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IMPORTANCE OF DIALOGUE IN PSYCHOLOGICAL COUNSELLING TO AVOID STRESS ANXIETY OF GENERATION Z

Abstract. *This article studies the problems of so-called Generation Zers who are currently entering the workforce and most of them are still going to universities. They were born in the digital era and tend to spend their time on the Internet; even they can be considered to be educated or grown-up fuelled with Internet resources. This process has negative consequences on human mental health since Generation Z is isolated from society and are lack of face-to-face communication. This study examines some psychological and educational characteristics of modern students: stress, speaking anxiety in non-native subjects, lack of communication, psychological factors causing depression during the educational process, counselling, psychotherapy, etc. The authors of this study suggest that cognitive behavioral therapy is the best method to clean the mind, improve behavior and learn without anxiety. As a research result, the most important principles of counselling are examined during research, and in the conclusion part, recommendations are made to change teaching methods and the way of communication for Generation Zers since they belong to the digital technology era.*

Keywords: *anxiety, Generation Z, stress, education, students, psychological counselling.*

Introduction

Nowadays students who are studying at universities belong to Generation Zers, born in the era of digital technology. In comparison with the previous Generation, Generation Zers spend most of their time online which means that they do not have time in-person to personal communication. The current era has become a fast-changing world, even in the education sector, there is much information and it is un-

believable to digest big data for not only students but also for teachers. Nowadays, because of global integration in the educational industry, students should learn some subjects in English in Kazakhstan, which creates stress on students. Despite the fact that foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language, teachers do not always identify anxious students. Students who have entered the first year of university are always anxious to answer in class. They come to university with different levels of English, so some students find it very difficult to speak English. Their overall grades deteriorate noticeably. Researchers clearly define the basic factors of speaking anxiety that include fear to use incorrect grammar, disappointment to speak fluently, and failure to ask learning problems from teachers. It was proved that gender has no significant difference in the result of findings [1].

Another study uses the data from Iranian language learners in the classroom and in a communicative context to investigate the main factors of anxiety using a qualitative semi-structured interview. The research represented anxiety factors due to their culture and society, including ethnical identity, gender, and social status of students. The findings assumed that language anxiety came from students' fear of losing their sense of self, problems learning in intercultural competence, and the teacher's role in presenting a foreign language. The validity of this article is weak as it is based on secondary research and the sample is not representative to define language stress properly. However, Hashemi (2011) shows some observed suggestions by other researchers for teachers that can be used in further study in this field. In contrast, a similar study by Ahmed et all cited above believes that gender differences have no significant role in learning a language [2].

A recent study analyzed the main factors that cause speaking anxiety in the Indian context due to English having become widely spread among people. The findings consider it from internal and external types of anxiety, therefore giving strategies for improving speaking skills. Although, the dominant cause of the external result titled "Language factor" should not be presented due to include of grammar, vocabulary, and pronunciation that appear in other factors of external speaking anxiety. The reliability of the article is weak because of the lack of materials about research methodology and participants and construct the result of previous research studies. Therefore, this article gives only practical recommendations without any appropriate research and from the results of a common analysis [3]. The research study examined speaking anxiety caused by negative experiences and factors in Kazakhstani high schools. The major purpose of this study is to observe communicative competence to minimize the effect of speaking anxiety based on the qualitative method of interview Foreign Language Classroom Anxiety (FLCAS) designed by Horwitz et. all (1986). The findings from research prove that most speaking anxiety can cause by a traditional teaching method that introduces only grammar and vocabulary to learners which affect students to lose confidence and fear speaking before peers. However, the authors show that anxiety in speaking a foreign language has a positive effect on students with anxiety to give concrete answers than their more confident peers [4, 5].

Almost all students may experience education-related stress. It does not always affect negatively learning outcomes. At manageable levels, it's necessary and healthy because it keeps students motivated and pushes them to stay on track with studying and classwork.

There are many factors such as on-time assignment competition, not losing scholarship funds, relocation from a village to a big city, and eating outside, etc., that can create stress in the educational sector, to meet family expectations. It is considered that stress can also cause health problems such as depression, poor sleep, substance abuse, anxiety, lack of appetite, and vis-versa, etc. In order to cope with stress, students need to talk to somebody or share their daily problems which later leads to stress relief. It is called psychotherapy and psychological counselling. The difference between psychotherapy and psychological counselling most often lies not in the content of the work, but in the fact that they are carried out by different specialists: psychotherapy - by psychotherapists with the appropriate specialization, and counselling - by psychologists who have passed the appropriate postgraduate training. We can note a few main points [6, 7, 8]:

1. Until now, science (both abroad and in the countries of the former USSR) has not formed a common, integrative understanding of the relationship between counselling and psychotherapy. Various scientists, psychotherapists, counselors, etc. either postulate the identity, and early meaning of these concepts and practices or exaggerate the difference. Many researchers see differences in interpretations in the idiosyncratic preferences of researchers or practitioners or correlate them with the moral and ideological implications of the relationship. In the context of the objective medical tradition of counselling and psychotherapy, these phenomena differ significantly in complexity and areas of activity of specialists. A psychologist is a person who works in medical institutions; he or she has the title of a psychotherapist, but usually of a non-medical profile. In the opposite situation, counselling is a simplified version or preamble to psychotherapy. There are those who breed these phenomena completely (in terms of means and goals)

2. As evidence of the identity of counselling and psychotherapy, the following points are usually cited: all these practices are active practices of psychological assistance to a person, they include direct work with people who are suffering, find it difficult, or striving for development. Differences can only be in the spectra (palettes) of means and methods of work. Both practices are aimed at resolving the client's personal problems in order to develop and optimize functioning.

3. Differences between the practices and models of psychotherapy and counselling are noted more and more often [9, 10, 11]:
• a. Differences in clientele (in counselling it is much broader, it differs in social status, presented problems, and their depth. Counselling and psychotherapy differ in the possible "coverage" of the client's problems. Clients of the therapist - from neurotics to psychotics (severe psychopathologies), in counselling clients are normal people who come to the appointment because they want to improve the quality of their life or about various forms of emotional experiences;

• b. Differences in duration (50% of calls to a consultant end with an initial appointment, usually suggesting 5-6 appointments, otherwise we can talk either about the unprofessionalism of the consultant or about the need to transfer the client to another specialist - for example, a psychotherapist).

• c. The difference between counselling and psychotherapy in the means is not very significant but can be overestimated. So, it is often written that a consultant is only and mainly a conversation, a dialogue with a client, but the psychotherapist has a much richer palette of means and techniques used.

• d. Experts often note differences in the request (the client's request is usually aimed at the sphere of interpersonal interaction, usually presented in the form of a complaint. And the "patient's" request records not only the problems of adaptation to interpersonal relationships but also "difficulties in coping with oneself", intrapersonal problems);

• e. differences in effects (the effect of counselling - from the field of adapting oneself to the environment or vice versa, a change in ideas, the formation of internal expectations, the effects of psychotherapy - are associated with personal changes, transformations, deeper);

• f. differences in the training of specialists (the qualification of a consultant is confirmed by a diploma; the therapist also needs the medical training, the experience of working with a supervisor and going through a therapeutic process as a client) [10, 11, 12].

Thus, the boundaries of counselling and psychotherapy are still difficult to define unequivocally. They interact as "different parts of the whole". Sometimes counselling is viewed as a preamble to therapy, and therapy is seen as a natural continuation of counselling: counselling creates the prerequisites for deepening and expanding dialogue, an entrance into the state of psychotherapy [13, 14, 15].

The purpose of the study is to identify speaking anxiety among Generation Z students, to assist students in the stress management of daily external stress that comes from outside the relationship, like educational stress, and to give practical recommendations on the problem via dialogue in psychological counselling.

The theoretical method of the research is the theoretical investigation of the dialogue in psychotherapeutic relations in psychological counselling for coping with anxiety in Generation Z.

Research results and discussion

There is much research that postulates the effect of parenting on the academic achievement of students. Academic tasks create some kind of stress level for students and students may lack stress resistance. As a result, students may not be successful in their learning outcomes.

The research project that implemented the basic concept of second language speaking anxiety established major causes of speaking anxiety that emerged with interacting native speakers. In this research participated 275 Australian students studied Academic English in the classroom and a social context and were divided into several ethnic groups to research their academic achievement in speaking skills. These find-

ings are based on three sources of data, namely IELTS speaking part, SLASS (Likert Scale), and qualitative interview data that were found valid and reliable in in-class/out-of-class concepts. To assess the validity of the research tools are used to Pearson correlation coefficient and proved the equality of dual conceptualization. This article is a useful reminder that English-learning students from Confucian Heritage Culture, China, Korea, and Japan suffer in speaking fluently due to their tone of voice in the target language. This research project has significant value and is proven by the accurate and high-quality speaking anxiety measurement tool. This information is useful in addressing research empirical evidence in use reducing anxiety recommendations among second language learners. Therefore, it can be implemented in the thesis to define the correlation between in and outside-classroom communication with ethnic perception [16].

Relatively recently, the features of the speech interaction of the participants in the consultative dialogue (G.S. Abramova, M.R. Arpentieva / Minigalieva, A.A. Bodalev, F.E. Vasilyuk, L.I. Vorobieva, G.V. Dyakonov, T.A. Florenskaya, M.Yu. Kolpakova, A.F. Kopiev,A.U. Kharash, G.M. Kuchinskiy, A.G. Kovalev, T.V. Snegireva, A.B. Orlov, E.T. Sokolova, G.L. Stankevich, L.A. Radzikhovskiy) have become the object of study. The specificity of modern psychological counselling lies in the emphasis on the responsibility of the client and the responsiveness of the consultant, on the dialogue and parity of their communication.
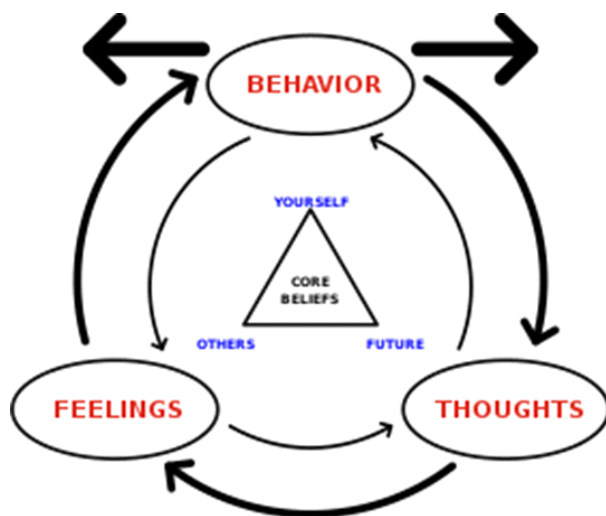

Figure 1 – Cognitive behavioral therapy (CBT) [material of authors]

Figure 1 describes cognitive behavioral therapy (CBT) for those who have depression, anxiety, and stress. CBT is a psychosocial intervention [17, 18] aimed at reducing the symptoms of common mental health conditions, primarily depression, stress, and anxiety disorders [19]. CBT aims to improve and modify cognitive distortions (such as thoughts, beliefs, and attitudes) and ego-related behaviors to improve emotional regulation [17, 20] and creates individual coping strategies aimed at change. Although it was originally intended to treat depression and stress, its use has been extended to mental health conditions including anxiety [21, 22] to treat substance use disorders. CBT is a common form of talking therapy based on a combina-

tion of the basic principles of behavioral and cognitive psychology [17]. CBT is believed to be the best therapy to avoid anxiety and improve behavior.

The most important issue in psychological counselling has been and remains the problem of ethical requirements and principles of the psychologist's work. The most important principles of counselling are:

The principle of anonymity: Since a person is a "system", a "set" of various non- and conventional "I", the conventional name that he often uses in communication or suggests using a consultant refers only to a part of his personality: the use of a name in a certain sense contributes to the preservation of that psychological the situation from which the request is made, in addition, in the process of intensive internal psychological work, a name change often occurs: which, for example, often happens in group work. From this point of view, the name often acts as an "anchor", or "preservative" of sensations. In C. Rogers' system, the conventional name refers to I ("I am observing") [7, 23, 24].

Confidentiality and anonymity: Confidentiality promotes a sense of security for the client and maintains a "tight" process. It is not always clear why, but it has been empirically established that any leakage of information about the course of the PC outside of it reduces the effectiveness of assistance. It is usually indicated that, like any other requirement, the ethical principle of counselling, confidentiality is not an absolute requirement. In situations where there is a real threat to the life of the consultant or his environment, the psychologist must announce the information he knows about this [25, 26, 27].

Remuneration for the work of a psychologist is an important ethical aspect. Payability forms the very position of the client as a person who pays for the service and came for it, creating a situation of responsibility for the results of therapy. It is important that the payment issues are resolved before the start of the process and the person must pay his own money. Pay also presupposes the freedom of a person, and increases his self-esteem, aligning the positions of the therapist and the client, as a person who came for a service, and who made a choice. The fee should ensure the client's involvement in the process. Usually, the higher the level of work, the higher the level of payment for psychotherapeutical services, and vice-versa! Free therapy costs nothing": the amount of the amount imposes certain obligations and determines the severity of these activities. The fee carries an element of suffering, thereby bringing the client closer to the position Me ("I am suffering") according to C. Rogers [7, 28, 29].

Valuelessness. The client often looks for some kind of confirmation in the therapist, as sometimes the student in the teacher's behavior. Very often a psychologist is an expert in the eyes of a client and sometimes a "nod" can be perceived as consent and be pathogenic. Therefore, in particular, the outward manifestations of high-class consultants are most often extremely restrained: in a certain sense, their face is amimic, but not mask-like. This is a general expression of goodwill and openness, but nothing more. There are no mobile facial expressions. On the other hand, if the counselor uses non-verbal language, then at least from time to time discuss the meaning of each "non-verbal" phrase with the client. Like other principles, the requirement of

non-judgmental understanding provides a sense of security, outside of which it is very difficult to be an effective therapist. Non-judgmentalism also provides freedom of self-examination, which acts as the essence of the counselling process: any hint of assessment, any possibility of assessment, even a positive one, limits effectiveness, immediately including those psychological defences that each of us has, imposing restrictions on the process of self-examination, on any approximation to painful experiences. It provides inclusion in the counselling and psychotherapy, as well as detachment, distancing, and withdrawal of the consulted from the process, it provides the comfort of the consultee's feelings [25, 27].

Client-centered communication. Communication assumes that the consultant in communication with a specific person is focused not on some external norms, but on the norms and values that the client brings with him. From the point of view of a non-professional, these values can be set aside, but a psychologist ceases to be a psychologist if he reproduces a non-professional position, which makes it impossible for non-judgmental, empathic interaction, the loss of this position means the evaluative understanding. Client-centeredness also implies focus on the client's language: language, like all other psychological manifestations, is a part of psychology that the client brings with him (the use of the same words, cliches, professional terms - non- and psychological): it's about accepting a person (rejection - the use of another language) [28, 30, 31].

Delegation of responsibility to the consultant: This process can be considered effective if viewed as pedagogical. The ineffectiveness of early advice is explained by the problem, the client makes the decision itself, by the fact that taking advice for him / her means admitting his / her incompetence, which causes resistance, and creates the illusion that someone else, and not himself/herself, should make a decision [32, 33].

The recommendation is formulated in the logic of internal work, which can be assumed by the client, recommendations are formulated in the language and in the logic of internal experiences, in the logic of self-investigation: this is a reflection of action and situation of the interaction or reflection about passivity and irresponsibility. The recommendation is control over attention: when the psychologist speaks in the summarizing part, as a rule, of the consultation conversation: "It seems to me that it would be useful for you to listen to yourself in moments X, when, for example, a child does Y"- this is not advice, but a recommendation (which is similar in structure to a" self-expanding statement": "When you do X, I feel Y and I want to do I." This distinction is important for a novice consultant: the prohibition of advice in manuals and a colossal request for them within the framework of the initial reception, for example, for some information from the prohibition of advice is due to the fact that we are always faced with the uniqueness of the client and his / her situation, and there is practically no way for the consultant to be precise when advising. We can be specific in recommendations, but not in advice. Delegating responsibility (in recommendation) to the client helps to overcome the behavioral patterns that lead to the problem itself, the request itself. Very often in the psychological soil on which the problem arises, there are elements of irresponsibility. If the psychologist takes re-

sponsibility here, he only reproduces the situation about which the client came. Delegation creates conditions for overcoming the client's dependence and passivity in relationships with significant persons in his / her environment. Like all other principles, this is one of the means of self-preservation of the psychologist, the survival of the psychologist in the counselling process and in the eyes of the counselor. If the psychologist takes responsibility for himself/herself, then he /she gives carte blanche to his / her client: in this situation, the client can discredit and sabotage all the work: not necessarily consciously and not necessarily intentionally, as a result, placing all responsibility and blame on the person who embodies this situation. This is very easy: the client simply does not follow the advice, believing that it follows, writing off the failure as an accident, and the need to find another consultant: this destroys communication, psychotherapeutical relations [29, 30, 31,32].

Delineation of professional and personal relationships. This aspect guarantees the independence and freedom of the consultant and the client. The life situation and situations of consultation do not merge into a series of even more tangled "tangles of relations". The delimitation of these attitudes provides distance and the possibility of empathic communication, which is impossible without this distance, the principle of delegating responsibility is very difficult to implement if we go beyond professional relations [34, 35]. Here we are faced with the fact of the professional ineffectiveness of the psychologist in counselling people close to him/her: it is very difficult in this situation to separate one from the other (personal and professional) in our own eyes and the eyes of this person, however, some highly qualified therapists admit these situations, observing all these principles [36, 37, 38].

On the other hand, building boundaries is a search for some middle ground, between complete closeness and complete non-professional involvement. In psychological science, the topic of how intimate the relationship between a psychologist and a client can be discussed. There are different points of view, recently the resume sounds like this: any transition of a consultant from a non-professional position to a professional one has a detrimental effect on the effectiveness of psychotherapy [29, 31, 39].

The ratio of the positions of the consultant and the consulted in terms of professional ethics. The simplest classification of communication is the subordinate position and the position of equality. The latter is considered to be optimal, it must be kept. At the same time, the psychologist again faces the action of unprofessional stereotypes, with which a client comes for a consultation, in whose eyes the psychologist is elevated to a pedestal, taking the position of an expert [40, 41]. A professional psychologist is characterized by a conscious striving for a position of equality in his own eyes and the eyes of the consultant. If, from the client's point of view, the dynamics of positions are possible, it really happens, for the client it is natural, he/she can look at the psychologist from below, then from above, then on an equal footing, then the psychologist is characterized by a desire for the constancy of his position [42, 43].

Several studies have shown that stress management techniques for students are beneficial. Genuineness, dialogue during stress, and good relationships between peers

appear to lead to better outcomes, especially when they are used in educational counselling settings [44]. Unconditional positive regard is also effective, particularly in improving the overall well-being of students with emotional conditions or stress [45]. Empathetic understanding appears to promote positive outcomes, especially for those who experience depression and anxiety [46]. Positive outcomes for students may also depend on their perception of their teacher-psychologist — if students do not feel empathetic, for instance, they may not experience positive results from coping with stress in educational sectors [47]. In general, only some students impede understanding ("resistance"), but most tend to be understood. This partly satisfies the need for confidence, which is also characteristic of specialists, at the same time, obsessive "attempts to understand", to interpret, and "help" often lead to the fact that interpretations can, as they say, "come from the ceiling" [48, 49].

An important principle of prevention of possible mistakes or misunderstanding is provoking and studying the "dialogical intention of the client", his / her readiness, and seriousness of intentions to solve problems [49]. There are special means of correcting professional disorders: general professional neurotization, a tendency to interpretations, and "psychologizing" (evaluative "scientifically formulated" diagnoses, "libidobiliberde", etc.) are specially organized procedures of "weaning" and "cleansing": with supervision (both educational / training supervision and personal/psychotherapeutic supervision are useful). Self-help and periodic/ongoing conversations with one's own inner as well as an external consultant/psychotherapist/ mentor/supervisor or colleague with extensive experience are also productive. Continuous learning and professional development are also helpful. Training of "weaning from psychological understanding", for example, personal developmental training by A.U. Kharash (1983-1999), aimed at developing the "human competence" of a professional. Many researchers note that becoming a professional psychologist often "ceases to be human" [50, 51].

Barlas (2018) found a problem of dialogue between teacher and student as a problem of Generation Z. This study offers to change teaching methods for Generation Zers since they are different than the previeous students from several years ago. Specially, the way of communication should be totally different because this Generation has been grown up or educated by the Internet resources [52, 53].

Conclusions

To sum up, the authors of this study believe that Generation Z experiences stress, anxiety, and depression more than the previous Generation. To keep less stressed and to create a learning atmosphere without anxiety, teachers should change their way of communication and teaching methods for Generation Zers. Professional psychological assistance is crucial for them. Psychological counselling is the most important area of professional psychological assistance. This is a policy closely related to psychotherapy but aimed at a healthy person from the point of view of a psychotherapist (clinician). This persǝn acts as a client. In this capacity, he is simply, for some psychological reasons incomprehensible to him, unable to cope with everyday difficulties and conflicts and, moreover, crises of functioning and improvement in the

field of interpersonal relations and in the field of work or study. The leading task of counselling is to help person to person through dialogue. Through dialogue, in dialogue with each other, people are looking for a way out of current difficulties. For various reasons, they cannot do this without outside help, facilitation, and support from a specialist. They need help in realizing, exploring, and transforming ineffective and unproductive ways of understanding themselves and the world, changing incorrect, conflictogenic, and outdated patterns of behavior and communication. They need support in making life-changing decisions, as well as resolving current life difficulties and conflicts, and help in coping with suffering that goes beyond what they have experienced before. With the help of dialogue, the consultant can help in achieving goals, transforming values and meanings of life for the sake of development and coping with problems and suffering, healing, and full functioning as a person, partner, student/professional.

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Z ҰРПАҒЫНЫҢ СТРЕСТІК МАЗАСЫЗДАНУЫН БОЛДЫРМАУ ҮШІН ПСИХОЛОГИЯЛЫҚ КЕҢЕС БЕРУДЕГІ ДИАЛОГТЫҢ МАҢЫЗДЫЛЫҒЫ

Аңдатпа. *Бұл мақала қазіргі уақытта жұмыс күшіне енген және олардың көпшілігі әлі де жоғары оқу орындарына түсіп жатқан «Z» буынының мәселелерін зерттейді. Олар цифрлық дәуірде дүниеге келген және уақытын Интернетте өткізуге бейім; тіпті оларды білімді немесе интернет ресурстарымен сусындап өскен деп санауға болады. Бұл процесс адамның психикалық денсаулығына кері әсер етеді, өйткені Z ұрпақтары қоғамнан оқшауланған және беппе-бет қарым-қатынасқа аз түседі. Бұл зерттеуде қазіргі таңдағы студенттердің кейбір психологиялық және тәрбиелік ерекшеліктері - күйзеліс, шетел тіліндегі пәндері оқу, алаңдаушылық, қарым-қатынастың болмауы, оқу процесінде депрессияны тудыратын психологиялық факторлар, кеңес беру, психотерапия және т.б. қарастырылады. Осы зерттеудің авторлары ақыл-ойды тазартудың, мінез-құлықты жақсартудың және алаңдамай үйренудің ең жақсы әдісі ретінде когнитивті мінез-құлық терапиясын ұсынады. Зерттеу нәтижесінде кеңес берудің маңызды принциптері зерттеу барысында зерттеліп, қорытынды бөлімінде цифрлық технология дәуіріне жататындықтан, Z ұрпақ үшін оқыту әдістері мен коммуникация тәсілін өзгерту туралы ұсыныс жасалды.*

Түйін сөздер: *мазасыздану, Z буыны, стресс, білім беру, студенттер, психологиялық кеңес беру.*

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ВАЖНОСТЬ ДИАЛОГА В ПСИХОЛОГИЧЕСКОМ КОНСУЛЬТИРОВАНИИ ДЛЯ ПРЕДОТВРАЩЕНИЯ СТРЕССОВОЙ ТРЕВОЖНОСТИ ПОКОЛЕНИЯ Z

Аннотация. *В данной статье исследуются проблемы так называемого поколения Z, которые в настоящее время вошли в число работающих, большинство поступают в университеты. Они родились в эпоху цифровых технологий и склонны проводить время в Интернете; даже их можно считать образованными или выросшими на интернет-ресурсах. Этот процесс имеет негативные последствия для психического здоровья человека, так как поколение Z изолировано от общества и лишено личного общения. В данном исследовании рассматриваются некоторые психологические и образовательные характеристики современных студентов: стресс, речевая тревожность у испытуемых, не являющихся носителями языка, дефицит общения, психологические факторы, вызывающие депрессию в учебном процессе, консультирование, психотерапия и др. Авторы данного исследования предполагают, что когнитивно-поведенческая терапия - это лучший способ очистить разум, улучшить поведение и учиться без стресса. В результате исследования рассматриваются наиболее важные принципы консультирования, а в заключительной части даются рекомендации по изменению методов обучения и способа общения для поколения Z, поскольку они принадлежат эпохе цифровых технологий.*

Ключевые слова: *тревожность, поколение Z, стресс, обучение, студенты, психологическое консультирование.*