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Psychological Mechanisms of Coping Behavior of Universities Students [Aleksey Yu. Kodzhaspirov]

Key words: *coping strategies, students, stress, health, psychological risks.*

Annotation: *The article presents theoretical and practical research of adaptation of students of younger courses to training in high school. Studied a set of difficulties faced by students and defines the types of coping strategies specific to students.*

Subject of the research: psychological mechanisms of stress resistance

Hypotheses were based on the assumptions that undergraduate students of the University in the process of adaptation are diverse educational risks that influence their well-being and progress; it is necessary develop and put into practice the system of psychological and pedagogical support for students of the University/

The presented study is defined by the necessity to improve the educational process of the University and preparedness for the implementation of professional activities of graduates of the University.

In modern conditions formation is associated with the actualization of the human factor and is aimed at forming a self-sustaining, self-fulfilling and self-sufficient person. Student as a subject of university system has enormous resources. He is the highest in the age of "peak" results in the processes of biological, psychological and social development . This is the age of intellectual and cognitive optima forces moral and aesthetic development is most active. In this connection, the higher school period is considered the ontogenetic period of human development (M.I. Dyachenko, L.A. Kandybovich). However it should be noted that among the students, especially at the initial stage, exacerbate many contradictions that provoke all sorts of problems.

In educational research discusses issues of socialization in modern conditions (G.M. Andreeva, V.V. Ignatov, A.V. Mudryk, L. Petrov, V.G. Ryndak, M.I. Shilov, O.A. Shusherin, etc), but the problems of the formation of coping behavior in these studies are not specifically covered. Analysis of the research status in the field of formation of coping strategies suggests that the science created certain preconditions for research identified problem.

Commonly design ideas subjectively-oriented approach towards safety skills are reflected in the works of S.V. Belov, V.P. Zhuravlev, A.A. Ilina, A.G. Maslov, A.A. Usachev. Characteristics of the student as the subject of an emergency in the studies are presented V.S. Barsukov, V.N. Vesendina, K.A. Kotik.

One of the major problems of modern education is to prepare the student for safety life. Now generally accepted part of the educational process in every educational institution should be the formation of safety skills, but now domestic education not fully able to solve this problem.

Education in high school is a long and complicated process. Admission to higher education institutions for the majority of students entails a change in the usual stereotypes of life. Students changing work and rest, eating and sleeping, they are faced with new methods and forms of learning, emotional experiences.

Participants of the educational environment of the university and the environment itself may be subject to both internal and external threats. The main internal threats on a personal level can be attributed internal imbalance and psychological stress personality violation and instability of her mental health and development, external - to psychological instability influences from other people and the conditions of the educational environment, dissatisfaction with her psychological characteristics. The main internal threats at the level of the educational environment include: violation of order and peace in the educational institution, difficulties in communicating its members and their negative attitude towards the learning environment to the outside - the criminalization of social relations and emergencies in the technical, social and environmental spheres.

Thus, psychological safety, as the state of conservation of the psyche, involves maintaining a balance between the negative effects on human its environment and its sustainability, the ability to overcome such effects own resources or with the help of protective environmental factors. Psychological security of the person and the environment are inseparable from each other and represent a model for sustainable development and normal functioning of humans in the interaction with the environment.

Student life is full of stressful situations, so students often experience mental stress. Students develop stress due to the large flow of information, the lack of systematic work in a semester, stress during the session.

Most often the negative environmental impacts or external factors are understood under the stress reaction. To let stress take the eustress character, one must have certain conditions:

- Positive emotional background;
- Experience in solving similar problems in the past and a positive outlook for the future;
- Approval of individual actions on the part of the social environment;
- The availability of adequate resources for coping.

Transition stress in distress is possible in the absence of these factors, or the presence of other factors, both objective and subjective:

- lack of necessary information, the negative outlook of the situation, a sense of helplessness in the face of a problem and so on;
- excessive force stress exceeding the adaptive capacity of the organism;
- longer duration of stress exposure, leading to the depletion of adaptive resource.

Intensity and tension of modern life provokes psychological level of negative emotional experiences and stress reactions can lead to the formation of the severity and

duration of stressful conditions. It is believed that neurosis arises when a person is under stress for a long time. Nervosa is not a disease, but a type of personality reactions in unusual stress conditions. For high school student problems and difficulties causing the appearance of stress may include the following:

- lack of sleep;
- failed exams and laboratory work;
- not fulfilled or fulfilled incorrectly job;
- a large number of passes on any subject;
- lack of the desired time course work or project on discipline;
- insufficient knowledge of the discipline;
- poor performance on a particular discipline;
- overload or too small student workload, i.e. a task that should be completed in a specific period of time;
- role conflict.

Stress can result from differences between the standards and the requirements of an informal group of formal organization (teacher). In this situation, the student may feel stress and anxiety because he wants to be accepted by the group, on the one hand, and to comply with the teacher - on the other. Nor should we ignore the personal factors. These include illness of a family member, change the number of friends, classmates and conflicts with loved ones, relocation, significant personal achievement, financial position and other factors. Thus, the stress is an integral part of the daily life of every student. Response to stress is integral parts of life as well as the beginning of the working day, diet, physical activity, quality of rest and sleep, relationships with the others.

Psychological well-being is directly related to its psychological and mental health, which in turn is an important objective condition of life. Among the many factors that determine the performance and other characteristics of health mental stability to stressful situations plays an important role. A high level of mental resistance to stress is the key to conservation, development and health promotion and career longevity personality.

By definition, fixed in the Preamble to the Constitution of the World Health Organization, "Health is not only the absence of any diseases and defects, but also a state of complete physical, mental and social well-being." Health education students should be considered from the standpoint of the theory of adaptation. In adaptation conditionally distinguish 3 types: physiological, social and biological.

The health status of students is determined by their adaptation reserves in the learning process. Physiological adaptations considered as a steady level of activity and the relationship of functional systems, organs and tissues, as well as governance mechanisms to ensure the normal functioning of the organism in terms of the student learning throughout the fall and spring semesters and during the summer internship. Adaptation of students to educational conditions has a phase character due to a variety of specific (academic) and nonspecific (behavioral, household , etc.) factors. The process of students adaptation reflects the complicated and lengthy process of learning and places high demands on the plasticity of the young people psyche and physiology. The most active processes of adaptation to the new conditions of student life occur in the first courses. And the adaptation of the students living

in isolation from parents (in the dormitory, rented apartment) is more severe and often leads to a variety of somatic and neuropsychiatric abnormalities.

First year students feel as well: uncertainty motivation career choices, lack of psychological preparation for it, lack of experience in self-activity and behavior, the search for the optimal regime of rest and work in the new conditions, the lack of skills of independent work, inability to take notes, work with primary sources, dictionaries pointers directories.

All these difficulties are different in origin. It can be connected as well with poor training , education defects in the family and school. Social adaptation of students can be divided into

a) professional adaptation - adaptation to the content, nature, conditions and organization of educational process, develop skills of independent work in academic and scientific work;

b) socio-psychological adaptation - adaptation of the individual to the group.

A college education involves independent work program in high school is different from the school curriculum. Freshmen are not always successfully acquire knowledge, not because of poor preparation in high school, but because they are not formed as personality traits: a willingness to learn, the ability to learn independently, to monitor and evaluate themselves, their own individual abilities of cognitive activity, the ability to correctly allocate their time for self-training. At the university there is no control by the teachers as at the school. Some are not able to make basic decisions.

Methods of teaching in the university and the school are very different too. In high school educational process is designed so that it would always encourage students to classes, makes work regularly. In high school there is a review on the apparent ease of learning in higher education. Freshmen are not able to outline lectures, work with primary sources, analyze information in large volumes, and clearly express their thoughts. Another problem is the lack of sleep. The students are associated with an inability to plan the load during the day, which leads to the fact that the preparation for seminars and tasks for independent work is done at night, it affects the quality of such work and leads to the accumulation of fatigue associated with chronic sleep deprivation.

In the process of studying the psychological risks of training undergraduates MGPPU was found based on psychological risks infringing psychological safety of students, there is a complex system of interpersonal relations "personality - the educational environment". And the main causes of distress students are presented in the table.

Table 1. Causes of stress students of 1 courses

Reason number stress results max = 10 b.

1 Large workload	5.4
2 Failure to properly organize your day regimen	5.3
3 Failure to properly dispose limited finances	5.1
4 Fear of the future	4.9
5 Strict teachers	4.9
6 Irregular eating	4.7

7 Problems in his personal life	4.1
8 Living away from parents	3.8
9 Shyness	3.6
10 Strange, boring textbooks	3.3
11 Over-serious attitude to study	3.2
12 Reluctance to learn or frustrated in the profession	3.1
13 The lack of textbooks	2.5
14 Conflict in group	2
15 Other - small stipend	1.9

From the T.L. Krukova viewpoint, coping effectiveness criteria are mainly related with the mental well-being of the subject and determined the level of reduction of neuroticism, vulnerability to stress. Effectiveness of coping is also reflected in the duration of the positive effects that can be either short-term effects (measured by their affective and psychophysiological parameters) or long-term effects that influence the psychological well-being.

1. The majority of students - participants in the study experienced high levels of expression of such a component of resilience as "risk-taking", therefore, they tend to develop, drawing knowledge from the experience. They believe that everything that happens to them, contributes to their development and ready to act in the absence of guarantees for success at your own risk.

2. About a third of the students - participants in the study have a high level of expression of the viability of such a component as "control", indicating their desire to influence the results of what is happening, to choose their own activities, their way.

3. Such a component of resilience as "engagement" has an average level of expression of the majority of students - participants in the study, therefore, they enjoy their own activities, feel confident.

1. Students studied coping strategies have an average level of severity.

2. Search strategies of social support in difficult situations, positive reappraisal and planning problem solving and taking responsibility for oneself and self-have a higher level of severity than the strategy of confrontation, distancing and escape – avoidance.

According to a study of coping strategies, we found that in 10 % of subjects dominated confrontational coping, 11.7 % of subjects - distancing, 23.3% - self-control, acceptance of responsibility prevalent in the smallest number of subjects - 3.4%, 30% subjects prevails - escape - avoidance, 8.3 % of subjects - planning solution and 13.3 % of the test - positive reevaluation.

It can be concluded that the most frequently used coping strategies are strategies aimed at coping with the attitude of the individual to a stressful situation, and not to resolve the problem. Stress and stress - related concepts that are relevant recent decades subjects research in various fields of science, not only in psychology, but also in biology, medicine, sociology, and pedagogics. Formation of stress is an important condition for maintaining mental health and wellbeing and possibly at different stages of ontogeny. Human experience confidence in their ability to overcome life's difficulties fosters a sense of competence and self-worth, self-esteem increases man, his self-confidence, that they can control and build their life-world (E.E. Danilova, M. Tyshkova, S. Kobasa) Therefore, the development of a

person's ability to cope with life's difficulties is one of the most important areas of practical psychological work.

Recommendations aimed at creating coping strategies in students' behavior can be divided into several groups:

1. Organization of pedagogical support in junior high school courses through curators courses and tutors.
2. Organization of diagnostic measures of initial courses students in order to identify the difficulties students and adapt the structure of their psychological defenses and coping behavior;
3. Psychological support in the form of training stress, social competence and teambuilding.

Overall, the results suggest the following conclusions:

1. Stress is a student integrative psychological education, which may be subject to change due to the development of anti-stress strategies, in particular, the pre-test, test, post-test; personal growth of students (development of motivational, cognitive, emotional and regulatory functions) and subject-professional competence (the disciplines on areas of practical application , interdisciplinary units).
2. Factors that impede the development of the student stress, are experiencing distress; anticipation of failure; health problems; reduced self-esteem, lack of time. Conditions conducive to stress find grounds for an optimistic forecast, proactive warning of failure, the neutralization of hypochondriacal symptoms, the development of adequate self-esteem, improving acquisition activity.
3. Model development stress students consists of the following blocks of intelligent testing, educational activity, subject-professional self-determination, personal growth training, training of anti-stress strategies, psychological self-regulation mechanisms of constructive personality test strategy (pre-test, test, post-test), individual psychological characteristics, unconstructive personality mechanisms and stages of training.
4. Psychological training for the development of stress for students to be effective if it is aimed at the production of high adequate self-esteem and increased self-confidence, increase emotional stability, development of motivation to succeed, as well as development of effective anti-stress behavior strategies, providing constructive behavior in the period of preparation for the tests, during them and after their completion.

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