

PSYCHOLOGY-PEDAGOGICAL SPECIFIC FEATURES OF PERFECTIONISM OF STUDENTS IN EDUCATIONAL PROCESS

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Abstract. Socio-psychological changes taking place in modern society determine the urgency of the problem of increasing stress resistance and maintaining the psychological health of a person. Emotional richness and high dynamics of life lead to constant psychological stress for people of all ages, especially young people. The period of university studies with its significant stress loads coincides with the age of the highest risk of developing emotional disorders (E.D. Krasik, E.A.Kryukov, T.L. Kryukova, B.S. etc.), which creates additional conditions for maladjustment. According to statistics, 20-30% of student youth show signs of decreased adaptation (A.B. Kholmogorova), which has a negative impact on both the quality of life of students and their educational and professional activities, and also increases the risk suicides among students (N.G. Garanyan, Ya.G. Evdokimova, M.V. Moskova, G.I.Semikin, A.B. Kholmogorova, etc.).

In practical terms the design of the content, the determination of factors, mechanisms and psychological and pedagogical conditions is the basis for the formation of a student's perfectionism.

The object of the research is the student's perfectionism relation as a psychological phenomenon.

The subject of the research is approaches, factors and psychological and pedagogical conditions for the formation of a student's perfectionism.

The aim of the research is to develop and theoretical and methodological substantiation of the psychological and pedagogical concept of the student's perfectionism.

Key words: psychology-pedagogical, specific, features, perfectionism, students, educational, process

Introduction

Studies conducted among students reveal a high level of anxiety and depression, a decrease in stress resistance and increased suicidal readiness (N.G. Garanyan, D.A. Gorshkova). All of the above determines the importance of scientific understanding of the factors of student maladjustment. In the works of a number of foreign (C. Chang, GL Flett, R. Frost, PL Hewitt, etc.) dysfunctional personal characteristics are revealed that contribute to a decrease in student adaptation: dependence, hostility, anxiety, etc. Scientists include perfectionism - the desire for perfection, which is realized in the person's overestimated requirements for oneself, other people and the world around us in general [1].

Researchers call perfectionism the cause of constant stress, bad mood, depression (C. Chang, GL Flett, R. Frost, PL Hewitt, N.G. Garanyan, N.N. Karlovskaya, M.V. Moskova, etc.), suicidal intentions and actions of students (T.K. Hamilton, R.D. Schweitzer), maladaptive behavior in the form of procrastination, avoidant and self-limiting behavior [2].

Perfectionism, as studies show, also affects interpersonal relations of students, giving rise to a high level of competitiveness, the desire to dominate other people (Ya.O. Zherbun), hostility and aggressiveness (M.S. Kosorotkina, N. A. Polskaya), envy at the success of other people and schadenfreude at their failures (T.V. Beskova), which naturally leads to loneliness, social isolation, a subjective feeling of lack of support (A. Arcuri, GL Flett, PL Hewitt, T V. Beskova, N. G. Garanyan, N. N. Karlovskaya, M. S. Kosorotkina, A. B. Kholmogorova and others), social avoidance (N. G. Gara-nyan, V. V. Krasnova) [3].

The risk group for the development of maladaptive perfectionism includes university students with high passing scores, in whom the desire for excellence is not only purposefully formed, but also cultivated and also encouraged in every possible way. Studies have shown that most of these students are characterized by high rates on the scales of depression and anxiety (D.A. Andrusenko, N.G. Garanyan, M.V. Moskova, I.D.) [4].

It can be argued that there is both a practical and a scientific demand for a comprehensive study of students' perfectionism, as well as for the search for forms and methods to reduce the extremely high level of perfectionism and the formation of an adaptive form of perfectionism - a healthy desire for excellence. In terms of solving this problem, the results of studies devoted to the typology of perfectionism are of particular interest [5].

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There is no holistic approach in the scientific community, aimed not at reducing the level of perfectionism, but at forming a healthy, constructive form of striving for excellence.

Despite a fairly wide range of studies, one way or another related to the psychological phenomenon of constructive perfectionism, this problem has not been subjected to a holistic and systematic analysis until now: the psychological essence of this phenomenon has not been disclosed, its structure has not been determined, and there is no description of its criteria and indicators. as well as factors, psychological mechanisms and psychological and pedagogical conditions of its occurrence, development and goal-directed formation. The psychological and pedagogical concept of the formation of student's constructive perfectionism has not been developed [8].

Thus, the relevance of the systematic scientific understanding of the constructive perfectionism of students is due to the following contradictions:

- between the need of society for a successful, competitive and at the same time psychologically healthy and diversified student and the lack of development in psychological science of the concept of the formation and development of a healthy, constructive striving for excellence;
- between the need to form a constructive form of striving for excellence in students and the lack of special forms and methods that ensure the effectiveness of this process;
- between the prevalence of a high level of perfectionism in the student environment and the lack of awareness by students that a high level of perfectionism can be one of the factors of their psychological ill-health[9].

The desire to find ways to resolve the above contradictions determined the problem of our research. In theoretical terms, it represents the development of a psychological and pedagogical concept of the formation of a student's constructive perfectionism [10].

In modern conditions, the most important factor in the forward movement of society, state and economy is human capital. In this regard, the education and training of student youth should be aimed not only at the formation of various competencies, competitiveness, mobility, but also at versatile harmonious development, providing a combination of spiritual, physical and psychological health. The formation of a constructive type of striving for perfection becomes one of the guidelines for the development of a student, indicates the path of his movement towards the ideal - a harmonious attitude towards himself and the surrounding reality. One of the ways to achieve such an ideal is the formation of a student's constructive perfectionism, the structural components of which as an integrative personal education are the need-motivational, cognitive, activity, social and spiritual components.

Formation of a student's constructive perfectionism cannot be limited to the transmission of knowledge about this psychological phenomenon to him. It is required to develop in the context of the levels of the methodology of the psychological and pedagogical concept of the formation of a student's constructive perfectionism, based on the idea of "harmonizing the entire system of student relations" and becoming the basis for overcoming the destructive consequences of perfectionism. This idea, embodied in the framework of psychological and pedagogical interaction, is used not only by students with a high level of perfectionism, but also by teachers who teach them, and a psychologist who is engaged in the psychological correction of maladaptive manifestations of perfectionism.

Developed in the context of different levels of methodology, the psychological and pedagogical concept of the formation of a student's constructive perfectionism, which sets a method for creating a psychological and pedagogical model for the formation of such a student's perfectionism, is based on the systemic, subjective, and integratively differentiated approaches that are implemented with the help of principles adequate to these approaches.

Research methods

The study used a complex of complementary methods adequate to the subject of study: theoretical analysis of philosophical, ethical, cultural, psychological, pedagogical literature; empirical methods (survey, conversation, testing, analysis of the products of activity; projective techniques; experimental methods - ascertaining and forming experiments); quantitative and qualitative analysis of the obtained empirical data; mathematical and statistical processing methods. The complex of research procedures and psychodiagnostic techniques included: MPS-H (multidimensional scale of perfectionism, adaptation by II Gracheva); perfectionism questionnaire N.G. Garanyan, A.B. Kholmogorova; questionnaire "Motivation for success and fear of failure" AA Reana; SAT (self-actualization test, adaptation by Yu.E. Aleshina, L.Ya. Gozman, M.V. Zagiki and M.V. Croz); methodology for the study of self-esteem T.V. Dembo - S.Ya. Rubinstein (modification by A.M. Prikhozhan); SMIL (adaptation by L.N.Sobchik); A. Beck's depression scale (adapted by T.I. Balasheva); author's methodology "Investigation of involuntary long-term memory of successes and failures" M.V. Larskikh; test of anticipatory validity (predictive competence) V.D. Mendelevich; the projective method "Unfinished sentences" by D. Sachs, S. Levy (adaptation by G.G. Rumyantsev); SHAPS Andegonia Questionnaire; methodology "Ways of the subject's response to the superiority and failure of the Other" T.V. Beskova; the test of dispositional optimism (Life Orientation Test) by M. Scheyer and C. Carver (adaptation by T.O. Gordeeva, O.A. Sycheva, E.N. Osin); method of diagnostics of socio-psychological attitudes of a person in the motivational-need-related sphere O.F. Potemkina; G. Eysenck's questionnaire (adaptation by A.G. Shmelev); temperament questionnaire V.M. Ru-salova; questionnaire of K. Leonhard - G. Shmishek, picture test "My family" by V. Hewles; "Questionnaire of Childhood Depression" by M. Kovas (adaptation by SV Volikova); method for determining the level of depression V.A. Zhmurov; questionnaire "Analysis of family relationships" E.G. Eidemiller, V.V. Yustitskis; APS-F (K.T. Wang Family Perfectionism Scale, adaptation by M.V. Larskikh); Dysfunctional relationship scale A. Beck, A.N. Weissman (adaptation by M.L. Zakharova).

The work was carried out on the basis of the Eurasian University named after L.N. Gumilev. In total, 2964 people took part in the study at different stages. In determining the structure of perfectionism, 800 subjects were involved. In identifying the determinants of perfectionism, 700 students from the University, 70 teenagers and 30 mothers; to test the APS-F Family Perfectionism Scale, 600 students. 200 students took part in the formative experiment.

The research was carried out in several stages.

At the first stage (2020), a theoretical and methodological analysis of the literature on the research problem was carried out, the basic concepts and categories were refined and operationalized. The results of the analysis led to an understanding of the scientific and practical relevance of the study of constructive perfectionism, which made it possible to formulate a topic, hypothesis, tasks and determine the directions of research. The categories and concepts included in the problem field of constructive perfectionism were analyzed, the structure of the

phenomenon was described. A diagnostic toolkit was selected. The results and conclusions of this stage are reflected in the relevant publications.

At the second stage (2020), a psychological and pedagogical concept of constructive perfectionism was developed: its initial positions were revealed, psychological signs, the essence of constructive perfectionism were analyzed, the criteria for distinguishing between destructive and constructive perfectionism were experimentally determined, and they were theoretically justified. The factors in the development of perfectionism were periodically identified, the psychological and pedagogical conditions for the formation of constructive.

Eighteen perfectionism, a program for the formation of a student's constructive perfectionism and a psychological and pedagogical model for the formation of a student's constructive perfectionism were also developed. The consistency of the developed psychological and pedagogical concept of constructive perfectionism in practice was checked. For this purpose, in the work with students with a high level of perfectionism, a program for the formation of constructive perfectionism was implemented. A theoretical and practical seminar "Features of teaching students with a high level of perfectionism" was organized for teachers. The main results of the second stage are reflected in the textbook, monographs and a number of other publications.

At the third stage (2021), the research results were summarized and systematized. The theoretical understanding of the results of the experimental work served as the basis for concretizing the psychological and pedagogical conditions that ensure the formation of a student's constructive perfectionism. Scientific interpretation of experimental data was carried out. The text of the dissertation was drawn up.

The reliability of the research results is ensured by the validity of the research methodology, its compliance with the problem posed; the construction of a theory on a solid methodological basis of psychology as a science of the laws of development and functioning of the psyche as a special form of life; conducting research at the theoretical and practical levels; the adequacy of the complementary research methods used for the chosen field of analysis; positive experience of the author as a developer of a concept and a model for the formation of a student's constructive perfectionism; the use of modern techniques for collecting and processing initial information, quantitative and qualitative assessment and interpretation of results; versatile quantitative and qualitative analysis of empirical knowledge; the possibility of repeating experimental work; the representativeness of the sample size and the significance of the experimental data.

The results

- based on the analysis of scientific literature, the systematization of knowledge about the dynamics of the formation and development of the components of perfectionism in ontogenesis was carried out, in adolescence - the social component of perfectionism, in adolescence - the spiritual component of perfectionism);

- theoretically substantiated and empirically revealed the typology of perfectionism (destructive and constructive types). The typology was based on the peculiarities of the need-motivational sphere, cognitive differences, the specificity of activities, interpersonal characteristics, personal qualities;

- the content of the concept "student's constructive perfectionism" is disclosed (Student's constructive perfectionism is an integrative personal education, manifested in the student's readiness and ability to harmonize the system of high demands on himself, to the process and results of educational and professional activities, to other subjects of education and to various sides of the surrounding reality);

- the content of the concept of "destructive perfectionism of a student" is disclosed (perfectionism of a student is an integrative disharmonious personality education, manifested in a violation of the system of significant student relations, due to extremely high demands on oneself, the process and the results of educational and professional activities, to other subjects of education, as well as to various aspects of the surrounding reality);

- the structure of the student's constructive perfectionism is revealed, the content of its components is substantiated (The structure of the student's constructive perfectionism includes need-motivational, cognitive, activity, social and spiritual components. The content of the need-motivational component is formed by the need for psychological health and motivation for the formation of constructive perfectionism. Content the cognitive component includes knowledge about perfectionism and its destructive consequences, about the development of perfectionism in ontogenesis, about the factors of perfectionism, about the essence of constructive perfectionism, etc.

The content of the activity component includes the ability to determine the real goals of the activity, plan its stages, and realistically evaluate the results. The content of the social component is the ability to harmonize relationships with others. The content of the spiritual component is made up of personal characteristics: altruism, optimism, reflexivity);

Discussion

Features of building a model and a program for the formation of constructive perfectionism are determined by the specifics of relationships between indicators. In the general sample, these are direct links between the "extraversion" temperament indicator and the "overestimated claims and demands for oneself" indicator of perfectionism; temperament indicator "neuroticism" - with a general level of perfectionism and such indicators as "perception of other people as delegating high demands", "high standards of performance", "selection of information about one's own failures and mistakes." In the group of students with destructive perfectionism, the general level of perfectionism has direct connections with the temperament indicators "subject tempo", "social emotionality". In the group of students with constructive perfectionism, the general level of perfectionism has a direct relationship with the temperament indicators "subject

ergic", "subject plasticity", "subject tempo" and has an inverse relationship with the "social emotionality" indicator.

In the general sample, the following direct connections are also manifested: the general level of family perfectionism with the indicator of personal perfectionism "perception of others as delegating high demands"; the indicator of family perfectionism "order and neatness" with indicators of personal perfectionism "overestimated claims and demands for oneself" and "the perception of others as delegating high demands." In the group of girls, there is a direct connection between the indicator of family perfectionism "the discrepancy between the ideal and the real child" and the indicator of personal perfectionism "polarized thinking". In the group of young men, the indicator of family perfectionism "the discrepancy between the real and the ideal child" is directly related to the indicator of personal perfectionism "the perception of others as delegating high demands"; an indicator of family perfectionism "organization" - with an indicator of personal perfectionism "high standards of performance".

The content of the process of forming constructive perfectionism student should be comprehended taking into account the content of its structural components.

The process of forming a student's constructive perfectionism presupposes the formation and development of: a) the system of students' knowledge about the essence of constructive perfectionism, about the categories that form the content of the levels of methodology; b) the experience of psychological and pedagogical interaction, in which the student's constructive perfectionism is formed with the help of a psychologist and a teacher; c) the experience of subject-subject interaction, in which a student, showing altruism, optimism and reflexive abilities, contributes to the formation of constructive perfectionism in another student.

Such content is realized using a variety of methods (informational conversation, lectures, seminars, individual and group psychocorrective meetings) in the process of implementing the program for the formation of a constructive student's perfectionism.

The program for the formation of student's constructive perfectionism includes: 1) stages of implementation (informational-motivational, cognitive-emotional, interpersonal and integrative); 2) rules (equality, feedback, "here and now", sincerity, activity, confidentiality, immersion, security, partnership, "framework"). In the process of implementing the program for the formation of student's constructive perfectionism, various psychological mechanisms are sequentially involved, which contributes to the gradual formation of the components of the student's constructive perfectionism. At the informational-motivational stage of the program implementation, as a result of the action of such psychological mechanisms as self-understanding, "life restructuring", the mechanism for shifting the motive to the goal, the mechanisms of volitional regulation of behavior, the need-motivational component of the student's constructive perfectionism is most intensively formed.

At the cognitive-emotional stage of the program implementation, under the influence of such psychological mechanisms as the mechanisms of cognitive

coping with negative emotional states, the mechanism of interiorization, the mechanism of paradoxical intention, the cognitive and activity components of the student's constructive perfectionism are most intensively formed and developed. At the interpersonal stage of the implementation of the program for the formation of student's constructive perfectionism as a result of the actions of such psychological mechanisms as awareness, confrontation, corrective emotional experience, learning, the social component of the student's constructive perfectionism is most intensively formed and developed. At the integrative stage of the program implementation, as a result of the action of all psychological mechanisms, the spiritual component of the student's constructive perfectionism is formed and develops.

Before the experimental work on the formation of student's constructive perfectionism, there were two destabilizing tetrads: 1) direct links between the general level of student perfectionism and such indicators of perfectionism as "perfectionism aimed at others", "the desire to deprive the Other with his success"; "Regret about oneself with the success of the Other"; feedback with an indicator of perfectionism "altruism"; 2) a direct connection between the indicator of perfectionism "the perception of others as delegating high demands" and the indicator of perfectionism "the level of claims"; feedbacks with indicators of perfectionism "optimism", "self-actualization motivation," achievement motivation". After experimental work on the formation of student's constructive perfectionism, the following connections emerged: 1) the general level of perfectionism has direct connections with the indicators of perfectionism "altruism", "optimism", "help in case of the Other's failure"; 2) the indicator of perfectionism "reflection" has direct links with such indicators of perfectionism as "anticipatory consistency", "optimism", and feedbacks with the indicators "selectivity of information about one's own failures and mistakes", "perception of others as delegating high demands", "Dichotomous thinking", "perfectionism aimed at others", "level of aspirations"; 3) the indicator of perfectionism "optimism" has direct links with the indicators of perfectionism "reflection" and "achievement motivation" and feedbacks with the indicators of perfectionism "selectivity of information about one's own failures and mistakes", "dichotomous thinking", "level of aspirations", "andegonia"; 4) the indicator of perfectionism "altruism" has direct links with the indicators of perfectionism "help with the failure of the Other", "joy with the success of the Other" and feedbacks with the indicators of perfectionism "perfectionism aimed at others", "the desire to deprive the superior in the case of the success of the Other", "schadenfreude at the failure of the Other"; 5) the indicator of perfectionism "achievement motivation" has direct links with the indicators of perfectionism "desire to achieve the same with the success of the Other", "anticipatory consistency"; feedbacks with indicators of perfectionism "selectivity of information about one's own failures and mistakes", "perception of others as delegating high demands."

Conclusion

The theoretical significance of the study lies in the fact that it contributes to the solution of an important scientific problem - the problem of the formation and development of a student's constructive perfectionism, opens the direction of scientific research related to the theoretical and methodological support of the formation of a student's constructive perfectionism. Substantiation of the essence and content of constructive perfectionism will form the basis for new scientific ideas about the factors and psychological and pedagogical conditions of the formation of constructive perfectionism in a student. Proposed in the study the psychological and pedagogical concept of the formation of a student's constructive perfectionism will allow, on a theoretical basis, to determine new approaches and principles of the formation of a student's constructive perfectionism. The systematicization of theoretical and methodological principles and approaches to the formation of a student's constructive perfectionism allows us to consider the psychological phenomenon "constructive perfectionism" at different levels of methodology (philosophical, general scientific, specific scientific). The outlined evidence of the possibility of using various psychocorrectional directions in the formation of a student's constructive perfectionism will contribute to the development of issues of the development of students' psychological health, an increase in the theoretical level of teaching personality psychology, pedagogical and corrective psychology. The conducted research contributes to the development of the categorical apparatus of educational psychology: 1) the necessity and expediency of constructing the concept of "constructive perfectionism of a student" has been substantiated; 2) new concepts are introduced: "constructive perfectionism", "destructive perfectionism", "the principle of multidimensionality", "the principle of efficiency", "the principle of integration-differentiation", "the principle of differentiation-individualization" and disclosed their content.

The practical significance of the study lies in the fact that it is aimed at the formation of constructive perfectionism in students and at improving the teaching activities of teachers in the aspect of teaching students with a high level of perfectionism. The program for the formation of student's constructive perfectionism presented in the dissertation is a ready-made product for practical use. The diagnostic block developed by the author of the dissertation and the identified criteria of constructive and destructive perfectionism will allow psychologists to determine the types of students' perfectionism. The developed author's methodology "Investigation of involuntary long-term memory of successes and failures" can be used in the practical activities of psychologists. Adapted "Family Perfectionism Scale" K.T. Wang is widely used in family counseling. The textbook "Psychological assistance to students with a high level of perfectionism" is actively used in psychocorrectional practice.

The materials are included in training courses in general psychology, educational psychology, psychological counseling; are used when conducting special courses and seminars in the process of teaching students, bachelors, undergraduates, graduate students, interns and residents; when reading courses of lectures; when conducting special workshops and master classes; when writing scientific papers related to the problem of teaching students with a high level of

perfectionism. Monographs and educational and methodological publications are used in the system of advanced training of teachers of pedagogical universities, in preparation for classes in general psychology, educational psychology, psychological counseling, in mass pedagogical, psychological and psychological-pedagogical practice.

The developed special guidelines for teachers are used in teaching and educating students with a high level of perfectionism. The materials of the research make it possible to enrich the content of psychological and pedagogical education of future teachers and practical psychologists of the educational system.

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ОҚУҰДЕРЕСІНДЕГІ СТУДЕНТТЕР ПЕРФЕКЦИОНИЗМНІҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ҚЕРЕКШЕЛІГІ

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Аңдатпа. Қазіргі қоғамда болып жатқан әлеуметтік-психологиялық өзгерістер стресске төзімділікті арттыру және адамның психологиялық денсаулығын сақтау мәселесінің өзектілігін анықтайды. Эмоционалды байлық пен өмірдің жоғары динамикасы барлық жастағы адамдардың, әсіресе жастардың тұрақты психологиялық күйзелісіне әкеледі. ЖОО оқу кезеңі өзінің елеулі стресстік жүктемелерімен эмоционалды бұзылулардың даму қаупінің ең жоғары жасына сәйкес келеді (Е.Д.Красик, Е.А.Крюков, Т.Л. Крюкова, Б.С. т.б.), бұл бейімделу үшін қосымша жағдайлар жасайды. Статистикаға сәйкес, студент жастардың 20-30% бейімделудің төмендеуі белгілерін көрсетеді (А.Б. Холмогорова), бұл студенттердің өмір сүру сапасына да, олардың оқу және кәсіби қызметіне де теріс әсер етеді, сонымен қатар студенттер арасында суицид қаупін арттырады (Н.Г.Гаранян, Я.Г.Евдокимова, М.В.Москова, Г.И.Семикин, А.Б.Холмогорова және т.б.).

Практикалық тұрғыдан алғанда мазмұнды жобалау, факторларды, механизмдерді және психологиялық-педагогикалық жағдайларды анықтау студенттің перфекционизмін қалыптастырудың негізі болып табылады.

Зерттеу нысаны психологиялық құбылыс ретінде студенттің перфекционизмдік қатынасы болып табылады.

Зерттеу пәні – студенттің перфекционизмін қалыптастырудың тәсілдері, факторлары және психологиялық-педагогикалық шарттары.

Зерттеудің мақсаты – студенттің перфекционизмінің психологиялық-педагогикалық тұжырымдамасын әзірлеу және теориялық және әдістемелік негіздеу.

Тірек сөздер: психология-педагогикалық, спецификалық, ерекшеліктері, перфекционизм, студенттер, тәрбиелік, процесс

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ПЕРФЕКЦИОНИЗМА СТУДЕНТОВ В УЧЕБНОМ ПРОЦЕССЕ

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Аннотация. Социально-психологические изменения, происходящие в современном обществе, определяют актуальность проблемы повышения стрессоустойчивости и сохранения психологического здоровья человека. Эмоциональное богатство и высокая динамика жизни приводят к постоянному психологическому стрессу у людей любого возраста, особенно молодежи. Период обучения в вузе с его значительными стрессовыми нагрузками совпадает с возрастом наибольшего риска развития эмоциональных расстройств (Е.Д. Красик, Е.А. Крюков, Т.Л. Крюкова, Б.С. и др.). Что создает дополнительные условия для дезадаптации. По статистике, у 20-30% студенческой молодежи наблюдаются признаки снижения адаптации (А.Б. Холмогорова), что негативно сказывается как на качестве жизни студентов, так и на их учебной и профессиональной деятельности, а также увеличивает риск суицидов среди студентов (Гаранян Н.Г., Евдокимова Я.Г., Москова М.В., Семикин Г.И., Холмогорова А.Б. и др.).

В практическом плане конструирование содержания, определение факторов, механизмов и психолого-педагогических условий является основой формирования перфекционизма у студента.

Объект исследования - отношение студенческого перфекционизма как психологический феномен.

Предмет исследования - подходы, факторы и психолого-педагогические условия формирования перфекционизма у студента.

Целью исследования является разработка и теоретико-методологическое обоснование психолого-педагогической концепции студенческого перфекционизма.

Ключевые слова: психолого-педагогическая, специфика, особенности, перфекционизм, студенты, учебный, процесс.

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