

Development of Coping Strategies in the Professional Development of Students

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ABSTRACT

In the article analyzed human life and activity in the conditions of modern society. Reveals "coping", goals and objectives of the work. The concept of coping viewed from two perspectives. Particular attention is paid to the basic principles of the approach to coping.

In the extensive literature on coping strategies, views linking the problems of coping with more general mechanisms of self-regulation occupy an increasingly prominent place.

In the modern world, a person is constantly faced with threats coming from the environment, the subjects of interaction and from himself. In order to reduce the likelihood of danger, and when it occurs, to cope with it, or to resist the threat, a person implements safe behavior. Under L.A.'s safe behavior Sorokina understands "a system of interrelated actions and deeds carried out by the subject under the influence of factors of the internal and external environment in order to ensure security in all spheres of life." EAT. Blagodir defines safe behavior as "allowing in the process of interpersonal interaction and everyday life to prevent and successfully overcome difficult, conflict and extreme situations while maintaining mental well-being and the possibility of further prosocial development of the individual." We understand safe behavior as behavior in which a person feels protected from various threats, ready to face difficult life situations, and also capable of activity that does not contain threats to himself and other people. At the same time, it is impossible to completely exclude threats and dangers from human life, to create a completely "sterile" safe space around everyone, according to S.A. Azarenka and I.A. Simonova, this will "interfere with the formation of a person capable of controlling the surrounding space and, on the contrary, give rise to a feeling of inappropriateness, precariousness, and danger." Protective and coping behavior allows a person to cope with the difficulties and overcome the threats of modern life. With all this, the very protective and coping behavior may turn out to be unsafe, harming not only the individual himself, but also his social environment [1].

The life and activity of a person in the conditions of modern society is associated with periodic, and sometimes with prolonged and intense effects on him of various kinds of unfavorable factors. The most characteristic mental state that develops in response to extreme conditions of life is stress. The problem of counteracting stress in foreign psychology has found its expression in the concept of "

coping " ("to cope" with something, for example, with a problem situation) (Lazarus , 1993), in domestic psychology the term " coping behavior" or coping is used [2] .

The concept of coping is considered from two perspectives: coping as a style or coping as a process. Within the framework of the first approach, coping is considered as a personality trait, and coping styles are determined based on the individual psychological characteristics of the individual (Lazarus , 1993). The idea of coping as a process implies its changes over time in accordance with the context of the situation (Lazarus , Folkman , 1987). The value-centered approach to stress directs attention not just to environmental stressors, but to how those stressors are interpreted by the individual. Personal meanings are more important aspects of psychological stress that a person must cope with and it is she who directs the choice of coping strategies [3]. And if earlier coping was interpreted within the framework of "decision-doing", emphasizing exclusively cognitive processes, today it equally belongs to the field of motivation and emotions. Coping is also interpreted as a kind of goal achieved with the help of certain strategies in a vertical means-results relationship, in which there are results of paramount importance and limited means to achieve them. R. Lazarus highlights the basic principles of the approach to coping as a process:

- 1) Thought and action coping under stress should be measured separately from their outcomes in order to independently investigate their adaptability. The strength of coping adaptability depends on the characteristics of the individual, the type of threat, the stage of development of the conflict, the duration in time and the result of the modality of the being under study, for example, morale, social functioning or somatic health. There are no universally effective coping strategies.
- 2) The choice of coping strategy will change over time, due to changes in adaptive value and threat perception. In the dimension of coping, the most important is the description of what the person thinks and does in her effort to cope with the stressful situation. Conclusions about how a person struggles are made not on the basis of a study of his being, but through professional observation. And this kind of research should be intra-individual and inter-individual . Such combined projects allow coping to be considered from both points of view: both as a trait (style) and as a process (state). And these are two sides of the same coin, which are best studied in longitudinal studies.

Student age is characterized by a significant disparity in the ways of expressing emotions and emotional reactions. The features of this age include mood variability, which can move from despondency to unbridled fun and vice versa. Along with this, there is sensitivity to others' assessments of one's own appearance, abilities, skills, combined with excessive self-confidence and criticism in relation to others [4]. A student, as a person of a certain age and personality, can be characterized from three sides: - biological. It represents the following parameters: the type of higher nervous activity, the structure of analyzers, unconditioned reflexes, instincts, physique, facial features, height, weight, etc. This side is predetermined by heredity and inborn inclinations, which can change to a certain extent under the influence of living conditions. - Psychological. Represents the unity of psychological processes, states and personality traits. In the psychological side, the main ones are mental properties, such as the orientation of the personality, temperament, abilities, character, etc. The course of mental processes, mental states, mental formations and neoplasms depends on these properties. It should be noted that when studying a particular student, it is necessary to take into account his individual psychological characteristics; - social. It represents the embodiment of social relations. The student identifies himself with a certain social group, nationality, citizenship, etc.

The study of all three sides reveals the qualities, personal characteristics, and capabilities of the student. If we study a student as a person of a certain age, then he will be characterized by: - the minimum values of the latent period of reactions to various signals, including simple, combined and verbal ones; – optimality of the absolute and differential sensitivity of the analyzers; – plasticity in the formation of complex psychomotor and other skills. Student age is a time of scientific and technical achievements, sports records, artistic abilities. During this period, optimal results of intellectual and physical capabilities are achieved. Often, there is a tension between these possibilities

and their actual implementation. Constantly increasing creative possibilities, the development of intellectual and physical abilities are accompanied by the flowering of external attractiveness. At the same time, these opportunities turn out to be an illusion that such an increase in strength and capabilities will be constant, a better and richer life is yet to come, and everything planned can be easily achieved. Higher professional education affects the development of the psyche and personality of the student. In the process of studying at a university, a student develops an orientation and a mentality, which, in turn, determine the further personal professional orientation [5].

It should be noted that during the empirical study the following results were obtained:

- 1) full-time and part-time students are characterized by different levels of burnout syndrome; the level of burnout of students of the correspondence department is significantly higher;
- 2) differences in coping strategies used by full-time and part-time students were revealed. In particular, in the initial phases of burnout, distance learning students tend to use the most unproductive coping strategies;
- 3) the study showed that students of the correspondence department choose less productive coping strategies, which contributes to their greater further burnout. If we talk about the difference in coping strategies preferred by students, then the choice of coping behavior strategy depends on many factors. First of all, from the personality of the subject and the characteristics of the situation that caused the coping behavior. In addition, gender, age, social, cultural and other characteristics have an influence. Actually, the experience of the state of burnout and the states bordering with it, each person endures depending on individual characteristics, therefore there are differences in the manifestation of emotional states among students of different forms of education.

A personal resource is a value-emotional sphere of students, which includes various characteristics. The main socio-psychological and age characteristics of any period of personality development are: the social situation of development, the leading type of activity, the sphere of communication, mental neoplasms that characterize intellectual and emotional development.

Coping behavior is carried out on the basis of coping resources using coping strategies. Characteristics of the individual and the social environment that facilitate or enable successful adaptation to life stresses are referred to as coping resources. In the theory of coping behavior, such basic coping strategies as problem solving, seeking social support, and avoidance are distinguished. The main personal-environmental coping resources include: self-concept, locus of control, empathy, affiliation, sensitivity to rejection and cognitive resources [6].

One of the main basic coping resources is the self-concept, the positive nature of which contributes to the fact that the person feels confident in his ability to control the situation. The internal orientation of the individual as a coping resource allows for an adequate assessment of the problem situation, choosing an adequate coping strategy, social network, depending on the requirements of the environment, and determining the type and amount of necessary social support. The feeling of control over the environment contributes to emotional stability, acceptance of responsibility for ongoing events.

The next important coping resource is empathy, which includes both empathy and the ability to accept someone else's point of view, which allows you to more clearly assess the problem and create more alternative solutions to it.

The formation of resources to overcome difficult life situations is the main factor in experiencing stress. Internal resources act as a person's physical and spiritual reserves, which help to feel a high degree of internal freedom in overcoming stressful situations. A person effectively uses all the possibilities of his resources with their maximum awareness. A person is able to constantly develop his resources and expand their space of use, which will undoubtedly increase his ability to constructively experience stress [7].

Comparison of coping behavior with the phenomenon of personal self-creation allows us to draw the following conclusions regarding the role of stress as one of the key adaptation mechanisms:

1. The phenomenon of coping behavior is considered as a psychological process that keeps the regulation of the subject's behavior in the field of self-consciousness, at the level of psychophysiology, the process is provided by the mechanisms of coping with stress.
2. The phenomenon of personal self-creation is also provided by the individual properties of the psyche, but of a different order, since they are associated with supra-situational activity, which makes it possible to find a way out of the situation of uncertainty.
3. Super-situations are situations that go beyond the limits of everyday life and put a person on the brink of the reality of being. Conventional coping mechanisms in such situations do not work or have low efficiency. Stress in these situations acts as a kind of "psycho-physiological switch", throwing the state of the subject's psyche into a critical zone, where the main processes of self-development take place.

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