

UDC 159.9

DOI: 10.34670/AR.2022.22.29.009

## **Mental load in the situation of mobbing and bullying of university and specialized secondary school students**

**Anton V. Pribega**

Lecturer,

Surgut Institute of Economics, Management and Law,  
628400, 43/1, Rabochaya str., Surgut, Russian Federation;  
e-mail: sielom@yandex.ru

**Nikita I. Golubnikov**

Lecturer,

Surgut Institute of Economics, Management and Law,  
628400, 43/1, Rabochaya str., Surgut, Russian Federation;  
e-mail: sielom@yandex.ru

**Valentina F. Zhukova**

PhD in Psychology, Associate Professor,

Surgut Institute of Economics, Management and Law,  
628400, 43/1, Rabochaya str., Surgut, Russian Federation;  
e-mail: sielom@yandex.ru

**Boris P. Yakovlev**

Doctor of Psychology, Professor,

Yugra State University,  
628011, 16, Chekhova str., Khanty-Mansiysk, Russian Federation;  
e-mail: ugrasu@ugrasu.ru

**Galina A. Stepanova**

Doctor of Pedagogy, Professor,

Surgut State Pedagogical University,  
628417, 10/2, 50 let VLKSM str., Surgut, Russian Federation;  
e-mail: oggice@surgpu.ru

### **Abstract**

Studying at the university is an important stage in the formation of any personality, because the most important events that occur during the academic years and the decisions that students make can affect their entire life and future career. It is vitally important to conduct professional training of students, as it promotes self-knowledge and self-education, which are the main conditions for organizing training and improving personal qualities. Modern psychological and

pedagogical requirements in education focus the student's attention on his personality, for example, personal qualities, abilities and opportunities for self-development and improvement. On the contrary, studying at the university can lead to significant mental stress. This is due to deadlines, an increase in the volume and complexity of information, the constant repetition of stressful situations and the need for some undergraduates to combine study and work. A scientific model "The influence of mental load on the productivity of learning activity" has been developed through the research. It describes the influence of the load on the productivity of learning activity, as well as its influence on a situation of mobbing. The formation of a favorable social environment is one of the most important conditions against mobbing. It acts as a level of psychological involvement of a student in the activity of any type and explains the results of its psychological effectiveness and a level of the psychological potentiality of an individual or a group. It is necessary to develop recommendations for optimizing mental load in situations of mobbing and bullying.

**For citation**

Pribega A.V., Golubnikov N.I., Zhukova V.F., Yakovlev B.P., Stepanova G.A. (2022) Mental load in the situation of mobbing and bullying of university and specialized secondary school students. *Psikhologiya. Istoriko-kriticheskie obzory i sovremennye issledovaniya* [Psychology. Historical-critical Reviews and Current Researches], 11 (1A), pp. 100-113. DOI: 10.34670/AR.2022.22.29.009

**Keywords**

Mental load, educational load, mobbing, bullying, educational environment, minimum mental load, optimal mental load, maximum mental load.

**Introduction**

Mental load is an arbitrary process of regulation of internal and external conditions that determine the individual level of tension. It is aimed at mobilizing functional resources for effective work performance.

Worries that are associated with learning and unclear work perspectives lead to the vulnerability that further results in Emotionally Unstable Personality Disorder.

Emotional stability is a person's ability to maintain the balance in terms of emotions and confidence in their abilities.

Taking everything into account, we can conclude that it is necessary to study psychological stability during the studying at specialized secondary school and higher educational institutions because adolescence is the most critical to the development of emotional stability. Therefore, the scientific research into the methods and conditions for the development of students' emotional stability in a critical period tends to be the most relevant.

The theoretical basis for examining the emotional stability of undergraduates to mental load in the context of professionalization is the works of E.P. Ilyina, V.P. Ermakova, B.N. Smirnova, N.V. Stepanenko, N.D. Levitova, T.A. Nemchina, A.O. Prokhorova, L.P. Grimak, V.S. Rotenberg, A.B. Leonova, A.S. Kuzetsova, Ch.M., etc. Unfortunately, this phenomenon has not been discussed profoundly.

It is a well-known fact that only a special environment contributes to the full and harmonious development and realization of the person's individual potential at university. First of all, the main thing is communication and safety in society. However, violence can also be noticed in education. That is the reason why it is necessary to investigate such a phenomenon as psychological abuse in education as it can have a detrimental effect on both learning and human development.

Psychological abuse in education was considered by I.A. Baeva, E.V. Burmistrova, E.F. Bykovskaya, E.N. Volkova, E.V. Grebenkin, N.O. Zinovieva, E.B. Laktionova, N.F. Mikhailova and others.

European scientists offer a notion of mobbing that is defined as psychological abuse towards a person in the educational environment. The problem of mobbing is also being developed by R. Heizer, E. Roland and others. In Russia, there are works of I.B. Achitaeva and O. Glazman. In addition, the problem of mobbing was studied by V.I. Vishnevskaya, I.S. Kon, B.P. Yakovlev, Kutuzova D.A., Malantseva O., Strelbitskaya A.A., Fainshtein E.I.

A study of scientific papers on mobbing in learning activities suggests that this type of violence has not been studied enough. Schools and universities are reluctant to deal with the problem of mobbing and bullying. Moreover, there is a lack of awareness among faculty about the reasons and forms of mobbing between students. As a rule, teachers alongside administrative personnel cannot comprehend the scale of the problem and they do not know the ways how to stop it.

Psychological abuse is common in learning activities; however, there is little scientific research done in the area.

There are some obvious contradictions between:

1. the need for psychological theory and practice in order to know the essence of mobbing, its causes and types, participants' psychological characteristics in the modern scientific literature, lack of systematized data on this phenomenon.

2. the study of the psychological characteristics of students who suffered from various types of violence (physical and sexual, in particular). Moreover, there is a lack of data on the mental characteristics of mobbing victims and on the typology of offenders in a situation of mobbing in the educational environment.

3. the data completeness on the traits of the adults' hardiness and a lack of information on the psychological components of students' hardiness. The structure of the latter (direct participants in mobbing in the educational environment) has not been studied yet.

The revealed contradictions determined the research problem: What amount of mental load should be in order to avoid mobbing in learning activity?

The relevance of the problem, the search for ways to overcome these contradictions led us to the choice of the topic of research: "Mental load in the situation of mobbing and bullying of university and specialized secondary school students".

*The hypotheses of research:*

1. Undergraduates of the Medical Institute and specialized secondary school produce negative reactions to stressful situations and aggressive behavior in serious incidents.

2. Students tend to avoid the problem by devaluing or rationalizing the situation when they experience low productivity in learning activity. At the same time, they attempt to interact with other individuals as they want to receive support and understanding from them.

3. Students of the Medical Institute have a motivation to avoid unluck as they are subjected to a large amount of cognitive load, which can be a consequence of the emergence of psychological abuse

in a group. However, students of the Medical Specialized Secondary School have a motivation to succeed as they are engaged in practical activities from the very beginning of their studying.

4. Students of a Medical Institute and Medical Specialized Secondary School have a high level of mental load because their prospective profession is associated with a high level of responsibility.

5. The mental load can be reduced, leveled or avoided. It is possible to increase the productivity of the learning activity of university and specialized secondary school students if the concepts of the research problem are justified theoretically and the level of mental load in critical situations of learning activity is determined.

The theoretical and methodological basis of research is Russian and foreign theoretical conceptual provisions in the field of pedagogy, psychology, psychophysiology, physiology (B.G. Ananiev, L.S. Vygotsky, V.V. Davydov, O.V. Dashkevich, E.P. Ilyin, P. Kunat, A.N. Leontiev, A.Ts. Puni, V.V. Rubtsov, P. A. Rudik, A.V. Rodionov, N.A. Khudadov, O.A. Chernikova, V.D. Shadrikov, B.P. Yakovlev).

In the development of methodological provisions, there are systematic and personal-activity approaches to the development and improvement of psychophysiological and mental preparedness of undergraduates. While there is a need in the use of provisions and principles of general and special methodology, it is essential to justify the relevance of the mental load research. Moreover, it is important to give a description of the main components of the influence of stress, socio-psychological and psychological-pedagogical factors and conditions, the analysis and assessment of the effectiveness of regulation mechanisms under the conditions of learning activity.

### **Organization of the research**

The research was held between 2016 to 2020 at BU VO "Surgut State University" (State-Funded Institution of Higher Education "Surgut State University") and at "Surgut Medical Specialized Secondary School ". The research was carried out on 96 people (males and females aged from 18 to 20) who majored in paediatric therapy, nursing, obstetrics.

Introduction describes the relevance of research, object, subject, hypothesis and tasks of the paper. The methodological, theoretical and methodical basis of the dissertation, its scientific novelty, theoretical and practical significance are determined. The provisions submitted for presenting the dissertation are given.

The "mental load" has been studied on the basis of scientific literature. It can be defined as an arbitrary process of regulation of internal and external conditions that determine the individual level of tension. It is aimed at mobilizing functional resources for effective work performance. Scientists give different definitions in various types of activity. This is due to the predominance of certain characteristics in a situation. This classification demonstrates the complexity and versatility of such a notion as mental load.

This kind of load arises as a result of an imbalance between internal and external conditions. This is due to the fact that a person is aware of contradictions between the requirements presented to him and his ability to fulfil them. Therefore, the person tries to establish balance in changing conditions. We believe that mental load can be described in different ways as there are various sorts of activity.

The state of a person in the process of learning activity is a complex mental phenomenon that defines the work performance. At the same time, studying at the university and specialized secondary school arranges conditions for the development of excessive mental load due to the need for sustained

attention for information, the monotony arising in a classroom and a lack of time, for example, exam period. This situation is aggravated by frequent violations of the work-and-life balance and low physical activity. The root cause for the stress is a high study load and an irrational learning schedule that affect the success of studying and develop personal problems.

Moreover, there is a branch of science called acmeology in Russian psychology, which deals with the study of adulthood. Scientists also consider that youth belongs to this age as it is a bridge to adulthood. Youth is considered as the last stage in the development of cognition and this is the most difficult age.

This is supposed to be a recent subject of psychology. L.S. Vygotsky made a clear distinction between adolescence and adulthood. Youth is the beginning of an adult and independent life according to cultural-historical theory. In addition, student age (studenthood) was also distinguished as a separate period. This was developed by the St. Petersburg scientific establishment. Studenthood can be attributed to late adolescence and early adulthood. The student age is approximately from 17 to 26 years old. As it can be seen, it is included in adulthood as it is associated with certain social and psychological theories.

Mobbing is considered as psychological and physical abuse by a group of people towards one person that is repeated regularly in order to force someone out of the group. These people try to avoid punishment and feel their impunity and permissiveness.

Many enterprises do not have job descriptions for newcomers as they have an opportunity to force a person to perform other tasks with the help of terror; new employees can be given tasks that had not been initially designed for them. In addition, it is interesting that the Russian literature does not discuss the notion of mobbing; however, it can be found in some scientific articles that are not applicable in practice. Moreover, there is no official term of mobbing in Russia and it does not even exist in the legislative framework. Despite the fact that the Criminal Code of the Russian Federation establishes criminal liability for “insult” and “slander”, it is difficult to prove the guilt of the initiator of mobbing (bullying) according to articles.

Psychological abuse is used to exclude particular students without a reason and to force them to leave voluntarily. Faculty begin to persecute them and cavil about minor points. What is more important is that the academic staff flunk them on tests and exams to make them leave the educational establishment. Such students can be expelled only for good reasons: loss of contact with a university or poor academic performance. That is why it is much easier to make the undergraduate leave university or specialized secondary school.

If the abuse occurred in a group, it means that the process is not only about the psychological difference of students, but also about the development of opposing groups with their deviant leaders and marginal personalities. The situation can get worse if the learning process is improperly organized or there is a lack of a competence of a teacher, psychologists and heads of the educational process. It takes much effort to ensure that there is a prosperous social environment for successful studying. It is a well-known fact that there are many cases of mobbing in education, but nobody speaks about it in order not to lower the status of educational establishment. As a result, psychological abuse keeps increasing.

The research was held between 2016 to 2020 at BU VO "Surgut State University" (State-Funded Institution of Higher Education "Surgut State University") and at "Surgut Medical Specialized Secondary School ". It was carried out on 96 people (males and females aged from 18 to 20) who majored in paediatric therapy, nursing, obstetrics. The research methodology is Mental Load

---

Questionnaire, Ways of Coping Questionnaire by Richard Lazarus, Need for Achievement Test, Maslow's hierarchy of Needs Test.

The research was conducted in several steps where the aims and results were determined.

The first *theoretical step* (2016-2017) was devoted to a current state of the research problem and to a study of psychological, pedagogical and methodological literature. Moreover, the following scientific and pedagogical works, such as dissertations, monographs, proceedings of the conferences, article theses, textbooks on the issues of the mental load and abuse in learning activities were taken into consideration. The analysis of the sources explained the relevance of the research, a development of the initial theoretical provisions and a determination of the object, subject, aim and hypothesis.

The second *experimental step* (2017-2019) examined:

- the mental load of students of secondary and higher educational establishments;
- the level of mental load in groups;
- students' personal characteristics;
- predisposition to stressful situations;
- the effectiveness of the research.

According to the materials obtained, there was developed a model of the mental load in the situation of mobbing of students of secondary and higher educational establishments. The main provisions of the dissertation research were published.

The third step is *synthesis* (2019-2020) that was about the analysis and description of obtained data of the research, its systematization, aggregation of theoretical and practical results and the drawing up of the materials received.

It is evident that when students acquire knowledge and master their skills, they tend to experience cognitive load. If it keeps increasing, it further leads to mental load.

If this type of stress is minimal or optimal, it can be regulated with the help of special psychological techniques and physical exercises. However, if a teacher does not pay attention to it and students continue to suffer from stress, in the end, it becomes extreme. As a result, learners find it difficult to cope with psychiatric experiences and conflicts.

If students disregard this then this type of mental load can result in mobbing and bullying. Moreover, it is common for teachers to initiate abuse in order to demonstrate their power in a group and make those who find it difficult to study master the subject. As a result of mobbing or bullying, the productivity of learning activity in a group will decrease dramatically. Students will be reluctant to study a subject because they will focus all their efforts on the conflict situation in a group. If necessary measures are not taken, mobbing will not only affect the productivity of learning activity, but also lead to serious consequences among students.

It can be clearly seen that it is important to help teachers master the essential skills to prevent psychological abuse in a group and to avoid or prevent mobbing. In addition, it is necessary to arrange lectures and debates among students on the topic of this issue. Moreover, it is significant to establish psychological and mediation services in educational centres, which are designed to help educators and students with their personal and professional problems.

The productivity of learning activity will improve only after an introduction of the aforementioned measures because students will be able to control and reduce their mental load. Moreover, they will know how to control and distribute the cognitive load in a group and to take necessary measures to recover.

Learning activity is an activity between a teacher and a student that is aimed at performing specific

tasks and mastering the knowledge and skills that help to gain certain scientific knowledge and methods.

The person's state in a process of learning activity is a complex mental phenomenon that determines the productivity of the work. At the same time, studying at a university and secondary school arranges conditions for the development of excessive mental load due to the need for sustained attention for information, the monotony arising in the classroom and a lack of time, for example, exam period. This situation is aggravated by frequent violations of the work-and-life balance and low physical activity. The root cause for the stress is a high study load and an irrational learning schedule that affect the success of studying and develops personal problems.

Mental load involves a launch of an arbitrary process of regulation of internal and external conditions which determine an individual level of the mental load and is aimed at mobilizing functional resources for the effective performance of activities.

As a result, there can be a situation of mobbing and bullying (psychological or physical violence) by one person or by members of a group. Moreover, both students and teachers can become victims. Sometimes a teacher who is often an initiator of the bullying can also become a mobber.

It provides tables and pie charts that depict the results of the research where the students of Medical Institute and specialized secondary school participated. The experiment is described in details.

There are some techniques that were used to determine critical and stressful situations in a group. In addition, information about methods, types of coping behavior and motives is provided.

1. Ways of Coping Questionnaire by Richard Lazarus is designed for determining the coping strategy and for overcoming difficulties in different areas of psychological activity.

2. Maslow's Hierarchy of Needs Test is a technique that allows individuals to understand what needs are most relevant to them at the moment. That means that they tend to be the least satisfied.

3. The modification of "Measures of Achieving Tendency" Test by Albert Mehrabian is used to examine two generalized stable personality motives: motive to achieve and to avoid failure. At the same time, it is assessed which of these two motives dominate in an undergraduate.

Student's t-test was used as a reliability of the data. This test is aimed at assessing the differences in the mean of two samples that align with the normal distribution. One of the main advantages is a possibility of its application. It can be used to compare the means for connected and disconnected samples (they can be of a different magnitude).

It is important to follow the rules in order to apply the t-test:

1. Measurement can be carried out on interval or ratio scales.
2. The compared samples align with the normal distribution.

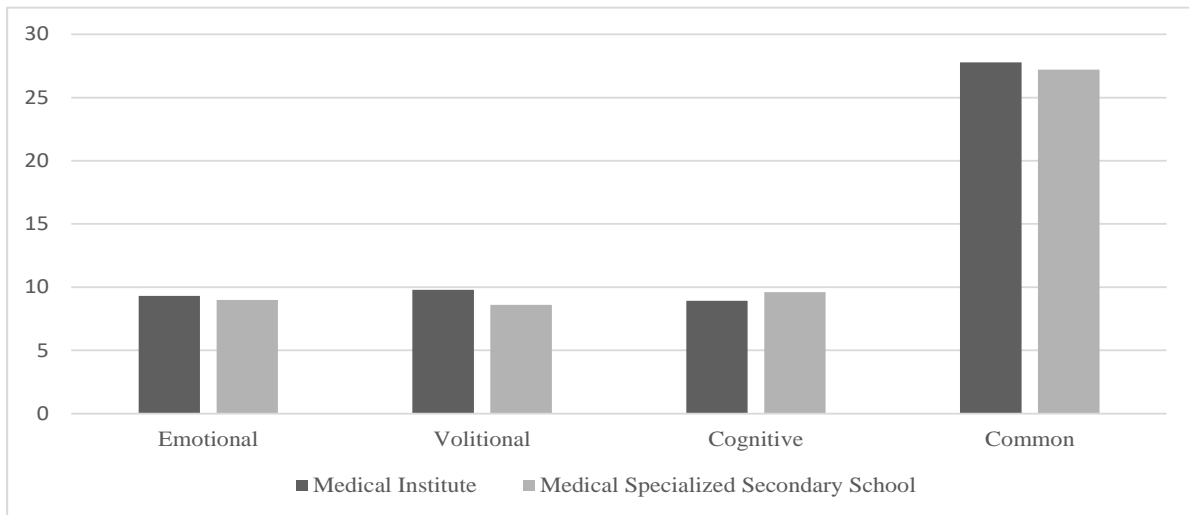
**Table 1 - Mental Load Questionnaire (personality components)**

Emotional	Volitional	Cognitive	Common
9.3	9.8	8.93	27.78

Major - General Medicine, Nursing, Obstetrics and Gynecology. (46 people: 27 males, 19 females)

**Table 2 - Mental Load Questionnaire (personality components)**

Emotional	Volitional	Cognitive	Common
9	8.61	9.61	27.22



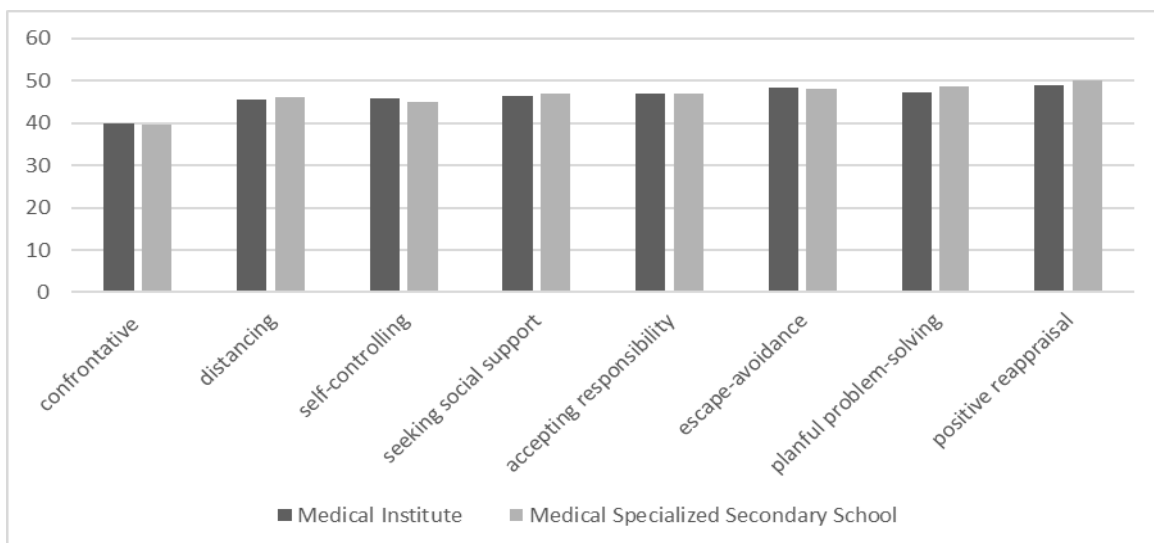
**Bar Chart 1 - Ways of Coping Questionnaire by Richard Lazarus**

**Table 3 -Medical Institute**

Ways of Coping Questionnaire by Richard Lazarus							
1	2	3	4	5	6	7	8
39.89	45.46	45.93	46.35	46.91	48.37	47.35	48.87

**Table 4 - Medical Specialized Secondary School**

Ways of Coping Questionnaire by Richard Lazarus							
1	2	3	4	5	6	7	8
39.76	46.09	44.93	47.11	47.09	48.15	48.7	50



**Bar Chart 2 - The modification of "Measures of Achieving Tendency" Test by Albert Mehrabian**

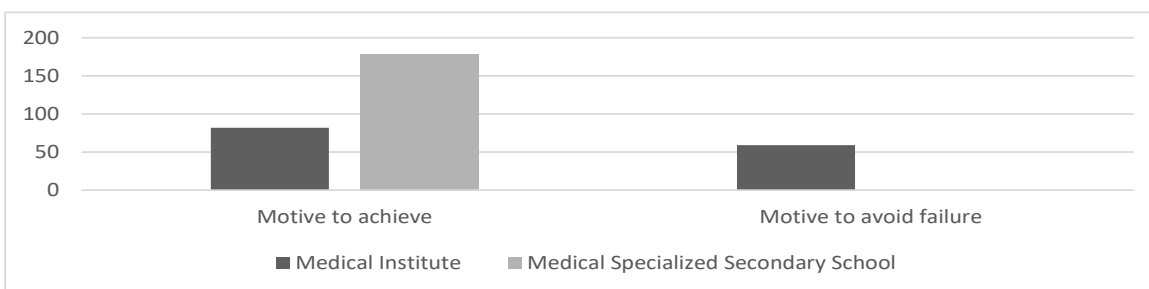


**Table 5 - Medical Institute**

Measures of Achieving Tendency Test	
Motive to achieve	Motive to avoid failure
81.98	59.02

**Table 6 - Medical Specialized Secondary School**

Measures of Achieving Tendency Test	
Motive to achieve	Motive to avoid failure
178.22	0



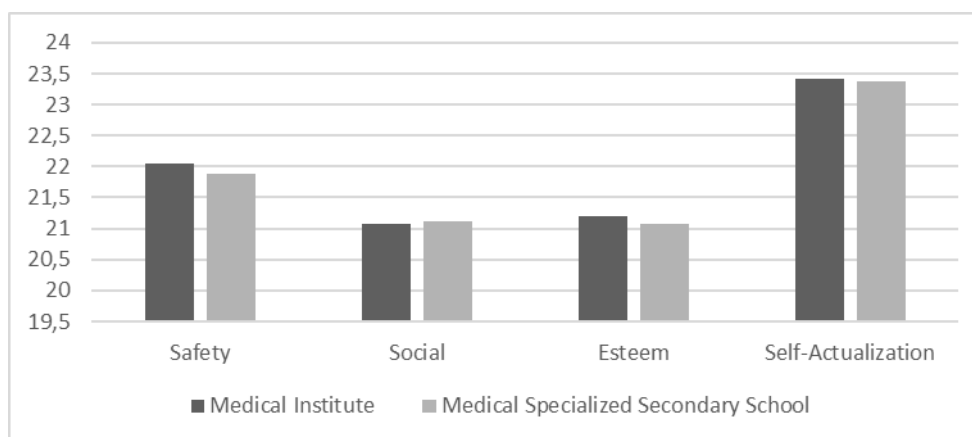
**Bar Chart 3 - Maslow's Hierarchy of Needs Test**

**Table 7 - Medical Institute**

Diagnostics of the degree of satisfaction of Needs Test (A. Maslow)			
Safety	Social	Esteem	Self-Actualization
22.04	21.07	21.2	23.41

**Table 8 - Medical Specialized Secondary School**

Diagnostics of the degree of satisfaction of Needs Test (A. Maslow)			
Safety	Social	Esteem	Self-Actualization
21.89	21.11	21.07	23.37



**Bar Chart 4 - Diagnostics of the degree of satisfaction of Needs Test (A. Maslow)**

All these traits are important if a person is employed in the sphere of health care. Half of the group is ready to study and overcome difficulties. Moreover, undergraduates understand what awaits them in the field of medicine and they are also focused on positive results in the learning activity.

On the contrary, the other half of the group is motivated to avoid failures. It means that the students are not ready to overcome difficulties in their work and they are not focused on positive results in their studies.

All students of a Medical Specialized Secondary School have a strong motive to achieve. It may indicate that undergraduates are positively inclined to studying, to overcome difficulties and understand what awaits them in the field of medicine. In addition, they are focused on a positive result in the learning activity. This may be due to the fact that students of specialized secondary school gain the necessary skills for their future from the first year.

Student's t-test was used as a reliability of the data. This test is aimed at assessing the differences in the mean of two samples that align with the normal distribution. As a result of its use, the hypotheses were partially confirmed.

In the course of the research, we supposed that the following eight groups of coping strategies by R. Lazarus would be pronounced:

#### *Confrontative Coping*

The hypothesis was not confirmed because both Medical Institute and Medical Specialized Secondary School students on the "Confrontation" scale have an average score that indicates that the undergraduates can use their energy, enterprise in overcoming problems. Moreover, they can maintain their own interests and cope with anxiety under stressful conditions. The statistics of the research results did not reveal significant differences between students of aforementioned educational establishments.

#### *Distancing*

The students try to distance themselves from the problem in all possible ways: devaluation of the situation, rationalization, distancing, etc. The hypothesis was not confirmed as students of both institutions have an average score on the "Distance" scale that may indicate that they have an opportunity to reduce the subjective significance of intractable situations and prevent intense emotional reactions to frustration. The statistics of the research results did not reveal significant differences between students of aforementioned educational establishments.

#### *Seeking social support*

The students strive to interact with other people to receive support and understanding. The hypothesis was not confirmed because students have an average score on the "Search for social support scale" that may indicate that attempts are made to overcome the problem by attracting social resources, seeking informational, emotional and effective support. It is characterized by interaction with other people, an expectation of attention, advice and sympathy.

*Informational support* involves seeking advice from experts and acquaintances who have considerable knowledge.

*Emotional support* is determined by the desire to be heard, to receive empathic advice and to share your experiences with someone.

*Effective support* is characterized by a need for certain actions and by an ability to use external resources to resolve a problem situation. The statistics of the research results did not reveal significant differences between students of aforementioned educational establishments.

#### *Escape-avoidance*

Stressful situations may result in ignoring a problem, irritability and avoiding responsibility. The hypothesis was not confirmed because medical students of both academic establishments have an

average score on the "Escape-Avoidance" scale that may indicate that students have an opportunity to reduce emotional stress quickly. The statistics of the research results did not reveal significant differences between students of aforementioned educational establishments.

The hypothesis was confirmed because undergraduates of the Medical Institute have a motive to avoid failure as they have a large amount of workload, while students of the Medical Specialized Secondary School have a motive to achieve because they have more practice from the very beginning of their studying.

The hypothesis was partially confirmed because all students of Medical Specialized Secondary School have a motive to achieve. This may indicate that students who have a positive attitude towards learning are ready to overcome difficulties. Moreover, they understand what awaits them in the field of medicine and they are focused on a positive result in learning activity. This may be due to the fact that they also receive necessary skills for their future profession from the first year.

Both Medical Institute and Medical Specialized Secondary School students have a high level of mental load because their future profession is associated with a high level of responsibility. The hypothesis was not confirmed because the personality component of students of both educational establishments has an average score. The statistics of the obtained research results did not reveal significant differences between students of aforementioned educational establishments.

## **Conclusion**

The notion of "mental load" is formulated. Mental load is a type of load that describes mental functions of a person in connection with the kind of the work. Its development presupposes a launch of an arbitrary process of regulation of internal and external conditions that determine the individual level of mental load. Moreover, it is aimed at mobilizing functional resources for an effective performance of activities.

Mental load in learning activities makes high demands on person's self-regulation and emotional stability.

It is significant to take into account the age characteristics of adolescence at all stages of studying to optimize their learning process.

Mobbing (or psychological abuse) is considered as psychological and physical abuse by a group of people towards one person that is repeated regularly in order to force someone out of the group and to inflict physical and psychological harm. These people try to avoid punishment and feel their impunity and permissiveness.

Mobbing affects the morale that further influences students and group members. They tend to have a feeling of dissatisfaction which can be developed in such forms as tension, anxiety, melancholy, irritability.

There are enough recommendations for overcoming mobbing, but minimizing its destructive consequences at school, university or and specialized secondary school should be as a complex task that requires psychological and pedagogical support, selective, motivational, constructive and educational solutions.

A scientific model "The influence of mental load on the productivity of learning activity" has been developed. It describes the influence of the load on the productivity of learning activity, as well as its influence on a situation of mobbing.

The formation of a favorable social environment is one of the most important conditions against mobbing. It acts as a level of psychological involvement of a student in the activity of any type and

explains the results of its psychological effectiveness and a level of the psychological potentiality of an individual or a group.

The junior Medical Specialized Secondary school students focus on achievements both in learning activity and in their professional environment. On the contrary, only half of the junior Medical Institute students pursue the same goals. Although all these undergraduates have enough resources to master all the necessary skills of their future profession; the rest of the students are only focused on avoiding failures.

It is necessary to develop recommendations for optimizing mental load in situations of mobbing and bullying among students of secondary and higher educational institutions and to research them further.

## References

1. Danilina E.I. (2017) *Innovatsionnyi menedzhment v upravlenii personalom* [Innovative management in personnel management]. Moscow: Dashkov i K Publ.
2. Deineka A.V. (2010) *Upravlenie personalom* [Personnel Management]. Moscow.
3. Deineka A.V. (2017) *Upravlenie personalom organizatsii* [Organization personnel management]. Moscow: Dashkov i K Publ.
4. Dorokhova A.V. (2008) *Razreshenie konfliktov* [Conflict resolution]. Moscow.
5. Druzhilov S.A. (2011) Psikhologicheskii terror (mobbing) kafedre vuza kak forma professional'nykh destrukttsii [Psychological terror (mobbing) at the university department as a form of professional destruction]. *Psikhologicheskie issledovaniya* [Psychological research], 3 (17), p. 12.
6. Dugaeva E. (2005) Ostorozhno: mobbing [Caution: mobbing]. *Upravlenie personalom* [Personnel Management], 7, pp. 52-54.
7. Egorshin A.P. (2018) *Osnovy upravleniya personalom* [Fundamentals of personnel management]. Nizhniy Novgorod.
8. Emel'yanov E.N. (1998) *Psikhologiya biznesa* [Workshop on conflictology]. Moscow.
9. Emel'yanov S. (2009) *Praktikum po konfliktologii* [Workshop on conflictology]. St. Petersburg: Piter Publ.
10. Enikolopov S.N. (2006) Terrorizm i agressivnoe povedenie [Terrorism and aggressive behavior]. *Natsional'nyi psikhologicheskii zhurnal* [National Psychological Journal], 1 (1), pp. 28-32.
11. Yakovlev B.P. (2020) *Motivatsionnyi menedzhment v obrazovanii* [Motivational management in education]. Saratov.

## Психическая нагрузка в ситуации моббинга и буллинга студентов вузов и учеников спецшкол

**Прибега Антон Владимирович**

Преподаватель,  
Сургутский институт экономики, управления и права,  
628400, Российская Федерация, Сургут, ул. Рабочая, 43/1;  
e-mail: sielom@yandex.ru

**Голубников Никита Игоревич**

Преподаватель,  
Сургутский институт экономики, управления и права,  
628400, Российская Федерация, Сургут, ул. Рабочая, 43/1;  
e-mail: sielom@yandex.ru

**Жукова Валентина Федоровна**

Кандидат психологических наук, доцент,  
Сургутский институт экономики, управления и права,  
628400, Российская Федерация, Сургут, ул. Рабочая, 43/1;  
e-mail: sielom@yandex.ru

**Яковлев Борис Петрович**

Доктор психологических наук, профессор,  
Югорский государственный университет,  
628011, Российская Федерация, Ханты-Мансийск, ул. Чехова, 16;  
e-mail: ugrasu@ugrasu.ru

**Степанова Галина Алексеевна**

Доктор педагогических наук, профессор,  
Сургутский государственный педагогический университет,  
628417, Российская Федерация, Сургут, ул. 50 лет ВЛКСМ, 10/2;  
e-mail: oggice@ surgpu.ru

**Аннотация**

Учеба в университете является важным этапом в становлении любой личности, потому что наиболее важные события, которые происходят в течение учебных лет, и решения, которые принимают студенты, могут повлиять на всю их жизнь и будущую карьеру. Жизненно важно проводить профессиональную подготовку студентов, поскольку это способствует самопознанию и самообразованию, которые являются основными условиями для организации обучения и совершенствования личностных качеств. Современные психолого-педагогические требования в образовании акцентируют внимание студента на его личности, например, личностных качествах, способностях и возможностях для саморазвития и совершенствования. Напротив, учеба в университете может привести к значительной умственной нагрузке. Это связано с крайними сроками, увеличением объема и сложности информации, постоянным повторением стрессовых ситуаций (зачеты, экзамены, тесты) и необходимостью для некоторых магистрантов совмещать учебу и работу.

**Для цитирования в научных исследованиях**

Прибега А.В., Голубников Н.И., Жукова В.Ф., Яковлев Б.П., Степанова Г.А. Mental load in the situation of mobbing and bullying of university and specialized secondary school students // Психология. Историко-критические обзоры и современные исследования. 2022. Т. 11. № 1А. С. 100-113. DOI: 10.34670/AR.2022.22.29.009

**Ключевые слова**

Психическая нагрузка, учебная нагрузка, моббинг, буллинг, учебная среда, минимальная психическая нагрузка, оптимальная психическая нагрузка, предельная психическая нагрузка.

---

### Библиография

1. Данилина Е.И. Инновационный менеджмент в управлении персоналом. М.: Дашков и К, 2017. 208 с.
2. Дейнека А.В. Управление персоналом. М.: 2010. 292 с.
3. Дейнека А.В. Управление персоналом организации. М.: Дашков и К, 2017. 288 с.
4. Дорохова А.В. Разрешение конфликтов. М., 2008. 192 с.
5. Дружилов С.А. Психологический террор (моббинг) кафедре вуза как форма профессиональных деструкций // Психологические исследования. 2011. № 3 (17). С. 12.
6. Дугаева Е. Осторожно: моббинг // Управление персоналом. 2005. № 7. С. 52-54.
7. Егоршин А.П. Основы управления персоналом. Нижний Новгород, 2018. 303 с.
8. Емельянов Е.Н. Психология бизнеса. М., 1998. 512 с.
9. Емельянов С. Практикум по конфликтологии. СПб.: Питер, 2009. 384 с.
10. Ениколопов С.Н. Терроризм и агрессивное поведение // Национальный психологический журнал. 2006. №1 (1). С. 28-32.
11. Яковлев Б.П. Мотивационный менеджмент в образовании. Саратов, 2020. 194 с.