

Characteristics of Coping Strategy in Strengthening Stress Stability in Students

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Abstract: Today's intense processes place a huge responsibility on the modern student personality. We know that studentship is not only a "golden age" of human life, but also a time when one is exposed to a number of stressogenic factors related to daily and academic activities. Problems and obstacles for the student's body and psyche to learn a new social environment, new requirements, new values or the reconstruction of this system, the emergence of new needs, their satisfaction - all this can be a factor of serious stress for the student. But each student perceives a certain situation differently depending on their individual, personal, cognitive characteristics, which determines his level of resistance to stress. A student's perception of changes in his or her life not as a threat to himself or herself, but as a quality of developmental opportunity, and treating them with openness and interest are among the characteristics that ensure his or her resilience to stress. In order to accurately analyze the extent to which these features are affected, of course, special psychological research is required. This article presents and analyzes the results of an empirical study of the role of coping strategies in modern student attitudes toward stress, in particular the national psychological features of the relationship between problem solving, seeking social support, and problem avoidance strategies and stress resilience.

Keywords: Stress, Stress Resilience, Stress Tolerance, Patience, Endurance, Student, Stress Propensity, Coping, Coping Behavior, Coping Strategy, Passive Coping, Active Coping, Feature, Quality, Problem, Problem Situation, Problem Solving, Support, Seeking Support, Avoiding Trouble, Active Position, Passive Position, National Characteristics.

Introduction

Globally, stress and stress resilience is one of the most pressing issues in the field of psychology. Extensive research is being conducted on the issues of reduction, competitiveness of training, socio-psychological prevention of stress-prone individuals, ensuring the effectiveness of effective methods of psycho-correction. These studies serve as a theoretical study of the complex study of the psychological characteristics of stress manifestations, the study of behavioral issues in the process of activity of stress-prone youth.

One of the main issues on the agenda of our state is to bring up students studying in our country as competitive and well-rounded professionals, to create all conditions for the

education of our enthusiastic young people who have a passion for higher education, self-employment and knowledge. In this regard, it is expedient to deepen scientific research in such areas as a comprehensive study of the psychological determinants of increasing stress resilience in students prone to negative complications of stress, identifying opportunities for stress-resistant behavior through simultaneous exposure to their cognitive, affective, conative and physiological areas.

Analysis of The Literature On The Subject

Although the problem of stress has been studied by many authors, the number of studies devoted to the study of stress resilience is not very large. But in any case, specific research has been done in this area.

In the work of some authors in this field, the resistance of a person to stress is related to its purposefulness, future plans for a certain period, the impact on the organization of their activities (L.I.Antsyferova, L.G.Dikaya), stress management, stress The issue of the influence of personal factors on stability (V.I.Medvedev, V.E.Milman, V.D.Nebylitsyn, G.S.Nikiforov) is widely covered in research work. Foreign psychology also focuses on the manifestation of human behavior in difficult life situations and behavior known as “coping-strategy”, emphasizing that the likelihood of developing stress during frustration is related to personality traits, which are a factor in a person's resilience to emotional stress. (Lasarus, S.Folkman, R.Thoits).

Identification of specific aspects of pre-exam and post-exam emotional state in students on the issue of stability to stress related to the student period (E.P.Ilin), increase of pre-exam and post-exam emotional excitement in students (I.M.Eliseeva), low levels of cognitive, emotional, motivational and behavioral disorders (OV Lozgachyova) a number of factors - personal and situational anxiety, self-esteem, ability to work, the state of cognitive processes, changes in verbal and nonverbal speech, psychosomatic changes, self-isolation, etc. (A.A. Andreeva) were studied.

The issue of stress and stress resilience in Uzbekistan as a subject of psychological research has been studied by several Uzbek scholars in conjunction with such concepts as mental crisis, nervous tension, mental stress, suicidal behavior. Attempts by Uzbek scientists to study some psychological aspects of stress began in the late twentieth century, and were first reflected in the work of M.G Davletshin, G.B Shoumarov and their students B. Umarov, E. Usmanov. In Uzbekistan, the research of G.V Khrulnova, N.Z Ismailova, D.S Karshieva addresses the issue of stress and stress resistance. These authors explored the appropriateness of using a variety of techniques that affect the adolescent psyche in training to cope with post-stress changes, the specific importance of frustration tolerance and coping strategies in increasing stress resilience, and the psychological characteristics of occupational stress in educators.

Methodology

Research on stress and stress tolerance has led to two main results: first, testological instruments have been developed that allow the identification of human stress tolerance indicators, i.e., high, medium, and low; second, it is argued that any activity of an individual is directly or indirectly related to his or her resistance to stress. The ability of a person to apply his or her coping behavior strategy is important in demonstrating a person's resilience to stress. Accordingly, in our study, we included a study of the relationship between stress resilience and the possibility of applying coping behavioral strategy methods. To determine this, in our study we chose the methodology "Coping-indicator" proposed by D. Amirkhan. This method was developed by D. Amirkhan to diagnose the dominant coping strategies of the individual and was adapted by O.A. Sirotnin and V. M. Yaltonsky to conduct research in the Russian environment. The Uzbek version of the method was successfully used by psychologists of the Academy of the Prosecutor General's Office of the Republic of Uzbekistan (E. Sattarov, N. Soginov, I. Mahmudov).

According to the methodology, coping strategies can be divided into 3 groups: problem solving, seeking social support, avoidance. The Coping Strategy Indicator can be considered a good and successful way to study the basic strategies of human behavior.

The idea of this survey is that all the strategies that are formed throughout a person's life and that he or she is likely to apply in daily life are divided into 3 groups:

1. Problem-solving strategy is an active behavioral strategy in which a person uses all available resources to solve a problem effectively.
2. The strategy of seeking social support is an active behavioral strategy in which a person seeks help and support from others (family members, friends, people important to him) to solve the problem effectively.
3. Problem avoidance strategy is a passive behavioral strategy in which a person tries to solve a problem and avoid the environment and reality that surrounds him.

Experimental Research.

This part of the article describes the process and results of scientific research in this area. In our study, we decided to use several methodologies to study the psychological determinants of a stable response to stress in students. One of them is the method of "Coping-indicator" proposed by D. Amirkhan, aimed at studying which strategies of coping behavior students use in stressful situations.

Our empirical study was designed to be conducted in 2 phases (as a detection and control experiment), and we separated students with low stress resistance as an experimental group from the group of subjects during the diagnostic experiment. The following is an analysis of the results of this group.

Quantitative and comparative analysis of the results confirmed that there is indeed a significant correlation between stress resilience and the application of coping behavioral strategies (see Table 1).

Table 1. Demonstration of Correlation Between Stress Stability And Coping Strategy Methods In Subjects.

Determinant	Coping strategy			
	Problem solving	Seeking support	social	From the problem escape
Stability to stress	0,114	0,350**		0,266**

Note: ** $p \leq 0.01$.

Result and Discussion

Of course, first of all, it is noteworthy that a positive correlation was observed between the respondents' coping behavior seeking social support strategy and stress resilience ($r = 0.350$; $p \leq 0.01$). However, another situation that deserves special psychological attention is that there is no correlation between stress stability and problem-solving methods of coping strategy ($r = 0.114$, $p \leq 0.01$). This can be explained by the fact that the use of the problem-solving method in our test students did not affect its stress resistance. In a problem-solving style, the student analyzes the trouble, seeks a solution to the problem, uses different solutions when faced with similar problems based on previous experience, plans to solve the problem and act accordingly, allocates time correctly, controls the situation, it is understood that in order to overcome a complex situation, one must use oneself to control one's state and activate one's powers. According to national psychological characteristics, the care of parents in Uzbek families and adults in the family (brothers and sisters, aunts, uncles, aunts and cousins) is very different from that of foreign families.

In other words, in Uzbek families, trying to solve a child's problem together begins at a young age, and in some families it continues until the child grows up and reaches adulthood. As a result, the problem of children growing up with such an experience is always solved by adults. This leads to a slow development of the child's ability to solve problems independently. The second reason is that the Uzbek environment differs from the foreign environment in that many people say that the term "Uzbekism" includes the tradition of "kindness". Therefore, it can be said that in the Uzbek mentality (not only Uzbeks, but also other nationalities), a person who faces a problem or a difficult situation should be helped not only by his relatives, but also by those around him - colleagues, teammates, neighbors, in-laws. they try. There are enough people in the student community who can help students affected by a stressful event with their material, spiritual and practical support. It is true that the Uzbek student, who grew up in the spirit of such a tradition, has a low rate of using problem-solving methods in stressful situations.

This means that such students are more likely to seek the support of those around them than to solve the problem on their own. This is further explained by the analysis of the following indicators.

We can see an important correlation between the focus on seeking social support in the test students and their resilience to stress ($r = 0.350$, $p \leq 0.01$). To explain this, we cite the following analysis. For today's student, it can be observed that the support of others has become a key indicator of resilience to stress. This is because the student today has more trust in his or her parent or spouse (especially since the majority of students in pedagogy and psychology are girls, who have a stronger tendency to rely on the help of others). When stressful situations arise, some students who are in this situation prefer to turn to their "trusted people" rather than solving the problem, because they believe that their problems are always solved in this way and that the next problem they face will be solved. It should be noted that students with low stress tolerance and a high tendency to seek social support for coping behavioral strategies are students who are slow to master the subjects and perform session assignments unsatisfactorily. Therefore, such a relationship and such a style of coping behavior can be very much observed in the process of passing exams in a session. So, most students who are prone to the support of others do not master the subjects taught during the year, and at the end of the semester they study topics that have not been studied for half a year, complete assignments, prepare for exams in short subjects prefer to use methods that are easy and quick to resolve, and in most cases use this way.

Additionally, the student gets satisfaction from the interpersonal relationships he or she establishes with his or her friends, peers, teammates, and familiar students studying in the same faculty. In our opinion, when a student is stressed, he turns to his friends and peers, groupmates, acquaintances studying in the same faculty, who encourage him, provide material, spiritual, intellectual support to solve the problem. Hence, the student chooses this method as a stress resilience skill. It is for these reasons that a link has been observed between stress resilience in the student and the way in which the coping strategy seeks social support. In our study, a significant correlation was also observed between stress resilience and problem-solving coping strategy ($r = 0.266$, $p \leq 0.01$). The explanation for this is that some students today prefer to avoid a problem rather than solve it in a stressful situation, and they often turn to the virtual world in this regard. There are now many social networks in the virtual world that guide and advise people in trouble. This is perceived as a "convenient opportunity" for some students in a stressful situation, i.e. some students resort to issue avoidance rather than seeking social support as a result of their lack of communication skills and shyness.

Add to this, interviews with test takers revealed that students who choose to avoid a problem in a stressful situation use the following methods in addition to addressing the virtual world: some students try to distract themselves from a problem situation, that is, the student tries to distract himself with various other tasks instead of solving the problem situation; while other similar students resort to social interactions in order to forget the

problem, i.e. the student tries to communicate with others in a problematic situation, e.g. It should be noted that although such ways of avoiding such an issue can temporarily distract the student from the stressful situation, neither doing other things nor interacting with relatives does not solve the existing problem, the stressful situation. Such aspects of the problem-avoidance method are therefore often ineffective.

An analysis of interviews conducted to study the coping strategy methods used by the test students in a stressogenic situation revealed that some students also use a method that is psychologically more dangerous (causing various somatic diseases). This method is more emotionally oriented. Students who use this method may feel lost in a problem situation and feel guilty for not being able to solve the problem, may be overly emotional about the problem (exaggerating the problem and their own emotional state), it is manifested by focusing on the pain and suffering, concentrating on the shortcomings and shortcomings in oneself, giving in to situations such as passivity, nervous tension, lethargy, and helplessness. It is natural that such mental states can be dangerous for the student (even for any individual). During the formative experiment conducted in Phase 2 of our study, training sessions were conducted to increase the stress resilience of the experimental group subjects. The change in the results of the experimental group after a training program aimed at influencing and normalizing several determinants that serve to increase stress resilience in students was shown in the following figure (Table 2).

Table 2. Detective and control experience in the experimental group statistical difference between results (by Student's t-criterion)

Factors that increase resilience to stress	Determining experience	Control experience	Statistical significance of the difference (byt-criterion)
Coping is the solution to the problem	22,3	25,3	2,65***
Coping is the search for social support	18,6	20,2	-1,35
Coping is the avoidance of trouble	20,9	18,4	-3,55***

Note: * $p \leq 0,05$, ** $p \leq 0,01$, *** $p \leq 0,001$.

There is a statistical difference between the consequences of the detection and control experiments in the application of the "Problem Solving" strategy, which is an active method of coping behavior in the experimental group of subjects, i.e. $M1 = 22.3$ and $M2 = 25.3$ ($t = 2.65$; $p \leq 0.001$). This difference is due to the fact that after the formative experience, the subjects had a stronger desire to solve the problem, the exercises in the training program were used appropriately and purposefully, the subjects drew the necessary conclusions and developed the necessary skills. In the experimental group of subjects, the indicators of the strategy of coping behavior "Seek social support" were $M1 = 18.6$ in the experimental experiment, $M2 = 20.2$ ($t = -1.35$; $p \leq 0.001$) in the control experiment. That is, students who participated in a detection experiment were accustomed to always using someone's support when they were in a stressful situation, in other words, to get

help from someone in problematic situations that could lead to stress in their lives. In addition, some students seek support from the virtual world when faced with any problematic situation, stressful situation. It is important to note that by eliminating such a skill in the subjects, they need a longer time to form their own way of solving the problem. Although we have tried to reduce the use of this method through the training program, it has been found that it takes more time to change such a skill. Significant statistical differences between the indicators of the "Avoid the Problem" strategy of coping behavior in the subjects were $M1 = 20.9$ in the experiment and $M2 = 18.4$ in the control experiment ($t = -3.55$; $p \leq 0.001$). From conversations during the exploratory and formative experiment, it became clear that when most students today face stressful situations, they first resort to passive ways - wasting hours on social media, playing computer games, watching movies, sleeping long hours, drinking coffee or energy drinks. as long as they choose. It is known that such passive methods do not help to get out of a stressful situation, but rather aggravate it, because these methods do not interfere with the solution of the existing problem. The decline in the use of problem-solving techniques after formative experience proves once again that there is a link between stress resilience and coping behavioral strategies.

In order to get a clearer idea of the statistical difference between the results of the detection and control experiments in the experimental group, we created the following diagram (Figure 1).

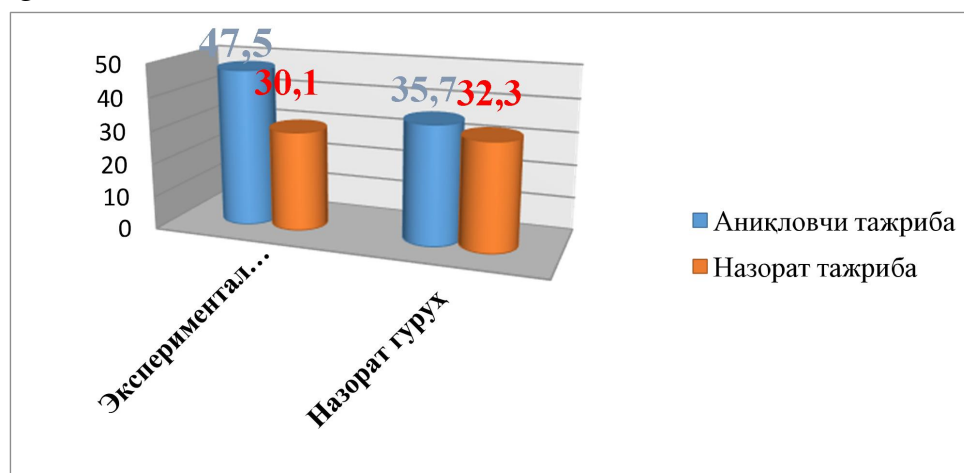


Figure 1. Indicators of stress resistance in the detection and control experiments of the subjects.

As can be seen from Figure 1, there is a difference in the stress resistance indices of the experimental group and the control group. That is, the results of the pre-detection experiment before the formative experiment in the experimental group showed $M1 = 47.5$, i.e., this indicates that the experimental group test subjects had a low level of stress resistance. The results of recent control experiments with a specially designed training program showed that the stress resistance of the subjects changed on average $M2 = 30.1$, i.e., the level of stress resistance of the experimental group changed from low to medium after

the training on a specially designed training program. This suggests that the training program, developed and tested in the research process, has high potential.

Based on the observations and the results obtained, it can be said that the training sessions with the students did not avoid the problem in stressful situations, but rather developed the ability to try to solve the problem and as a result increased stress resilience.

To sum up, it is clear that which method of coping behavior a student uses when faced with a problematic or stressogenic situation is one of the psychological factors influencing his or her resilience to stress.

Conclusion

In general, the analysis obtained as a result of theoretical and empirical study of the use of coping behavioral methods among the psychological factors affecting the stability of stress in students was the basis for the following conclusions:

- 1) The use of a problem-solving strategy, which is the most active method of coping strategy in detection practice, did not provide a significant statistical correlation with the stress stability index. This is explained by the fact that most students do not know how to solve problems in a stressful situation and do not have such a skill.
- 2) Significant statistical correlation was observed between subjects with stress resilience and strategies for seeking social support. This is due to the fact that when a student is stressed, family members, friends, peers, groupmates, acquaintances of the faculty turn to them, who encourage the student and provide material, spiritual, intellectual support to solve this problem.
- 3) There is also a significant correlation between stress resilience and problem-solving coping strategies. Students with low resilience to stress and a tendency to use problem-solving techniques of coping strategies are students who learn poorly from subjects and perform session assignments unsatisfactorily, prefer to avoid problems rather than solve problems in a stressful situation, and often fall asleep without going anywhere. it is distinguished by being given access to various useless sites in the world, playing games, watching TV, consuming coffee or energy drinks.

Based on the observations and the results obtained, it can be said that the training sessions with the students did not avoid the problem in stressful situations, but rather developed the ability to try to solve the problem and as a result increased stress resilience.

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