



STRESS OF ARTISTS BEFORE A PERFORMANCE: A STUDY BASED ON MATERIALS FROM THE INSTITUTE OF PSYCHOLOGY AT THE UNIVERSITY OF LEIPZIG

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Abstract. In the last decades the concept of resilience was described to characterize a person, who has higher stability to resist against negative threats of the environment.

Purpose of the research: 1. To show key contributions from the Leipzig University's Institute of Psychology for research on stress and. 2. To summarize some theoretical point of views for the further assessment and research of stress. *Methods.* Theoretical and methodological analysis of stress, logical and structural research method. *Results.* More dangerous and more harmful can be chronic stress. Stressors are objective and hinder people's need fulfillment. Stress coping should have always two starting points, external and directed to the stressing environment: to be informed, to seek solutions to problems and to collect friends and technics to become able to act and internal: the feelings, excitement, to bring activism into self-control. *Conclusions.* Stress is only in this one way positive, because it's possible to collect experiences in the coping process of stress and have new abilities to cope with stress. Stress – is a normal reaction even among artists. A stress-related paraclinical disorder is podium anxiety. Even a negative evaluation by other people can threaten the positive view of oneself and abilities – the self-esteem. Today, stress is a recognized risk factor for the development of diseases and many disorders. Stress is closely linked to negative performance parameters, operational errors and reduced performance. Stress mediates the biopsychosocial chain of causation between health and disease. Extreme forms of stress can be stressful for all people. However, many stressors are effective individually, resource-dependent, individual or population-specific. The relation of stress and coping is essential for stressmanagement activities of humans.

Resilience is generally viewed as a quality of character, personality, and coping ability which is a resource contra stress and can reduce the stress reactivity and sensitivity for stress. Our Research provides some guidelines for intervention, adaptation and prevention of stress.

Keywords: stress, resilience, positive psychology, clinical psychology, medical psychology, art people, stress management, stressors, biological stress, stress and coping, stress and emotion.

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Introduction

The Department of Psychology of the Leipzig University has a long tradition in stress research. The roots of this research are in the field of Educational, Developmental and Clinical Psychology research after the re-opening of the Department Psychology in the year 1975.

Stress — is a normal reaction even among artists. A stress-related paraclinical disorder is podium anxiety. Even a negative evaluation by other people can threaten the positive view of oneself and abilities — the self-esteem. Almost everyone is excited when they have to perform something in front of others, regardless of whether it is a short, improvised speech or the performance of a Rachmaninov prelude on the piano.

The article is also giving some orientations for intervention, adaption and prevention on stress. We are supporting the meaning of stress, which was developed by Scheuch & Schröder (1990) and include some theoretical basics of Reschke & Schröder (2010) [1; 2].

In the context of this article it is not possible to mention all work in all disciplines, because a lot was done in this whole time period. In drawing the attention to Clinical Psychology, it is necessary at first that it was always a basic goal of our research to contribute to the understanding of psychopathological processes of many disorders and illness. In 1980 the Medical Psychology research phase started (Stress research in Dentistry, anxiety for surgery, coping with the consequences of body dysmorphic syndrome etc.).

But later came the health psychological research, and more was done to develop health promotion tools and to analyze health in schools, in professional life and in different age groups. In the beginning of research the assessment of test anxiety of medical students in the Physical was the starting point. Two of the important publications, which can show the progress in stress research are Scheuch & Schröder (1990) and Schumacher, Reschke & Schröder (2002) [1; 3].

In *Table 1* an overview about the wide variety of stress related research at the Department of Psychology of the Leipzig University will be given. It is to mention, that in other departments (Medical Psychology, Psychiatry and Sport Psychology, Pedagogics) stress research was also done during decades.

Table 1. Examples of stress research

Areas of stress research
Development of new methods for the assessment of stress
Programs for Stress Management Training
Treatment Programs for therapy of PTSD and Adjustment Disorders
Stage fright / Test Anxiety for Artists
Coping with Death and Dying for Intensive and Palliative Care Unit Staff Members
Prevention of addiction, alcohol and tobacco use
Work place related stress research (analysis of health)
Rehabilitation of Pine/face-wounded patients
Test anxiety & stage fright
Stress in special populations and professional groups (teacher, pupils, Police, elderly people)

Some of the latest stress research projects which are necessary to be mentioned are: Development of stress management programs for divergent groups, posttraumatic stress and coping with the disorder PTSD and Adjustment disorder, stress in traffic and for driving teachers, stress and psychological first aid in disaster (Disaster Psychology) and stress in teachers and pupils (Stueck).

At all, many research was done in stress and coping. The goal was always to make a contribution to health promotion in public and at workplaces.

One of the mechanisms of identification with the environment of activity is the Sense of Coherence, described in Antonovsky's concept of mental health. According to the author's concept, it is associated with a positive assessment of the possibilities of resolving a problem situation, the development of effective strategies for overcoming it, a positive attitude of life.

The sense of coherence consists of three main components:

1. Understanding the situation as a measure of predictability;
2. ability to cope with stressful situations, awareness of the possibility of managing the course of events (manageability) as a manifestation of the individual's personal and social competence;

3. experiencing the significance and meaning of the situation (meaningfulness), that is, the perception of one's own life as a complete meaning and meaning, leading to an active search for a solution to difficult situations.

A sense of coherence as a mechanism for overcoming stress, included in the identification process with the environment, affects the formation of positive expectations of the success of one's own activities, guarantees the rational use of one's capabilities and thereby favors the preservation of mental health [4; 5].

Methods

In this work, the authors used the following research methods: psychological methods for discussing the problem of stress, stress research methodology, theoretical and methodological analysis of stress, description and interpretation of stress. Analysis of the literature on stress and resilience.

Results

1. There is a model of a Stages of destabilization from acute to chronic stress pattern (*Figure 1*).

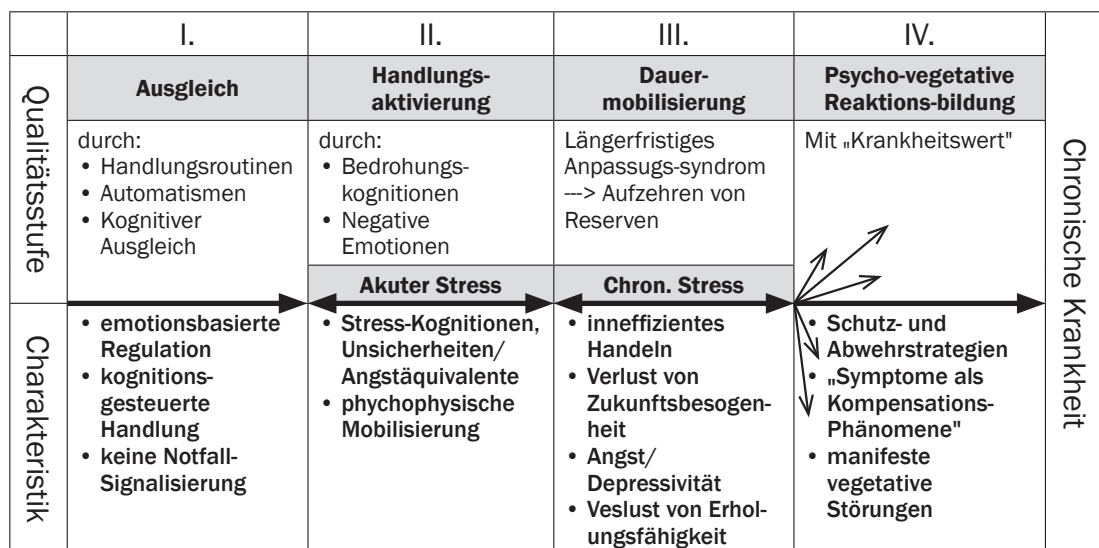


Figure 1. Stages of destabilization from acute to chronic stress pattern in German

The prevention of chronic stress and the pathological consequences of chronic stress is the goal of stress prevention in form of a primary, secondary and tertiary prevention level.

2. Stressors are burdens; this mix of requirements, conditions and prerequisites are consistently called stressors. Stressors are deliberately reflected or unconscious. Stressors are challenges that have the potential to lead to stress. Extreme forms of stress are likely to cause stress in all people. However, many stressors are individually effective, are resource-dependent, individual- or population-specific. Stressors are special forms of stress (environmental requirements) that have the potential to trigger a stress process (with consequences of health impairment, performance degradation, hindering development).

There are different stressors in the work context:

- a. Stressors from the work task
- b. Stressors from the workflow
- c. Stressors from working conditions
- d. Stressors from social relationships
- e. Stressors from the work task
- f. Stressors from the role

g. Stressors from development opportunities

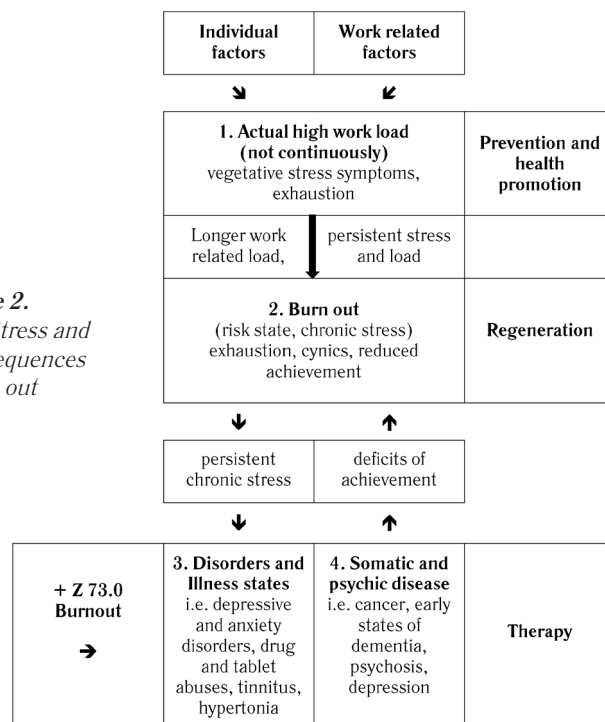
What makes a person able to remain somatically and psychologically healthy, despite the impact of stressors?

“The question is no longer how we can eliminate this or that stressor, but how we can learn to live, and live well, under the influence of stressors, and perhaps even turn their existence to our advantage”

Antonovsky, 1923-1994). In psychology, there is a Questionnaire of work-related behavior and experience (in the original abbreviation – AVEM, Arbeitsbezogenes Verhaltens-und Erlebensmuster) was developed by W. Schaarschmidt and A. Fischer at the Institute of Psychology of the University of Potsdam [6; 7]. The theoretical prerequisites for the creation of the questionnaire were the concepts of Antonovsky coherence, Lazarus stress coping mechanisms.

3. The sources of stress are always: objective environmental requirements, assessed environmental requirements and action capabilities, individual target- and strategy-selection as way of coping and coping-style, and somatic requirements and regulations (*Figure 2*).

Figure 2.
Sources of Stress and health consequences in burn out



4. Stress and coping

The two circle model of stress management of Reschke&Schröder (2010) shows this connection two main activity circles of humans which must be regulated together in an effective way [2].

The forms to use coping can be evaluated by psychological tests, like the ways of coping checklist, in German language the “Stressverarbeitungsfragebogen – SVF” of Janke & Debus (2008) [8].

Figure 3 shows the two circle model of human regulation activities to reduce stress.

5. A concept of a stress prone personality was not successful.

The Table 2 shows the system of relevant protective personality factors. Different personality variables form the conditions and resources for coping with stress. They do not act directly, but as moderators of stress and demands management.

6. Stress and emotion

There are emotions without stress and stress without emotion. Seyle (1979) wrote: “emotional arousal is the most common cause of stress” [10]. Mason (1975) described the un-specificity of stress

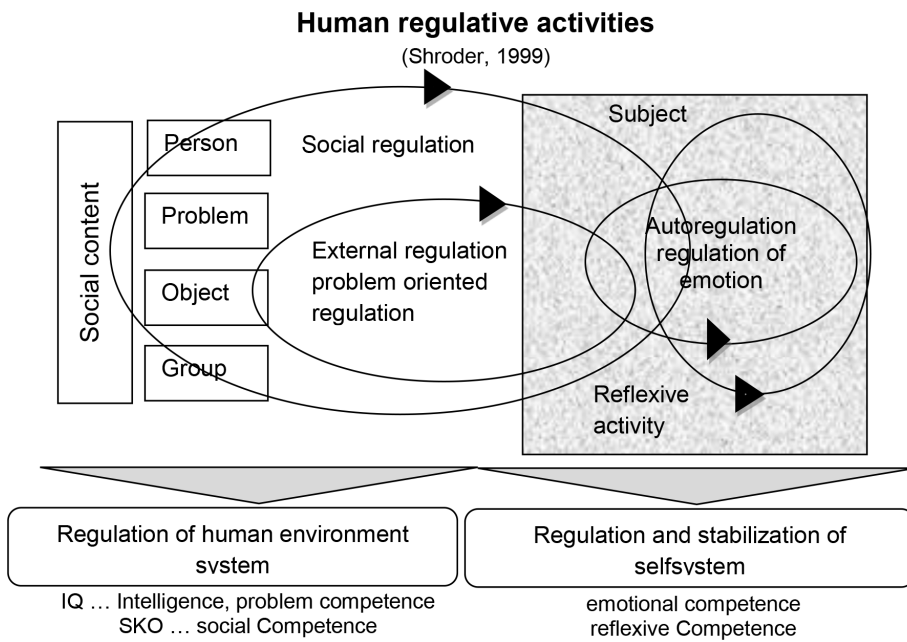


Figure 3. The two circle model of human regulation activities to reduce stress

Table 2. Taxonomy of protective factors of personality (Belz-Merk, Bengel, & Strittmatter, 1992)[9]

	Sense of coherence	Hardiness	Optimism	Mental health
1	2	3	4	5
Locus of control	Comprehensibility, no specific locus of control patterns	Internal locus of control		Autonomy, self-responsibility
Self-efficacy	Confidence in mastering life tasks			Coping with internal and external demands
Outcome Expectancies	no sure success expectancies necessary		Generalized outcome expectancies	

1	2	3	4	5
Life sense	meaningfulness, conviction that life has meaning	Commitment, to see things as meaningful		Finding meaning
Future orientation	manageability, conviction to be able to master life tasks in the future as well		Optimistic attitude, expectation of positive future	Confidence, optimism
Coping with transitions, changes of life and life tasks	Predictability, stability of the external and internal world	Confidence, even in case of failure; Challenge, curiosity about life		Ability to cope with life requirements and difficulties

in his emotional appraisal. Often we find descriptions like “emotional stress”, this draw attention to the link of cognition, emotion and stress [11]. In the psycho-neuro-immunological stress model of Henry (1986) the role of emotions in the interaction between cognitive stimuli and neuro-endocrinological response patterns [12].

The role of emotions and stress was also focused by Lazarus (1991) and Lazarus & Launier (1981) [13; 14]. The role of positive emotions for wellbeing and health, contrary to stress, will be outlined in new publications of the Positive Psychology. This can be seen in the PERMA Model of Seligman (2012) [15] in *Figure 4*.

7. Stress and achievement

Relationships between stress and action exist in clear patterns. Very well-known is the reverse U-shaped relationship between stress and performance according to

Yerkes Dodson. Higher tension (stress) can produce symptoms of disturbed achievement. The Yerkes-Dodson law shows these connections (*Figure 5*).

8. Stress and illness

The relation between stress and disorders is researched often. The end of search on the links is not closed up to now. The patterns of stress can be involved in the causalemergence, maintenance, aggravation and progress of disorders.

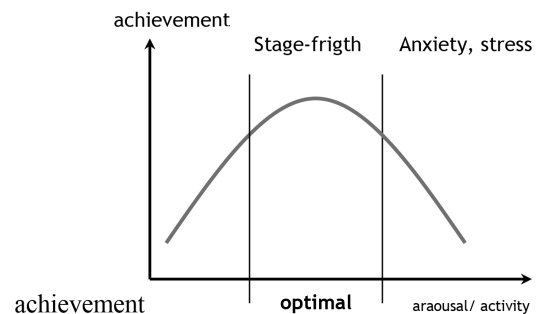


Figure 5. Yerkes–Dodson law

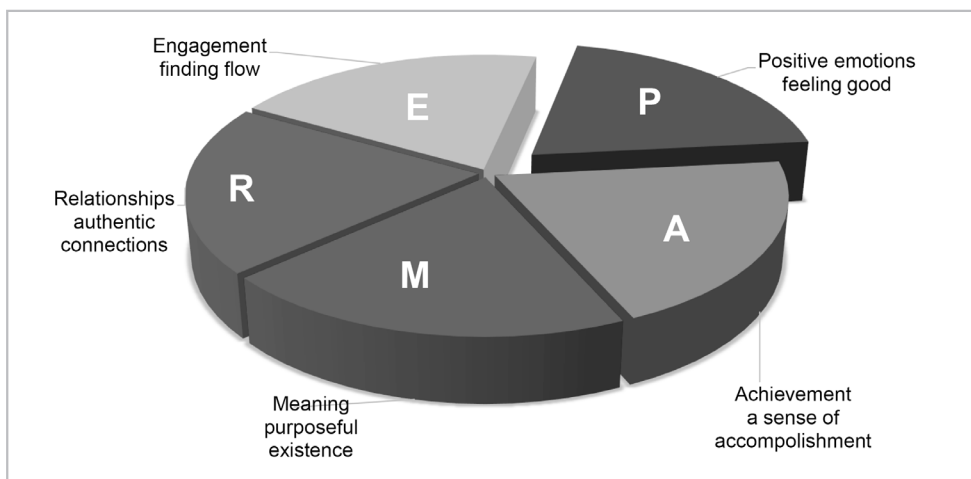


Figure 4. The PERMA Model of Seligman and the role of positive emotions for health

Discussion

The theoretical analysis of stress provides opportunities for further assessment and research of stress.

In this part, we discuss some of the main theoretical approaches to stress research and consider stress in the following context:

1. Stress as an adaptation activity under consideration. This was one of the main starting points of definition of stress sensu (Selye 1936) [16]. Selye's biological stress model conceptualized the adaptation process to severe threats in a phasic process of Shock – resistance and break down.

But adjustment is not identical with a homeostatic process, there is a positive activity and development of the actor, it is not only a concept of over living the overloading situation.

2. Stress is studied as a mental and somatic phenomenon. Therefore a bio-psycho-social approach of stress should be favored. Stress is a not specific response on changes of the inner or environmental milieu.

In the history of definition of stress and former stress theories the phenomena of stress was assumed as an unspecific stress-reaction. Un-specificity means the existence of general activities in the process of adjustment to a homeostasis. The un-specificity of the stress process doesn't mean a stereotypic process. Also the unspecific stress response pattern exists in situation specific contexts.

3. Sources of stress in the process of acting and productive being.

The emergence and coping with stress are always active processes of central regulation where there are various possibilities. The stress release is indeed based on stress factors in their relation to prerequisites (resources) of humans. However, the assessment of the requirement situation is an essential component of a cognitive stress model. This assessment (the cognitive appraisal)

also includes the proximity of a requirement to the personal need structure.

4. Stress and health

Stress and health are the opposite pages of the same medal. In former time there was a distinction between negative and positive stress (Distress and Eustress). This seems to be an old definition of stress.

5. Stress-reactivity (sensitivity for stress) & resiliency

The Resilience means the amount of forces, resources and strategies which individuals have as a potential to overcome crisis, demands and all strengths in her life. Some authors define Resilience as an individual's ability to maintain or regain his/her mental health in the face of significant adversity or risk of death. (Macedo et al., 2014; Bonanno, 2004) [17; 18].

The general definition of Resilience is 'the activity of rebounding or springing back; to rebound; to recoil.' It further defines resilience as 'elasticity; the power of resuming the original shape or position after compression, bending, etc.' Most people are exposed to at least one violent or life-threatening situation during the course of their life. As we are human being we have to experience sorrowful situations such as death of close friends and relatives. But not every one of us can cope with these potentially disturbing events in the same way. Some people experience acute distress from which they are unable to recover. Others suffer less intensely and for a much shorter period of time.

Resilience seems to be an important key factor to determine that kind of emotional stability with these situations (Bonanno, 2004) [18].

Conclusions

So, discussing the problems of stress on the basis of a theoretical analysis of the work of the Institute of Psychology at the University of Leipzig, we draw the following conclusions:

1. Under stress, when humans are confronted with stressors, a person's control activities are always directed to meet and solve the demands, ensuring the satisfaction of needs and psychophysical well-being.

Performing stage artists such as musicians, actors or dancers appear regularly in front of an audience. For them, public appearances are not just a side effect, but the core of their artistic career. The external pressure is high. Often a single performance can decide the success or failure of an artist and have consequences for the entire further professional career. But great demands are also placed on the actual performance of the person performing. Skills that have been highly trained and automated since childhood have to be applied, mostly in a very fixed time frame and with almost no correction options.

If this succeeds without any problems, ideally a very high artistic performance can be achieved in front of an audience. But the more perfected and automated an activity is, the more susceptible to failure it becomes. Numerous factors, e. g. daily form of the artist, light and temperature conditions, influence the individual performance. One of the most natural processes and biggest disruptive factors of successful public appearances is the fear before and during the performance, also called podium fear, stage fright or fear of performing.

Examples include "Courage to Stage Fright" by the cellist Gerhard Mantel [19] and "Stage Fever. Causes and overcoming with special consideration of the violin playing" by the violinist Kato Havas. [20]

Relaxation procedure

Relaxation and body-related procedures are the most popular strategies against podium anxiety. Comparatively many artists have integrated these into their everyday lives. Autogenic training, progressive muscle relaxation and Feldenkrais are widely used methods.

Course programs

One effective way to treat mild to moderate podium anxiety is through class

programs like the one described here. These are carried out in groups. The group dynamics and the contact with other affected persons can have a positive effect on the success of the therapy.

The coping process is a holistic socio-psycho-somatic process in cognitive-emotional and somatic patterns in a close relation to the social conditions of a given context.

Lazarus & Launier (1981 assumed coping after the appraisal processes and divided into emotional and problem-oriented coping)[14]. The coping response can be divided into the forms of mastery, coping and defense.

Coping always leads to the adaption and the adjustment. Practically important is the difference between coping with short-term and long-term demands – it leads to the distinction between stress management techniques oriented on a) long-term improvement of well-being or b) short-term stress management technics for acute stress reduction.

Stress coping should have always two starting points, external and directed to the stressing environment: to be informed, to seek solutions to problems and to collect friends and technics to become able to act and internal: the feelings, excitement, to bring activism into self-control.

Thus, the relationship between stress and coping is important for a person's stress management activities.

Different personality variables form the conditions and resources for coping with stress.

They do not act directly, but as moderators of stress and demands management.

In this context the following are important:

- a. cognitive structures over stress-inducing environmental factors
- b. self-concept: sense of coherence, optimism, self-efficacy
- c. skills (problem-solving skills, for communication and acting under stressing condition)

- d. techniques for stabilization and regulation of the human psychophysical system (relaxation techniques, mindfulness techniques)
- e. interpersonal competencies, social skills

Stress is only in this one way positive, because it's possible to collect experiences in the coping process of stress and have new abilities to cope with stress (tertiary appraisal).

The assessment and description of stress must be multi-variable, this is evident caused by the complex nature of stress. Stress shows itself in all hierarchic levels of organism and its relations to the environment. So stress can be described in his multidimensional forms of appearance: somatic, psychic (cognitive & emotional), behavior.

Therefore, a biopsychosocial approach to stress should be preferred.

In the man-environment relation of work related processes in the last time a demands-load concept was developed, which seems to be crucial for a human-scientific stress framework. Stress should be understood as a process within the demands-loads dynamic.

This concept defines the two parts:

1. *demands* – as the value-free description of the needs and conditions of a given work-related or general environmental task

2. *loads* – is the effect of the demands on the human being and the interactive relations to the environment. Here we summarize the reactions and changes in organs, in the experiencing of the situation and the ability to react adequately.

The consequences of this demand-load process can be positive and negative.

We divide into positive and negative load consequences.

Positive load consequences are development of personality in form of protective factors and resilience and future optimism against coming stress.

Negative load consequences are tiredness, monotony, frustration, *sättigung*, stress which all can lead to longer health hazards and illness.

Thus, stress is defined as:

1. Stress is a psychophysically activity of human beings in the coping process with changes in the environmental and inner milieu connected with the goal of adjustment to these changes
2. Stress is a non-specific response to changes in the internal or external environment.
3. Stress is an un-specific activity of adjustment and has in comparison with other forms of adjustment specific descriptive patterns. In difference to other forms of adjustment the particularly source of stress development consists of disorders of need satisfaction in situations of pressure to act and acting difficulties.
4. Stress and emotion are closely linked, but not identical.
5. The relation of stress and coping is essential for stressmanagement activities of humans.
6. Resilience is a key factor of health in general but it can be also a key factor for coping with stress, loss, traumatic situation, etc. It can be defined as an emotional elasticity for coping.
7. Stressors are objective and hinder people's need fulfillment.

Авторлардың үлесі

К. Решке – Лейпциг университетінің негізінде ғалымдар арасында, сондай-ақ әртістер (суретшілер) арасында стрессті зерттеу бойынша зерттеу жүргізу, мақала жазуға материалдар беру.

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М. Р. Абилов – әдебиетпен жұмыс жасау, мақала мәтінін жариялауға дайындау.

Вклад авторов

К. Решке – проведение исследования по изучению стресса среди ученых, а также среди артистов (художников) на базе Лейпцигского университета, предоставление материалов для написания статьи.

С. К. Бердибаева – осуществление теоретического анализа, проверка научных данных по проблемам стресса, подготовка статьи к изданию.

М. Р. Абилов – работа с литературой, подготовка текста статьи для публикации.

Contribution of authors

K. Reschke – conducting a study on stress among scientists, as well as among artists (painters) at the University of Leipzig, providing materials for writing the article.

S. K. Berdibayeva – carrying out theoretical analysis, checking scientific data on stress problems, preparing the article for publication.

M. R. Abirov – work with literature, preparation of the text of the article for publication.

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Конрад Решке

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Кұрлық әскерлері Әскери институты (Алматы, Қазақстан)

**ӨНЕР АДАМДАРЫНЫҢ КӨПШІЛІК АЛДЫНДАҒЫ СТРЕССТЕРІ: ЛЕЙПЦИГ
УНИВЕРСИТЕТІ ПСИХОЛОГИЯ ИНСТИТУТЫНЫҢ МАТЕРИАЛДАРЫ БОЙЫНША ЗЕРТТЕУ**

Аңдатпа. Соңғы онжылдықтарда төзімділік тұжырымдамасы жағымсыз экологиялық қатерлерге қарсы тұруға төзімді адамды сипаттаумен айқындалады. *Зерттеудің мақсаты:* 1. Лейпциг Университеті жанындағы Психология институтының стрессті зерттеудегі негізгі үлесін көрсету. 2. Стресті одан әрі бағалау және зерттеу үшін кейбір теориялық көзқарастарды қорытындылау. *Әдістер.* Стресті теориялық және әдіснамалық талдау, логикалық және құрылымдық зерттеу әдісі. *Нәтижелер.* Созылмалы стресс қауіпті және зиянды болуы мүмкін. Стресстер объективті және адамдарға олардың қажеттіліктерін қанағаттандыруға жол бермейді. Стресті жеңу ерқашан сыртқы және ішкі стресске бағытталған екі бастапқы негізден тұруы керек, сыртқы және стрестік ортаға бағытталған : ақпараттану, әрекет ету қабілеті үшін мәселелердің шешімін іздеу және ішкі: сезімдер, толқулар, белсенділікті өзін-өзі басқаруға жеткізу. *Қорытынды.* Стресс – бұл өнер адамдары үшін де қалыпты реакция. Параклиникалық стресстің бұзылуы – бұл подиумдағы мазасыздық. Тіпті басқалардың жағымсыз бағалауы өзіне және қабілеттеріне деген оң көзқарасқа – өзін-өзі бағалауға қауіп төндіруі мүмкін. Стресс тек бір жағынан жағымды, өйткені стрессті жеңу барысында тәжірибе жинақталып, стрессті жеңудің жаңа қабілеттері алынады. Бүгінгі күні стресс – бұл аурудың және көптеген бұзылулардың даму қаупінің факторы. Зорығу теріс жұмыс параметрлерімен, пайдалану қателерімен және нашарлаған өнімділікпен тығыз байланысты. Стресс денсаулық пен аурудың арасындағы биопсихосоциальды себеп-салдарлық байланысты жүзеге асырады. Стресстің экстремалды түрлері барлық адамдар үшін стресс болуы мүмкін. Алайда, стрестің көптеген факторлары жеке даралық жағынан тиімді болады, олар ресурстардан, индивидумдардан немесе адамдардан тәуелді болады. Стресс пен оны жеңу арасындағы байланыс адамның стрессті басқару қызметі үшін маңызды. Әдетте төзімділік мінездің, тұлғаның сапасы және стрессті жеңе білу қабілеті ретінде қарастырылады, бұл стресске қарсы ресурс болып табылады және стресстің реактивтілігі мен стресске сезгіштігін төмендетеді.

Біздің зерттеулеріміз алдын-алу, бейімделу және стресстің алдын-алу бойынша бірнеше ұсыныстар береді.

Тірек сөздер: стресс, төзімділік, позитивті психология, клиникалық психология, медициналық психология, өнер адамы, стрессті басқару, стрессорлар, биологиялық стресс, стресс және жеңу, стресс және эмоциялар.

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**СТРЕСС ЛЮДЕЙ ИСКУССТВА ПЕРЕД ВЫСТУПЛЕНИЕМ: ИССЛЕДОВАНИЕ
ПО МАТЕРИАЛАМ ИНСТИТУТА ПСИХОЛОГИИ ЛЕЙПЦИГСКОГО УНИВЕРСИТЕТА**

Аннотация. В последние десятилетия была описана концепция резильентности, чтобы характеризовать человека, который обладает большей способностью противостоять негативным угрозам окружающей среды. Целями данного исследования являются следующие: показать ключевой вклад Института психологии Лейпцигского университета в исследования стресса, обобщить некоторые теоретические точки зрения для дальнейшей оценки и исследования стресса. Авторы использовали логико-структурный метод исследования, теоретико-методологический анализ стресса. Были получены такие результаты: более опасным и вредным может быть хронический стресс. Стрессоры объективны и мешают людям удовлетворять свои потребности. У преодоления стресса всегда должны быть две отправные точки. Это внешняя, направленная на стрессовую среду: быть информированным, искать решения проблем, чтобы стать способным действовать, и внутренняя: чувства, волнение, умение привнести активность в самоконтроль.

Стресс – нормальная реакция даже у людей искусства. Параклиническое расстройство, связанное со стрессом, – это подиумная тревога. Отрицательная оценка другими людьми может поставить под угрозу положительный взгляд на себя и свои способности. Стресс положителен только с одной стороны, потому что в процессе его преодоления можно накопить опыт и получить новые способности справляться со стрессом. Сегодня стресс является признанным фактором риска развития болезней и многих расстройств. Напряжение тесно связано с отрицательными рабочими параметрами, эксплуатационными ошибками и снижением производительности. Стресс опосредует биопсихосоциальную связь причинно-следственной связи между здоровьем и болезнью. Экстремальные формы стресса могут вызывать его у всех людей. Однако многие факторы стресса эффективны индивидуально, зависят от ресурсов, индивидуума или популяции.

Взаимосвязь стресса и совладания с ним важна для деятельности человека по управлению стрессом. Резильентность обычно рассматривается как качество характера, личности и способность справляться со стрессом, является ресурсом против стресса и может снизить реактивность на стресс и чувствительность к нему.

Наше исследование дает некоторые рекомендации по профилактике, адаптации и предотвращению стресса.

Ключевые слова: стресс, резильентность, позитивная психология, клиническая психология, медицинская психология, люди искусства, управление стрессом, стрессоры, биологический стресс, стресс и совладание, стресс и эмоции.

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