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Psychological well-being of participants in the educational process

Abstract: The article examines the phenomenon of psychological well-being through the study of its subjective factors. The significance of the connection between well-being and personality characteristics, emotional regulation and metacognitive skills of students, teachers and other participants in the educational process is noted. The study of the stated indicators was carried out using valid psychodiagnostic tests and the author's questionnaire "Metacognitive skills in the structure of educational and professional activities" (Denisova, 2022). As a result of the study, it was shown that the level and components of psychological well-being of participants in the educational process are reliably interrelated with emotional and personal characteristics and components of metacognition. Using a sample of educational workers, it was found that an increase in the level of emotional exhaustion, emotional detachment, dissatisfaction with oneself and the level of one's professionalism is associated with a decrease in the severity of the components of psychological well-being and professional motivation. It was found that the level and components of professional burnout are associated with components of professional motivation and indicators of metacognition. Also, these indicators are reliably associated with both the severity of educational stress (for a sample of students) and professional stress (teachers and other categories of workers), and with the level of well-being of subjects of the educational process. The degree of awareness of the use of metacognitive skills and the severity of educational stress significantly differ depending on the level of education. At the same time, the dependence of the level of subjective well-being of students and the severity of educational stress on the level of development of metacognitive skills does not persist with an increase in the level of education. This indicates a further need to search for factors of well-being of students at higher levels of education.