Psychological well-being of students in digital educational environment

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Abstract. Currently, the process of digitalization of society affects absolutely all spheres of human activity and forms a completely new information environment that opens up access for every person to any sources of information. The digital educational environment provides a number of advantages for all participants in the educational process and creates prospects for a personal growth. But, despite the readiness of modern students to use new information technologies, the rapid digitalization of the educational environment creates a number of threats and risks to psychological safety. In connection with the restrictive measures during the COVID-19 pandemic, the abrupt transfer of the educational process to a distance format and, as a consequence, the weakening of personal contact, the problem of preserving and maintaining the psychological well-being of students has become even more urgent, since the effectiveness of training and positive personal development. The article presents the results of a study, the purpose of which was to study the characteristics of psychological well-being of students during the transition to distance learning. The empirical object of the research were students of 1-3 courses in the amount of 107 people aged from 18 to 22 years old, enrolled in bachelor's programs in technical and humanitarian areas of training. The data obtained in the course of the study on a number of parameters: the emotional component of subjective well-being, the level of socio-psychological adaptability, strategies of stress-coping behavior, such components of resilience as involvement, control, risk taking, made it possible to carry out a correlation analysis, draw interesting conclusions, outline the prospects for further studying the problem. Keywords: psychological well-being, stress-coping behavior, distance learning, digital educational environment

1 Introduction

The purpose of our article is to analyze the impact of digitalization of the educational environment of the university on the psychological well-being of students. The rapid development of information technologies, which ensured the further digitalization of society, has brought to life not only the prospects for personal growth of a person, but also a number of threats and risks that cast doubt on the psychological well-being of the individual.

To date, the factor of psychological well-being of students has attracted the attention of a number of scientists, due to the sharp transition from traditional education to distance and

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online formats. This transition took place during the COVID 19 pandemic, revealing the risks associated with a total immersion in the digital educational space. The study of psychological well-being, as well as the assessment of the risks associated with the use of distance and online learning formats in higher education, therefore seems to be very relevant.

I.E. Sokolovskaya, B.S. Vasyakin, O. I. Shcherbakova note that “the ongoing process of informatization and digitization of society is the intellectualization of all types of human activity, as well as the creation of a completely new information environment in society, which opens access to information sources for every person. Along with the advantages of informatization of society, new threats and problems appear that require a quick solution” (Sokolovskaya I.E., Vasyakin B.S., Shcherbakova O.I., 2019).

The experience of security is the foundation that ensures the resilience, well-being, and resilience of the individual. The effectiveness of a person's training largely depends on their psychosocial well-being. An increase in the degree of psychological safety contributes to the positive development of the individual.

2 Literature review

An analysis of scientific works that consider the impact of digital technologies used in the field of higher education on the resilience and well-being of an individual made it possible to determine the risks and problems that arise along with this.

Consideration of various aspects of psychological well-being, as well as the risks associated with the threat of its violation, are of considerable interest. Researching information behavior during a pandemic (Grishina, Abakumova, 2020), studying distance learning technologies (Abakumova, Bakaeva, Grishina, Dyakova, 2019), analyzing the risks of the information space (Belousova, 2020), considering the psychosomatic impact of digital tools on the well-being of students, determination of their emotional and psychological needs (Ahmad S Haider, Saleh Al-Salman, 2020), were studied by both domestic and foreign authors.

So, A.A. Verbitsky points out the need to find "a psychologically, physiologically, pedagogically and methodologically grounded balance between using the capabilities of a computer and live dialogical communication between the subjects of the educational process - a teacher and students" (Verbitsky A.A., 2019).

Alfredo Rojas Otálora, Astrid Sofía Suárez Barros (2014) identified the relationship between psychological safety in the educational environment and the personal development of its participants.

Leodoro J., Labrague AB (2021) analyzed the impact of stress on psychological well-being caused by the introduction of pandemic restrictions on the life satisfaction of nursing students. The authors showed that female nursing students experienced high levels of stress, but this did not affect their resilience and psychological well-being, which were found to be moderate to high. Scientists note the importance of increasing the resilience of female nurses during the coronavirus pandemic to maintain their mental and psychological well-being and increase life satisfaction.

Fengjiao Zhena, Nasir Abbas Khan, Sabir Husein (2020) analyzed the problems faced by students and teachers in the emergency transfer of traditional education to distance learning. The authors examined the correlation between active personality and social capital, as well as between personality and quality of online interaction.

Ryff C, and Singer B. (2008) view psychological well-being from a eudemonistic perspective. Scholars are revising the key ideas of Aristotle's Nicomachean ethics. Pointing out that the essence of eudaimonia as the idea of striving for perfection based on unique potential has been unreasonably ignored. This observation formed the basis of the concept of
psychological well-being (PWB), associated with the development and self-realization of an individual. (Rif, KD: 1989a).

The authors (Ryff C, Singer B., 2008) come to the conclusion that well-being can take various forms and be understood, on the one hand, as a person's growth and self-realization. In this case, well-being largely depends on the living conditions in which a person is placed, therefore, opportunities for self-realization are unevenly distributed. On the other hand, eudemonistic well-being can be important for human health by facilitating the efficient regulation of many physiological systems.

I.Yu. Kamenev (2021) associates the risks of psychological safety with the weakening of personal contact. The author identifies three groups of risks arising in the digital environment: the risk of blocking non-verbal communication during distance learning, the risk of social atomization, the risk of students losing reference points for the formation of a value system.

3 Methodology

Within the framework of the problems under consideration, the results of the study are of interest, the purpose of which was to study the characteristics of the psychological well-being of students during the transition to distance learning.

The empirical object of the research were students of 1-3 courses in the amount of 107 people aged from 18 to 22 years old, enrolled in bachelor's programs in technical and humanitarian areas of training.

Research hypotheses:
1. We believe that students with different levels of subjective psychological well-being the choice of coping strategy will differ.
2. There is a relationship between stress coping strategies and the level of subjective psychological well-being.

To achieve the goal and solve the research problems, we used the following methods:
1. “Scale of subjective well-being”.

Subjective well-being scale (Échelle pour l'évaluation subjective du Bien-être) is a psychodiagnostic screening tool for measuring the emotional component of subjective well-being, evaluates the quality of a person's emotional experiences ranging from optimism, cheerfulness and self-confidence to depression, irritability and feelings of loneliness. Authors: A. Perrudet-Badoux, G. Mendelssohn, J. Chiche, 1988). Adaptation: M.V.Sokolova

The Subjective Wellbeing Scale is a psychodiagnostic screening tool for measuring the emotional component of subjective well-being. The technique assesses the quality of the subject's emotional experiences in the range from optimism, cheerfulness and self-confidence to depression, irritability and a feeling of loneliness. Differentiation of items across six clusters allows, along with a quantitative, qualitative analysis of the respondent's responses. The scale requires minimal time to conduct and processing and can be used in various situations for both practical and research purposes.

The advantages of this technique are its brevity and the screening nature of the information received, which makes it possible to outline the directions for further research of the subject's personality. The scope of the Subjective Well-Being Scale is quite wide. It can be successfully used to control the general condition of the client during treatment, identify problem areas in psychological counseling, assess emotional well-being in the selection and selection of personnel and other situations where it is required to assess the characteristics of the psycho-emotional sphere of the individual.

In the "Psychodiagnostics", the Subjective Well-Being Scale has gone through the entire procedure of adaptation and psychometric testing on a Russian-speaking sample, including the standardization of the results.
To study dominating coping - stressful behavioral strategies (problem solving, emotions, avoidance, distraction and social distraction), we used the test "Coping - behavior in stressful situations" (S. Norman, D.F. Endler, D.A. James, M. I. Parker; adapted version by T.A. Kryukova). The test consists of two questionnaires, including 48 judgments, which must be evaluated from 1 to 5 points. The interpretation of the results is carried out according to the total score and according to 5 criteria. In accordance with the key, points are calculated for each scale. The number of elections of the members of the group is determined, according to each criterion. Then the average score for each criterion is calculated. The percentage of the number of elections is calculated. And the number of elections is correlated with the presented criteria.

To determine stress-overcoming behavior (coping strategies) as the types of reactions of a person's personality to overcome stressful situations, the SACS questionnaire test (S. Hobfall) was carried out. The test consists of 54 statements, which must be assessed on a five-point scale. Interpretation is carried out on nine scales (assertive actions, entering into social contact, seeking social support, cautious actions, impulsive actions, avoidance, manipulative actions, antisocial actions, aggressive actions). In accordance with the key, points are calculated for each scale. Based on the data obtained, the dominant strategy of stress-overcoming behavior in students with different levels of adaptability is determined.

The reliability of the research results is ensured by the methodological validity of the sought positions, the use of methods adequate to the goal, object and subject of work, as well as the use of mathematical data processing methods: Student's t-test, Spearman's correlation coefficient. Data processing was carried out using the SPSS 13.0 for Windows computer program.

4 Results

The analysis of the research results will be presented according to the empirical tasks.

The first objective of our study was to measure the emotional component of subjective well-being. And for its implementation, we used the screening psychodiagnostic test "Scale of subjective well-being" Authors: A. Perué-Badoux with colleagues (A. Perrudet-Badoux, G. Mendelsohn, J. Chiche, 1988) as adapted by M. V. Sokolova.

The data obtained in the course of the study, presented in the diagram, allowed us to reveal the degree of manifestation of this quality among students when switching to distance learning.

A low level of well-being was recorded for 28% of the respondents. This group of students is characterized by a decrease in satisfaction with daily activities, a decrease in the optimistic mode of perception, a deterioration in mood, a tendency to experience loneliness, a subjectively experienced feeling of pointless anxiety and unsatisfactory self-esteem of health.

The average level of subjective well-being was demonstrated by 33% of the respondents. This level indicates a positive relationship with family, friends and people around, stability of the emotional background and mood, satisfaction with daily activities, positive self-esteem of health and current well-being, as well as the absence of pronounced tension to emerging difficulties, etc.

A high level of subjective well-being according to the survey results was noted by 39% of respondents. This indicator is characterized by high satisfaction with current daily activities, the absence of a pointless feeling of anxiety and anxiety, a stable emotional background and a predominance of optimistic moods, positive interaction with others when solving emerging problem situations and a positive perception of one's own somatic and psychological health.
Based on the data obtained by the method, we were able to distribute the respondents into three groups: persons with a high, medium and low level of subjective psychological well-being.

To study the dominant coping-stress behavioral strategies in students with different levels of psychological well-being, we used the test "Coping - behavior in stressful situations" (S. Norman, D.F. Endler, D.A. James, M.I. Parker; adapted version by T.A. Kryukova).

As we can see, the subjects of the group with a high level of subjective psychological well-being were found to have the only coping-stress behavioral strategy “problem solving”. This strategy, being the most important component of coping behavior, allows the group to effectively manage everyday problem situations. Promotes the preservation of both psychological and physical health, as well as strengthening the general psychological well-being of the group. The goal of this strategy is to modify, reduce or eliminate the source of stress. These subjects actively interact with the external environment, information and people. Maintain composure, resistance to stress and poise. And also make conscious attempts to solve the problem,

From this diagram, we see that among subjects with an average level of subjective psychological well-being, the dominant coping-stress behavioral strategy is "problem solving", i.e., these subjects actively interact with the external environment, information and people. Maintain composure, resistance to stress and poise. They also make conscious attempts to solve the problem, make mental efforts to find ways to solve it by analyzing the situation and referring to past experience.

The above diagram also clearly shows the dominant position of coping-stress behavioral strategies focused on "solving a problem" in subjects with a low level of subjective psychological well-being. This means that the subjects of this group can actively interact with
the external environment, information and people, while maintaining self-control, stress resistance and poise. They also make conscious attempts to solve the problem, make mental efforts to find ways to solve it by analyzing the situation and referring to past experience.

The next task of our study was to determine the prevailing strategy of stress-coping behavior in subjects with different levels of subjective psychological well-being using the SACS Questionnaire (S. Hobfall).

From this diagram, you can see that the subjects with a high level of subjective psychological well-being are equally dominated by two strategies of stress-coping behavior: “Entering into social contact” and “Manipulative actions”. This indicates that the main part of the group has a high communicative energy, a need for social contacts, a desire for leadership and a thirst for mastering social forms of activity. These subjects are sociable, strive to occupy a high rank and master the world through communication. And they are also able to demonstrate motor activity, covering all forms of active movement of the environment components in space by a person, and the experiences associated with these movements. These subjects act covertly to achieve their intentions, seek to gain control over the behavior and thoughts of others.

Subjects with an average level of subjective psychological well-being have a predominant strategy of stress-coping behavior: "Entering into social contact", i.e., these subjects have a high communicative energy, a need for social contacts, a desire for leadership and a thirst for mastering social forms of activity. They are sociable, strive to occupy a high rank and master the world through communication.

In subjects with a low level of subjective psychological well-being, the prevailing stress-overcoming behavioral strategy is "Aggressive actions", i.e., these subjects show increased activity, often impulsive, direct and chaotic in order to try to somehow influence the situation. Emotional excitement prevails, stenic emotions such as aggressiveness, anger, annoyance. These people are persistent and overly straightforward. They do not have a plan of action, disorganization of mental activity occurs, there is an affective seizure of the situation. In a
stressful situation, these subjects will provoke conflict, defend their position, argue in order to "achieve justice" and maintain their self-esteem.

The primary data obtained during the analysis of the methods were processed using the statistical program IBM SPSS Statistics19 for Windows.

Spearman's correlation coefficient was used to process the data obtained. As a result of the correlation analysis, it was found that there is an inverse two-way relationship between coping-stress behavioral strategy "Avoidance" and the strategy of stress-overcoming behavior "Search for social support", with a coefficient $r = -0.637$. Indicators close to 1 indicate a two-way relationship, i.e. when one variable decreases, the value of the second variable increases. These results indicate that the weaker the "Avoidance" strategy, the stronger the indicators of the "Search for social support" strategy, that is, the weaker the maladaptive behavior that avoids coping with stress, passivity, anxiety and emotional stress, the stronger self-confidence, emotional involvement in the situation, focus on it, as well as higher self-esteem, the need for protection and security, empathy and acceptance.

There is a two-way relationship between coping-stress behavioral strategy “Avoidance” and “Moral normativeness”, with a coefficient of $r = 0.458$. This is a linear correlation. That is, the stronger the “Avoidance” strategy, the higher the “Moral normativity”. The converse is also true, the higher the "Moral normativeness", the stronger the "Avoidance" strategy. Consequently, the more pronounced maladaptive behavior, avoiding the path of coping with stress, passivity, anxiety and emotional stress, the higher the ability to adequately perceive their social role, to combine moral and ethical norms, norms of society.

An inverse two-way relationship also exists between the strategy of stress-overcoming behavior "Entering into social contact" and the level of subjective psychological well-being with a coefficient $r = -0.467$, which means that the lower the level of adaptive abilities, the weaker the strategy "Entering into social contact". We can argue that the lower the communicative energy, the need for social contacts, the desire for leadership, sociability, the lower self-esteem, neuropsychic stability and the ability to creatively and adequately adapt to the environment of activity.

A two-way relationship was found between the strategy of stress-overcoming behavior "Asocial actions" and the level of neuropsychic stability, with the coefficient $r = 0.516$ and the level subjective psychological well-being, with a coefficient $r = 0.510$. These results indicate that the stronger the strategy "Asocial actions", the higher the indicators of the level of neuropsychic stability and the higher the level of psychological well-being, i.e. the more actions that contradict norms and principles, acting in the form of immoral or illegal actions, the higher self-esteem, the level of stress resistance, the ability to regulate their behavior and adequately adapt to the environment of activity.

And also, we see that there is an inverse significant two-way relationship between the strategy of stress-coping behavior "Aggressive actions" and the level subjective psychological well-being, with a coefficient of $r = 0.499$. These results indicate that the stronger the “Aggressive actions” strategy, the higher the level of subjective psychological well-being, i.e. the stronger the impulsive activity, emotional excitement and the predominance of stenic emotions (aggressiveness, anger), the higher self-esteem, neuropsychic stability and the personality's ability to creatively and adequately adapt to the environment of activity.

To establish the significance of differences in coping behavior in subjects with different levels subjective psychological well-being, we used Student's t-test. Let's assume that there is a difference between the samples. We need to determine how significant this difference is. The results of the student’s t-distribution are presented in (see Appendix D).

We found that there are significant differences on the scale of "Social distraction" (-2.866) between the groups with high and low levels subjective psychological well-being, as well as a possible tendency of significant differences on the "Emotions" scale (1.902).
There is a tendency for significant differences between the middle and low-level groups in subjective psychological well-being on the scales: "Social distraction" (-1.982) and "Emotions" (1.976).

5 Discussion

As a result of the introduction of digital and information technologies into the educational process, the ease of search and the speed of information transfer, the emergence of free time, due to the elimination of the need to move in space, can be noted as positive aspects. However, along with this, the digital era has brought to humanity new risks associated with the threat of psychological safety, calling into question the psychological well-being of the individual, as well as the sustainable formation of the individual's resilience and adaptability.

Opening up new opportunities for personality formation, the information society puts forward a number of requirements that a person must satisfy, and which he cannot always fulfill. For example, the rapid obsolescence of information leads to the need for constant improvement and updating of knowledge; a person is not always able to “digest” all the information. The availability of a large flow of information significantly reduces the motivation to reproduce new knowledge. Often, there is a process of rejection of new knowledge due to the fact that the individual is unprepared to master the large flow of constantly changing information falling on him.

In addition to the risks associated with the assimilation of information flows, it is possible to highlight the risks caused by the destruction of the human “life world”, the dominance of alienated depersonalized forms of communication in the digital culture (Babakhova, 2009).

The digitalization processes, which have affected almost all spheres of social life, can ultimately lead to the dehumanization of universal values and ideals, which allows us to talk about a crisis in communication, reducing the latter to superficial relations.

Modern information culture, involving a person in a wide system of connections and relationships, reduces communication to the mechanical execution of functional-role interaction. Communication carried out by means of a computer eliminates full-fledged eye contact, practically blocking non-verbal communication, which is a necessary component for the parties to understand each other.

The process of dehumanization of communication is intensifying in the distance format, on-line format, as well as in general under the influence of the global Internet, which significantly changes the forms of communication between people. By opening access to an infinite amount of information, significantly expanding the possibilities of communication and assuming the equality of its participants, Internet communication removes all prohibitions and restrictions from discourse. The blurring of social frameworks destabilizes the resilience of individuals, complicates the formation of a system of values, and negatively affects subjective well-being. Communication in the virtual space of social networks, or all kinds of platforms (Zoom, etc.) is fundamentally different from the so-called "live communication", from personal, dialogical communication. Personal communication involves not only the creative development of human relations, but also takes into account the intrinsic value and uniqueness, contributes to an increase in psychological well-being and the formation of sustainable vitality of the individual. Personal communication provides psychological safety and subjective well-being, serving as the basis for positive harmonious development, opening up opportunities for personal growth. Reducing the role of the teacher in the digital educational process to the appendage of the computer negates the positive development of both the teacher, who is mainly responsible for switching presentation pictures, and the students who are waiting for the audiovisual series of popular entertainment character from learning.
Digitalization of the educational environment threatens intellectual apathy, which is manifested in a decrease in the level of motivation of students, rapid fatigue appears, and mental efforts cause discomfort. The student loses the skills of elementary logical thinking, seeks to limit himself to solving the simplest tasks that do not require the use of a large amount of intellectual effort. As a result, the student seeks to acquire superficial knowledge.

New ways of transferring information give rise to new forms of alienation of individuals from each other, increasing the dehumanization of culture as a whole (Babakhova, 2009).

In the history of philosophical understanding of communication, two models of relations that develop between people can be distinguished: subject-subjective and subject-object. Within the framework of subject-object relations, communication can be characterized as a process of transferring information, functional-role interaction of individuals. Interpersonal communication is defined here as a process of co-creation and reconciliation of meanings. The subject-subjective relationship of communication, on the contrary, presupposes not only informational, but also personal-existential connection with other people, as a result of which a feeling of belonging of one individual to another arises (Babakhova, 2009). The subject is understood by another subject in its uniqueness and originality.

The dominance of alienated forms of human relationships in the modern digital space makes it difficult for people to coexist harmoniously, undermining psychological well-being. Currently, the high-tech sphere is replacing live, personal communication of people with each other, communication in a virtual environment, often completely replacing the real interpersonal communication of individuals: people prefer to communicate in social networks, rather than face to face, which gives rise to the problem of virtual communication, which aggravates psychological problems. The reality created by man causes in his own mind the devaluation of intellectual, aesthetic and ethical values. For a person who is so alienated, indifference, dullness of feelings, detachment become characteristic features.

At the subjective level, alienation is manifested in feelings of apathy, atrophy of high social and humanitarian values, the perception of the phenomena of reality as opposing and opposing personality.

S.L. Rubinstein identifies two aspects of a person's alienation from being and being from a person: cognitive and ethical. The content of the first consists in “bringing consciousness beyond being, existent, in the separation of pure consciousness from a real person as a subject of cognition - deontologization of a person, on the one hand, and reducing all that exists, being only to thing, on the other” (Rubinstein, 2003, p. 284); overcoming this alienation consists in revealing the interdependence of the world and man.

The ethical aspect of alienation, according to S.L. Rubinstein is the following: “The task of realizing a person in his life is the task of overcoming “alienation” from a person as a phenomenon of his human essence. Overcoming the "alienation" of the ideal, existing in the form of an idea, ideal, value, duty, etc. perhaps not by crossing them out, but by implementing them” (Rubinstein, 2003, 376).

An alienated person is characterized by a feeling of inner emptiness, accompanied by a feeling of powerlessness in front of the outside world, the loss of the meaning of his own existence.

The feeling of the meaninglessness of human existence leads the individual to a deep intrapersonal discord.

The meaninglessness of existence does not allow a person to feel the fullness of life, but, on the contrary, serves as the basis for the removal of a person from the world and other people, unwillingness to establish full-fledged interpersonal interaction.

According to V. Frankl, who most fully considered the problem of meaning, loss of meaning or existential vacuum as an experience of a deficit in the provision of a person's life with meaning, entails a number of pathological manifestations and consequences. Twenty
percent of the neuroses that he met in clinical practice are of "noogenic" origin, that is, they arise from a lack of meaning in life.

In his opinion, existential neurosis is synonymous with the crisis of meaninglessness. Sense outrata is a reflection of the incompleteness, violation of life relationships, which are actually carried out by the individual in life. From Frankl's point of view, “a person lives by ideals and values. People transcend themselves in the direction of meanings, and these meanings are something other than these people themselves; meanings are not simply expressions of the self of man, they are more than a projection of the self. The meanings are discovered, not invented” (Frankl, 1990, p. 292).

As already noted, the transformations taking place in the communicative sphere distort the previous forms of social ties and relationships. New information technologies and the global Internet are replacing human face-to-face communication with virtual communication in various social networks of the Internet.

As I.A. Negodaev, “Alienation in its essence is a social process, which is characterized by the transformation of human activity into a relatively independent force that dominates and dominates over him. A person breaks away from many components of reality, goes into the realm of phantom worlds, in which he voluntarily or compelled to exist” (Negodaev, 2003, p. 223). A person tries to hide from the real world, “to hide in the social networks of a parallel world”, in this world “the infinite plurality of “I” is winking. This is a world of self-naming. Therefore, social networks are asocial. In them, everyone opens up the way he invented himself. If the real world is the world of social positions, then the parallel world is the world of virtual dispositions, the materialization of what people think about themselves, and not that, what they really are. In it, masks replace faces, "nicknames" - principles, fashion-character, involvement in the network exchange of information - the inner world" (Girenok, 2013: 108). The individual lives in a world where only the present exists. He enters into a relationship that is of a shorter duration. As noted by F.I. Girenok, the consciousness of the individual loses the characteristics of “universality” and becomes “clip”, there is a rejection of universally significant and constantly reproduced schemes of thinking, “a change in content in it appears as another consciousness that refers only to itself and does not know anything about what was before him and what will happen after” (Girenok, 2013, p. 109).

As E. Sklyarova, G. Kharlamova show, “education, understood as a person's realization of his potential, will be full if the versatility of a person is taken into account, since each of his hypostases, developing, determines the development of the other, contributes to his integral entry into the world. The world is open to man thanks to feelings, perception, reason, self-awareness, reason. These hypostases help to perceive the world both as a goal of actions and as an asset received from predecessors” (Sklyarova, Kharlamova, 2021, p. 9).

Human communication, carried out in the digital educational space, does not bring a person to the level of removing alienation, but, fragmenting it, threatens further dehumanization of education, the latter's loss of a human-forming function.

One of the primary tasks of modern human sciences is to clarify the degree of influence of information technologies on the processes of formation of psychological well-being, vitality of individuals, as well as the development of mechanisms for adaptation to the existing sociocultural reality.

5 Conclusions

As a result of the survey of respondents, we identified three groups with different levels of subjective psychological well-being.

The first group consisted of subjects with a high level of subjective psychological well-being (39% of the entire sample), a predominant coping-stress behavioral strategy focused
on solving a problem and with strategies of stress-overcoming behavior “Entering into social contact” and “Manipulative actions”.

The second group included respondents with an average level of subjective psychological well-being (33% of the entire sample), with a dominant coping-stress behavioral strategy focused on solving a problem and the strategy of stress-overcoming behavior “Entering social contact”.

And finally, the third group consisted of subjects with a low level of subjective psychological well-being (28% of the entire sample), with a predominant coping-stress behavioral strategy focused on solving the problem and the strategy of stress-overcoming behavior “Aggressive actions”.

After statistical processing of the data obtained, the following conclusions can be drawn:

Significant differences were found on the "Emotions" and "Social Distraction" scales between the groups of high and low subjective psychological well-being.

A possible tendency of significant differences between the groups with medium and low levels of subjective psychological well-being on the scales: "Emotions" and "Social distraction", as well as between high and medium levels of adaptability on the scale "Emotions" was revealed.

So, the study showed that in the conditions of the transition to distance learning students with different levels of subjective psychological well-being are distinguished by the choice of stress-coping behavior.

This study is of practical importance, since its results can be used in solving applied problems related to the development of the adaptive potential of an individual, the ability to develop strategies for stress-overcoming behavior to accelerate the process of successful socio-psychological adaptation of students to the digital educational environment.

Research prospects are aimed at a more detailed study of various aspects of the psychological well-being of an individual, as well as at the development and implementation of training programs for personal and professional development that contribute to an increase in the sense of subjective psychological well-being of students in a digital educational environment.

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