,

using this, they can recover and tune in to the desired results - changes in themselves and in life.

And if the Test shows the presence of tightness, you can get the same condition in a different way, using additional emancipatory techniques and exercises, which are conducted at the 2nd stage of training teachers. Thus, the tightness is removed and the ability to manage your condition increases. At the first applications of the Ideo-motor Stress Test, it is desirable to sit down and just sit passively, regardless of the direct test results. Moments of relaxation provides the mind and body a chance to adopt for the new comfortable feelings.

## **2. Testing by the scale of psychological stress PSM -25**

The PSM-25 Lemur-Tesier-Fillion scale (Vodopyanova, 2009) is designed to assess the level of stress experiences. The goal is to measure stressful sensations in bodily, effective and emotional indicators. The technique was developed in France, then translated and validated in England, Spain and Japan. Translation and adaptation of the Russian version of the methodology were performed by N. E. Vodopyanova

When developing the methodology, the authors sought to eliminate the existing shortcomings of traditional methods of studying stress states, aimed mainly at indirect measurements of psychological stress through stressors or pathological manifestations of anxiety, depression, frustration, etc. Few methods are designed to measure stress as a natural state of mental tension. In order to eliminate these methodological inconsistencies, Lemur-Tesier-Fillion developed a questionnaire that describes the condition of a person experiencing stress, as a result of which there is no need to define variables such as stressors or pathologies.

The questions are formulated for a normal population between the ages of 18 and 65 for various professional groups. All this allows us to consider the technique universal for application to different age and professional samples in a normal population.

The technique was tested by the authors on a sample of more than 5 thousand people in Canada, England, USA, Puerto Rico, Colombia, Argentina, Japan. In Russia, the methodology was tested by N. E. Vodopyanova on a sample of teachers, students and commercial personnel in the amount of 500 people.

#### **4.2. Training process**

After determining the current state of stress, training is conducted by a registered authorship method consisting of psychological, physiological and hypnotic practices. The stages are lined up by the level of relaxation and physiological needs, to get most effective results.

1. Theoretical introduction to stress
2. tension release by method “key”.
3. Synchro-gymnastics for the removal of body blocks and clamps
4. Hypnotic exercises to remove deep fears, grievances, experiences. Hypnosis for energizing and increasing self-confidence
5. Fast relaxation techniques.

1. Training personnel to self stress diagnosis and increasing general knowledge level in stress management. At this stage, for the participants of the groups, a theoretical course is conducted, which includes the following to figures:

- What is stress?
- Theory of occurrence of stress
- Diagnosis of stress factors (stressors) in life and at work
- consequences of stress
- Advantages and perspectives of using stress energy.
- Methods of coping with stress

## 2. Training of tension relief part of the “KEY” self-regulation method (Smirnov, 2015)

In a state of stress in a person there is an imbalance between his physiological psychological functions, which leads to complications and exhaustion. The body has a reaction to any changes, each event is analyzed by the consciousness and a reaction is issued that is controlled by hormones and the nervous system. Selected hormones and impulses that are not used for their intended purpose lead to an imbalance. How does it work in practice?

The teacher meets with the parents of the student who has violated the school regime. Parents are sure that their own child is right and enter into a defensive position in response to criticism, and very often to the attacking one. Teachers have to maintain external calm and continue to follow the established rules of behavior, while the body has launched a series of reactions allowing them to defend themselves and actively participate in the confrontation. As a result of an unpleasant interaction, the teacher receives a release of unused hormones and an irritated nervous system. Constant stimuli of this kind lead to the manifestation of somatic reactions in response to excessive hormonal and physical stress.

The task of the tension release exercises is to release the clamped bodily energy, use up an excess of hormones and balance the current state.

For execution of tension release, any synchronously repeated action of wide amplitude is chosen. In individual training selection through the analysis of actions is done. In our case of group work, the exercise “spinning” is used. The participant puts his legs wider than shoulder level, completely relaxes his arms and creates circular movements with the help of body movement. It is also important during the execution of movements to release the thought and let them flow freely, it allows to get psychological relief. At the time of synchronous action:

- adrenaline and cortisol are burned, which are responsible for activation and are produced as a result of stress.

- Blood is saturated with oxygen, providing nourishment to the body and brain.

- The intensity of movement corresponds to the current state and, and it falls while tension in the body reduces.

- Dominant aimed at movement forms, allowing participant to safely live through traumatic events and unpleasant memories, thereby freeing the mind from unnecessary processes.

During the exercise, catharsis is possible (tears, laughter, facial expressions, cough), which also indicates psychological relief.

The duration of the tension release exercise is governed by basic indicators, such as wiggling of the body and completely shutting down the thinking process.

The second stage is a repeated ideo-motor test to determine the level of relaxation, if necessary, the participant continues the tension release action. With the diagnosis of relaxation at the level of the body and the relaxation of the psychological, it is necessary to carry out the final stage of tension release, the stage of aftereffect. The high speed of state switching as well as the new sensations of lightness can create discomfort, for which the participant sits down and as much as necessary personally adapts to new state. In group format it takes 5 to 10 minutes.

3. At the next stage of training, the participants are faced with the task of mastering “synchro-gymnastics” using the “Key” method, which allows them to release all body blocks and clamps, as well as to keep the body in norms.

The complex is built on the impact of each risk zone and consists of 6 exercises

- Clasp hands on the back - for emancipation and mobilization, for raising strength and self-confidence before any responsible situation, for example, before a serious meeting, negotiations, exams, competitions.

- Skier - to make logical decisions.
- To spin - for calm, relaxation, relaxation.
- Hang - a technique to increase self-confidence, muscle liberation and the development of spinal flexibility.
- Light dance - a technique for developing coordination, increasing psychological stability and developing the flexibility of the lumbar spine.
- Wiggle - a method of restoring balance and relaxation.

All the exercises of the Synchro-Gymnastics are consistent with each other in such a way that the previous exercise is the basis for a more successful performance of the subsequent exercise. This mutual coordination of exercises makes it possible, for example, for almost anyone to very quickly achieve the ability to reach the floor with their hands or easily perform difficult-coordinated movements in the exercise “Light dance”.

#### 4. Hypnotic exercises to restore, relieve deep stresses.

Testing different methods applicable in stress relief, author analysed the hypnosis as a tool.

Analysis of scientific literature shows that hypnosis mostly used individually and in medical areas, but also can be applicable in other areas and for group works as a tool.

American Psychologies Association Division 30 defines hypnosis as: “A state of consciousness involving focused attention and reduced peripheral awareness characterized by an enhanced capacity for response to suggestion.”, (Elkins, Barabasz, Council & Spiegel, 2015)

Hypnosis sessions passed in a group format, what is investigated in researches of Daniel Araoz (Araoz, 1979), proving the effectiveness and showing the methodology that can be used to conducts the hypnotic reactions in groups.

Group therapy, as a way of psychological treatment, offers its participants an opportunity to experience life in a safe and non- judgmental environment. Through group

therapy, people grow in self- understanding, refine their relationships, and receive feedback on their behaviors and beliefs. They also have a chance to test new modes of acting and to express different opinions, ideas, and attitudes.

Main idea during the session using hypnosis is not only helping the members to overcome the stress, but also to teach the self hypnosis methods, so that any given technique can be used freely long after the training. Effectiveness of self hypnosis is discussed in studies of Paul Sacerdote (Sacerdote, 1981). Here we use only basic methods, used for working with groups. A brief description of each of the techniques follows.

#### Relaxation

When patients learn to relax through hypnosis, they improve their general functioning and consequently, through hypnorelaxation, they increase self-control and self-confidence and become more positive in their outlook on life.

#### Positive Revivification

Revivification of a pleasant event is a beneficial technique when group members are depressed or when the group finds itself in a plateau of indifference. Revivification provides and energy inflow from the historical events.

#### Hand Levitation

Technique of E. Rossi using the levitation of hands allows to investigate any problem for the cause and integrate it with the solution.

#### Age Progression and Mental Rehearsal

Croup members find this technique very helpful when goals have to be set , preparation for future events are done. Age regression help members to get alone with past traumatic events in life.

Result that are obtained during the sessions directly reflect the current state of each participant. Those who were affected slightly are mostly tightened by the cultural and social limitations. That is why self-performance is critical in authors training. All participants need to continue practicing self-hypnosis to get and fix the desired results.

Only difficulty that sometimes occurs with continuation is the barriers in hypnotizing themselves. Participants learn exercises in heterohypnosis, when there is a trainer leading and participant following. Participants may not be sure being in hypnosis or just fall a sleep. To avoid described difficulties, additional material is distributed with the concrete instructions. Instructions consist of 8 steps (Richard, Garver, 1984) Eight Steps to Self-Hypnosis. Steps are:

1. Plan the suggestion first and keep it positive
2. The entry cue
3. Neutral imagery
4. Move to suggestive imagery
5. Return to neutral imagery
6. Re-orient.
7. Post-hypnotic suggestion for post-trance feeling
8. Exit cue

Following the instructions participants easily get the result and continue practicing the exercises after sessions.

In a 2-3 days period of self-practice, participants get the following results:

1. Deep relaxation after a techniques and deep night sleep without any thinking and dreams
2. Release of irritability, attitude to many factors change, what decreases the stressor factors
3. Pain reduction, psychosomatic illnesses passes, body tensions decrease.

(Flammer & Alladin, 2007)

All of the given results directly lead to positive mood what effects personal and professional parts of the teacher's life.

5. Fast relaxation techniques.

It is important for participants to learn how to use fast relaxation techniques for use in the workplace and in any environment. This is one of the main advantages of the whole complex; its use both for personal use and for those around, and it does not require additional conditions, equipment and investment. Ease of use allows you to implement the methodology in any organization in a very short period.

Relaxation techniques are based on 2 basic practical techniques:

- Stress springboard method "key"
- Stress release massage, developed in the Moscow "Center for protection from stress", "Stress springboard"

The stress springboard technique is based on the formation of a dominant in consciousness and switching the attention vector through a variable tension shift. This allows the participant to relieve tension very quickly in any extreme situation, get rid of the influence of stress dominant and set the desired attitude. The essence of the exercise is very simple, the participant accepts any posture that is convenient for him, the recommended posture, the fetal position, or standing apart. In this position, the participant simultaneously creates tension in all parts of his body, delays tension for 2-3 seconds and also slowly relaxes, repeating the cycle 3-5 times as necessary. During this time in the body following processes occur:

- burning adrenaline and cortisol (stress activators)
- saturation of blood with oxygen, providing blood circulation
- release of tension in muscles

Stress release massage

The complex of light impacts on key areas of stress, also allows you to relieve tension and switch attention. The complex is especially useful in panic attacks, outbursts of anger and aggression.

Alternatively impact on following body parts is done personally or in pairs:

- tapping with fingertips on the facial bone for 30 seconds
- circular movements at a point of the eyebrows level, between the eyes, for 30 seconds
- massage ears on both sides for 30 seconds
- warm up the muscles in the neck and forearm for 30 seconds on each side.
- Massage points in the area of connection of the thumb and index finger for 30 seconds.

Massage is easily carried out independently. Important conditions for self-massage is deep and calm breathing.

### **4.3. Monitoring the effectiveness of training**

Upon completion of training and practicing all the exercises, participants are given the necessary time to master the material on their own, on average 2-3 days are enough to get the first results. In the future, with prolonged use of the complex, it is possible to achieve larger changes.

Upon expiration, retesting and polling of participants are carried out to analyze changes and status using the PSM-25 test as well as the ideo-motor test using the “Key” method

## 5. Experiment in workplace

Experiments on the introduction of the complex were carried out in the higher educational institution Semey Medical University (figure 5.1.), as well as the school-Lyceum No. 54 of Astana. Quantitative analysis was conducted with school teachers, with teachers of the university carried out an individual qualitative assessment. Also, the complex has been repeatedly worked out with groups of private and public organizations, such as the UMC Medical School (Figure 5.2), Center of maternity and childhood (figure 5.3), MUA (figure 5.4.), the Republican Center for Health Development, , UNDP, Forte Bank.



*Figure. 5.1. Experiment of method in Semey Medical University*



*Figure 5.2. Training in UMC medical School*

The school experiment was attended by 2 groups of teachers by 15 participants.

### 5.1. Theoretical basis

Acquaintance with the theoretical basis, with a description of stress, its features, risks and consequences were held in a seminar format.

At this stage, for the participants of the 1st group, a theoretical course was conducted, which includes the following to figures:

- What is stress?

- Theory of occurrence of stress
- Diagnosis of stress factors (stressors) in life and at work
- Consequences of stress
- Advantages and perspectives of using stress energy.



*Figure 5.3. Experiment in Republican Center for maternity and childhood*



*Figure 5.4. Experiment of method in Medical University Astana*

Teachers actively involved in discussions, noticing or confirming the theory in their life path. Such life situations as the loss of relatives and close ones, insults, fears and conflicts were described by the participants and some physiological consequences were monitored. The most important part of this seminar is to build a logical connection between processes and understanding all the reactions of the body, as well as awareness of the possibility of a return to the original state, by restoring the body functions.

## **5.2. Diagnosis and clarification of stress factors for employees.**

To determine the level of stress in the staff, interview methods and reliable tests for determining the level of stress are used:

- Psychological stress scale PSM-25 (figure 5.6.)

25 questions describing the state, reaction and individual characteristics of each participant suggest answers in the format of evaluating experiences frequency from 1 to

8, where 1 - “never” and 8 - “constantly”. Before carrying out the practical part teacher were tested and collected feedback on the current state of each participant.

In interpreting the indicators, the following indicative estimates of stress can be used:

- up to 100 points - low,
- 100 - 145 points - moderate;
- 145 and more - high.

As a result of the test, the following group mean values were obtained in 2 groups:

*Table 5.1. Initial result of PSM-25 test*

	PSM 25	Average result
1 group	137	Moderate stress level
2 group	149	High stress level

In group 1, the level stress is in a upper level of moderate stress level zone. Analysis of results show that average level declined because of the 2 teachers practicing prayer and breathing exercises.

In group 2, the high level of stress was stated, and 4 teachers announced psychosomatic outcomes of the permanent stress.

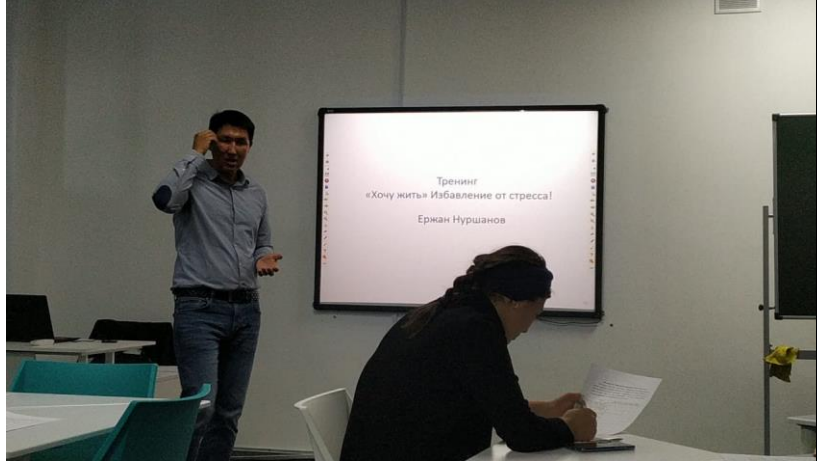
Based on the results of testing, it can be concluded that there is a general high anxiety of both groups in the work process, which may be the cause of further complications.

- "Key" controlled ideo-motor test (figure 5.5.)

To conduct the test participants stand up and raise their hands in front of them keeping them relaxed. Participants need to imagine an object or action and force their hands to move ways without intentional physical effort. The ideo-motor function of the organism demonstrates the degree of stress level.



*Figure 5.5. Conducting ideomotor test for UNDP project*



*Figure 5.6. Training in School №54*

More than 70% of the participants couldn't handle with task and evoke movement, which demonstrates a high degree of stress, which also confirms the results of the first test.

### **5.3. Tension release by method “key”**

The tension release exercise in group 1 took no more than 8 minutes, during which a change in the state of most of the participants was noted, the automation of the action of 9 participants, the catharsis of 3 participants. After completing the exercise, teachers noted the following sensations:

- indifference
- ease at heart
- desire to cry - a keen desire to sleep.

All these factors reflect accumulated tension and chronic lack of sleep, deep and restorative sleep.

In the second group at this stage, the above sensations were also observed. It took a little more time for the exercise, although 1 participant experienced catharsis in the form

of tears after 3 minutes. The peculiarity of the relaxation is that the high current tension is proportional to the speed of the reaction. The higher the tension, the faster the relaxation occurs and the reaction manifests itself.

### **5.3. Synchrogymnastics**

After tension release, 6 exercises of synchro-gymnastics were studied and practiced. During the performance, the participants in both groups noted:

- improvement of physical condition. Occurs in connection with the warm-up of all stagnant and constricted parts of the body, especially the shoulder, pelvic area, rough cell

- Raising the level of mood. Due to improved blood circulation and increased oxygen flow to each limb. As well as the mood is affected by rapid heartbeat.

- Warm and light. Stretching the muscles allows you to relax the body and relieve fatigue. Particularly comfortable and relaxing was the last rocking exercise, in which the restoration and shutdown of the mental stream takes place.

### **5.4. Hypnotic exercises**

Further in-depth study and access to more unconscious stress factors was carried out through the hypnotic exercises of the modern group approach developed by Jean Becchio, the founder of the association of consciousness activation. One of the first exercises developed by Ernest Rossi, the legendary hypnotherapist, described in the book Michael Yapko's (Yapko, 2013) trance work. For the exercise, a diagnosis, fear, pain, or a question that the participant would like to work out is selected. An interesting feature of the whole complex is that work on oneself takes place without the announcement of tasks and results without the participants' own will.

The exercise consists of 2 parts, for which participants raise their arms at head level and turn their palms towards each other, concentrating attention on the sensations in their hands. At the required moment, the hands begin to fall alternately. At the time of lowering the first hand, analysis and search for unconscious blocks, causes and moments

of stress, pain, problems occur. At the time of lowering the second hand, the search for solutions and activation of the body's resources for recovery take place. Often, the problem is solved at the level of perception and living in a safe and peaceful state. Concluding part of the exercise is to observe the changes and relaxation.

Also, participants learn hypnotic techniques of relaxation and deactivation of consciousness according to the method of Dave Elman, which makes it possible to relax and relax the interlocutor very quickly. (Elman, 2014)

Exercise is performed in 2 stages. At the first stage, the student needs to close his eyes and pretend that he is unable to open them, while continuing to pretend participant again performs the opening test. Continuing to test and pretend until the eyelids stop responding to the impulses and complete relaxation occurs, which further spreads to the whole body until the tips of the toes.

At the second stage, the participant must present a 4-floor building and before going down to each floor allows his body and mind to relax more and more. In this exercise, the participants in each group received the following feelings:

- full body relaxation
- deep dream
- short-term amnesia
- cessation of pain.

In one of the groups, the participant got rid of a headache, while the second participant got rid of eye strain. Another participant went through tightness in her chest and managed to take a deep breath, what she couldn't do before. One participant could not open his eyes and recover from chronic fatigue, he was let to continue recovery for 15 minutes more.

After mastering the basic exercises for relaxation and release, the author's task was to fill the new void and lightness with positive emotions and energy for further development. To do this, exercise of revivification is done on the positive memory of a

happy moment in life, as well as techniques of age regression into the future with elaboration of the goal. In the first exercise, the participants relax by already mastered method and focus on the happiest moment in life, which will emerge in their memory. The task is to immerse and re-live this moment in a trance state, which creates a stream of positive emotions and charges the participant.

For the most effective feeling activation and imagination flow all senses are included: the image, sounds, body sensations, taste and aromatic memories. Participants are accompanied in their memories by the author and, at the end, fix these sensations to any desired color, which further stimulates an increase in emotions upon contact with this color. Having a little rest and enjoying the moments before opening eyes.

In this exercise, participants most often are overwhelmed with feelings of charge, emotional lift, and tears of joy. In 2 groups, 5 participants had manifestations of tearing.

The second exercise to stimulate charge and motivation is traveling to desired future while in a state of trance. The participant has the opportunity to present the desired future in full, without a critical analysis. The lack of critical thinking in a state of trance, stimulates the creative and flow of thoughts. Without starting from the real possibilities and the current situation, a person lives a completely desired scenario, receiving an energy release that is necessary for obtaining the emotional energy.

Most of all at this stage, emotional breaths and tears are observed in connection with a new, unusual figure of the world, previously inadmissible even in fantasies, even more limited by stress, fears and uncertainty.

#### 5.4. **Fast relaxation techniques**

The last training part is the physical exercises described in the methodological block, returning the participants to the current state after trance diving and opening up the possibilities of fast self-relaxation techniques.

The particular advantage of the last block is that the participant receives an express method that does not require intellectual effort with an instant effect. As a result, the

complex of alternate body and psychological techniques complementing each other is completed.

### 5.5. Results of experiment

To summarize after 2-3 days, teachers are re-tested to assess the current state

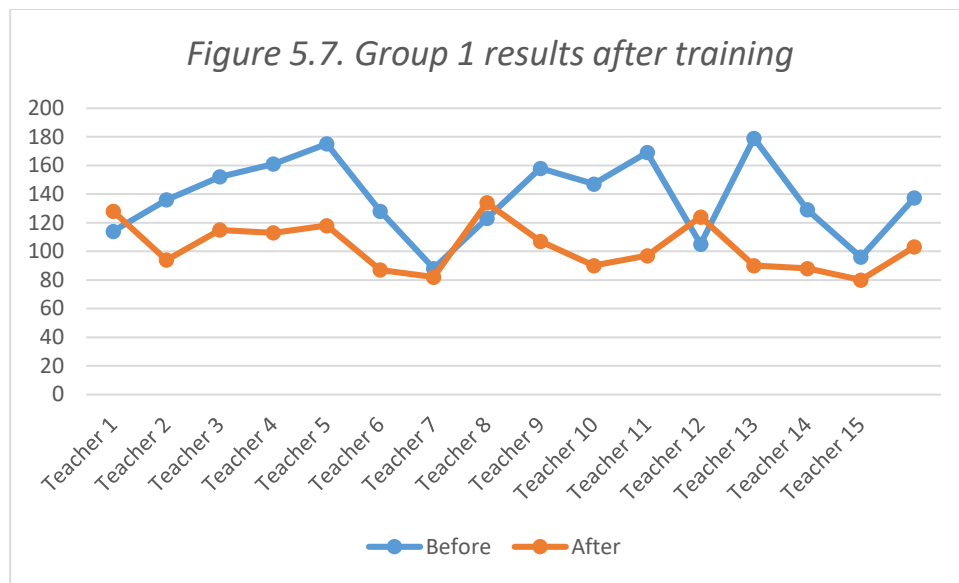
- "Key" controlled ideomotor test. After 2 days of training, 100% of the trained groups have been relaxed and show fast ideomotor reaction. With each time of using techniques from the complex, the degree of reaction rate and the amplitude of actions in the ideomotor test increases, indicating a high reaction rate.

- The scale of psychological stress PSM-25

As a result of the study, we see that learning has a quick effect, which can be enhanced by the systematic application of exercises. After a few days of self-practice, PSM-25 is retested to diagnose changes, demonstrating the following results for both group1 (table 5.2.) and group 2 (table 5.3.) :

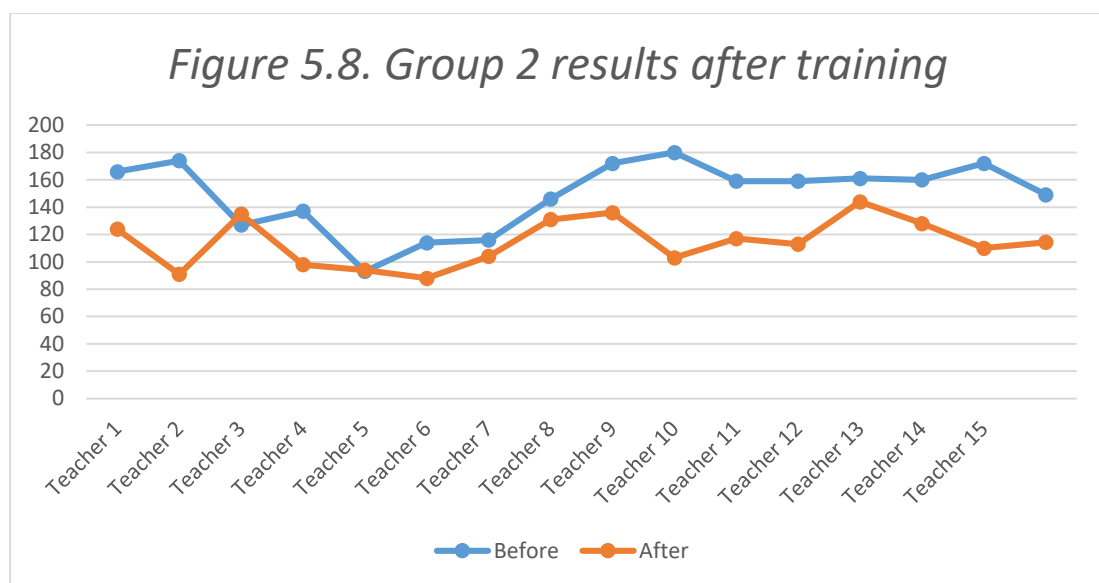
*Table 5.2. Results of final test and changes in PSM-25 for group 1.*

Group1	Before	After	Change
Teacher 1	114	128	12,28
Teacher 2	136	94	-30,88
Teacher 3	152	115	-24,34
Teacher 4	161	113	-29,81
Teacher 5	175	118	-32,57
Teacher 6	128	87	-32,03
Teacher 7	88	82	-6,82
Teacher 8	123	134	8,94
Teacher 9	158	107	-32,28
Teacher 10	147	90	-38,78
Teacher 11	169	97	-42,60
Teacher 12	105	124	18,10
Teacher 13	179	90	-49,72
Teacher 14	129	88	-31,78
Teacher 15	96	80	-16,67
	137,33	103,13	-24,90



*Table 5.3. Results of final test and changes in PSM-25 for group 2*

Group 2	Before	After	Change
Teacher 1	166	124	-25,30
Teacher 2	174	91	-47,70
Teacher 3	127	135	6,30
Teacher 4	137	98	-28,47
Teacher 5	93	94	1,08
Teacher 6	114	88	-22,81
Teacher 7	116	104	-10,34
Teacher 8	146	131	-10,27
Teacher 9	172	136	-20,93
Teacher 10	180	103	-42,78
Teacher 11	159	117	-26,42
Teacher 12	159	113	-28,93
Teacher 13	161	144	-10,56
Teacher 14	160	128	-20,00
Teacher 15	172	110	-36,05
	149,0666667	114,4	-23,26



It is important to consider that of the 30 participants in 2 groups, only 8 people actively used the complex on their own and got the maximum effect. For 3 days, they carried out daily relaxation and tension release exercises, which affected the general feelings:

- Mood enhancement
- Improving relationships with family and students
- Reduced fatigue and irritability
- Psychosomatic problems decrease

General group results is as follows:

*Table 5.4. Results of final test and changes in PSM-25 in average*

	PSM 25	Average result	Initial value	change
1 group	103	Moderate stress level	137	24%
2 group	114	Moderate stress level	149	23%

Studies of the scientific literature have shown the effectiveness of each method separately. The results of our experiment confirm the effectiveness of the complex as a whole and the benefits obtained with active use in life.

## **Conclusion**

The study confirmed the presence of stress in Kazakhstan teachers' groups, similar to international experience, with identical causes and has similar consequences.

Main objectives to test the pedagogical-psychological complex formed by the author are obtained. A study conducted with school teachers allows us to confidently state the effectiveness of the applied complex for getting rid of the negative impact and prevention of stress.

The test results also confirm the effectiveness of the complex in dealing with stress. Participants show 99% effectiveness in relaxing and reloading consciousness.

According to the data obtained from the Psychological Stress Scale, it can also be argued about the effectiveness of the method. Based on the personal statements of the participants, many additional benefits were also received such as pain relieve, increasing energy levels, and improving overall well-being.

The technique was also tested at various specialized health organizations, such as the UMC Medical school, the Center for Maternity and Childhood, the Medical University Astana, the Republican Center for Health Development, which also received many positive effects of the complex. Special brochure are produced and used by the staff at Maternity center.

Work on the study and implementation of the method continues on an ongoing basis. At present, the methodology has been proposed by the Ministry of Education and Science of the Republic of Kazakhstan to improve the skills of school psychologists, as well as to the Ministry of Health for the prevention of stress among medical workers.

### **Shortcomings/limitations:**

Of course in the study, difficulties and deviations may be noticed. In particular, deviations and difficulties may arise for the following reasons:

1. Predisposition of test groups to the change process. Definitely there may be difficulties with the voluntary participation of students in the process of working out their weaknesses. To reduce risks and distort data, groups were mixed in a chaotic manner and participants of different age groups were involved. Also conducted additional experiments in various organizations complement the study.

2. The inaccuracy of the tests. Clearly written tests reflect only the current state of the participants and at the answers stage, it is impossible to verify the integrity of the participants. Since the degree of suffering and the effects of stress are fully a subjective assessment, then tests are considered from the point of view of trust.

3. Short-term effect of exposure. According to statistics, the majority of training participants do not use their skills on a long-term basis. We can not provide prevention from stress for all life at 1 training. Implementation of skills and exercises is a personal responsibility of participants.

3. Fear of using hypnotic practices. Due to the large number of myths and beliefs associated with hypnosis, there is a risk of fear of tools that the author tries to solve through the lecture material between exercises.

4. Strengthening neuropsychic tension. Activation of the body's resources can occur both through relaxation and through tension. In the first days of practice, it is possible to intensify and aggravate sensations, before complete relaxation.

5. Cultural features. Eastern upbringing and unwillingness to work with their problems in a group can create tension at the training stage.

The complex of exercises and the peculiarities of conducting in each group depend on the composition of the participants, the possibilities of the audience and the readiness of the participants.

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# Appendix A. Certificate of Authorship

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ**  **РЕСПУБЛИКА КАЗАХСТАН**

**АВТОРЛЫҚ ҚҰҚЫҚПЕН ҚОРҒАЛАТЫН ОБЪЕКТІЛЕРГЕ ҚҰҚЫҚТАРДЫҢ  
МЕМЛЕКЕТТІК ТІЗІЛІМГЕ МӘЛІМЕТТЕРДІ ЕНГІЗУ ТУРАЛЫ  
КУӘЛІК**

2018 жылғы « 28 » желтоқсан № 1168

Автордың (лардың) жөні , аты, әкесінің аты (егер ол жеке басын куәландыратын құжатта көрсетілсе):  
НУРШАНОВ ЕРЖАН СЕРИКОВИЧ

Авторлық құқық объектісі: әдеби туынды  
Объектінің атауы: ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЙ КОМПЛЕКС ПО ПОВЫШЕНИЮ НАВЫКОВ У ПЕДАГОГОВ СРЕДНИХ ШКОЛ ПО УПРАВЛЕНИЮ СТРЕССОМ «ЗАЩИТА ОТ СТРЕССА И ПОВЫШЕНИЕ СТРЕССОУСТОЙЧИВОСТИ»

Объектіні жасаған күні: 27.12.2018

**СВИДЕТЕЛЬСТВО  
О ВНЕСЕНИИ СВЕДЕНИЙ В ГОСУДАРСТВЕННЫЙ РЕЕСТР  
ПРАВ НА ОБЪЕКТЫ, ОХРАНЯЕМЫЕ АВТОРСКИМ ПРАВОМ**

№ 1168 от « 28 » декабря 2018 года

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Подписано ЭЦП Оспанов Е. К.

**Appendix B. Certificate, "Key" synchromethod №1030205K**

Негосударственное образовательное учреждение  
**ЦЕНТР ЗАЩИТЫ ОТ СТРЕССА**  
Учредители: Минздрав РФ, Минобразования РФ, МЧС РФ,  
Комитет общественных и межрегиональных связей  
Правительства Москвы  
Лицензия Департамента образования города Москвы  
Серия 77 № 002355 от 10 октября 2011 г.

**СВИДЕТЕЛЬСТВО**

№ 1030205 К

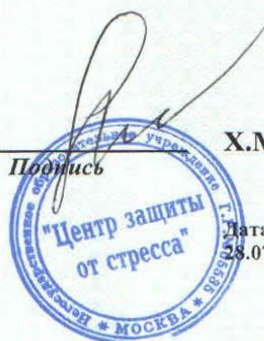
Настоящим свидетельством удостоверяется, что

**Нуршанов Ержан Серикович**

прошел(а) обучение по курсу дополнительного образования в системе повышения квалификации по Методу психологической саморегуляции «Ключ» **Х.М. Алиева** (утвержденного Минздравом СССР в 1987 году, патент РФ №2041721) под руководством автора, (в объеме 72 часов) и имеет право на использование метода «Ключ» в своей профессиональной деятельности.

Генеральный директор НОУ  
«Центр защиты от стресса»

М.П.



**Х.М. Алиев**

Дата выдачи  
28.07.2014 г.

## Appendix C. Certificate, Business coaching №2017



Сертификат № 2017 \_\_\_\_\_

# Центр психологии "Нагваль"

Центр психологии "Нагваль" проводит профессиональное обучение психологов и других специалистов в области НЛП, Эриксоновского гипноза, Коучинга, в области Психологического консультирования, Психологической коррекции психосоматических расстройств, а также в области различных энергетических практик. Обучение проходит в виде различных семинаров и тренингов. Центр проводит психологические консультации и бизнес тренинги. Центр официально зарегистрирован в Республике Казахстан: № 0079544 (серия 10915). Сайт: [www.nagval.kz](http://www.nagval.kz) Тел.: +7(727)3290762, +7 7013243163, +77776665089

Центр психологии "Нагваль" данным сертификатом подтверждает, что

*Чурманов Атам*

успешно прошёл(ла) обучение по программе "Бизнес Коучинг" в объёме 60 (шестьдесят) академических часов и профессионально овладел(а) всеми навыками!

Центр психологии "Нагваль" сертифицирует данного участника в области психологии в статусе:

**"Бизнес Коуч"**

Обучение проводилось в Республике Казахстан в г. Атырау с 18.02.2017 г. по 23.02.2017 г.

Тренер: Гребенников В.М.

*В.М. Гребенников*





Certificate № 170912042C

This 14th Day of September 2017

# Certificate of Completion

This is to certify that

**YERZHAN NURSHANOV**

has successfully completed and met all requirements by passing the

**Modules I through IV of the “Coaching: Opportunities Without Borders” program**

*(delivered by Olga Rybina, MCC, Lubov Evplova, ACC, Natalita Gulchevskaya, ACC, Galina Vdovichenko PCC, Larisa Moskalenko, PCC)*

that satisfies for



**125 hours of International Coach Federation  
Approved Coach Specific Training Hours (ACSTH)**



*This certification is received by demonstrating understanding and application of core coaching skills by a comprehensive application and observation process composed to ensure that the standards of coaching profession were met.*

*Olga Rybina*  
**Olga Rybina, MCC**  
ICP Centre Director of Training

[www.icpcentre.com](http://www.icpcentre.com)

**Appendix E. Certificate, Modern Hypnotherapy № 0550001**



## Appendix F. Psychological stress measurement PSM -25

Please read the questions carefully and choose the correct answer according to your current state, where

1. Never and 8.Constant daily

#	Question	Answer
1	The state of tension and extreme excitement (anxiety)	1 2 3 4 5 6 7 8
2	Sensation of lump in the throat and / or dryness in the mouth	1 2 3 4 5 6 7 8
3	I'm overloaded with work. I do not have enough time	1 2 3 4 5 6 7 8
4	I in a hurry swallow food or forget to eat	1 2 3 4 5 6 7 8
5	After work, I can not disconnect from thinking about unfinished business, problems, plans; I "get stuck" on the experiences of working situations and unresolved issues, I think over my ideas again and again	1 2 3 4 5 6 7 8
6	I feel lonely and misunderstood	1 2 3 4 5 6 7 8
7	I suffer from physical ailments; at me a giddiness, headaches, intensity and a discomfort in the field of a cervical department, pains in a back, cramps in a stomach	1 2 3 4 5 6 7 8
8	I am absorbed in gloomy thoughts, worn out by anxious states	1 2 3 4 5 6 7 8
9	I am suddenly throwed something in the heat, then in the cold	1 2 3 4 5 6 7 8
10	I forget about meetings or things that I must do or decide	1 2 3 4 5 6 7 8
11	I often get spoiled; I can easily cry from resentment or display aggression, rage	1 2 3 4 5 6 7 8

<b>12</b>	I feel tired	<b>1 2 3 4 5 6 7 8</b>
<b>13</b>	In difficult situations I grip my teeth firmly (or clench my fists)	<b>1 2 3 4 5 6 7 8</b>
<b>14</b>	I'm calm and serene	<b>1 2 3 4 5 6 7 8</b>
<b>15</b>	It's hard for me to breathe and / or it is intercepted my breathing	<b>1 2 3 4 5 6 7 8</b>
<b>16</b>	I have problems with digestion and with the intestines (pain, colic, frustration or constipation)	<b>1 2 3 4 5 6 7 8</b>
<b>17</b>	I'm excited, concerned	<b>1 2 3 4 5 6 7 8</b>
<b>18</b>	I'm easily frightened; noise or rustle make me shuddered	<b>1 2 3 4 5 6 7 8</b>
<b>19</b>	I need more than half an hour to fall asleep	<b>1 2 3 4 5 6 7 8</b>
<b>20</b>	I'm confused; my thoughts are confused; I do not have enough concentration and I can not concentrate	<b>1 2 3 4 5 6 7 8</b>
<b>21</b>	I'm tired; bags or circles under the eyes	<b>1 2 3 4 5 6 7 8</b>
<b>22</b>	I feel heaviness on my shoulders	<b>1 2 3 4 5 6 7 8</b>
<b>23</b>	I'm worried, I need to move constantly; I can not stand or sit in one place	<b>1 2 3 4 5 6 7 8</b>
<b>24</b>	It is difficult for me to control my actions, emotions, moods or gestures	<b>1 2 3 4 5 6 7 8</b>
<b>25</b>	I feel the tension	<b>1 2 3 4 5 6 7 8</b>

In interpreting the indicators, the following indicative estimates of stress can be used:

- up to 100 points - low,
- 100 - 145 points - moderate;
- 145 and more - high.