

Compatible Behavior as an Actual Problem of Modernity

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Abstract: The article reflects the results of an empirical study in the field of the problem of coping behavior. Based on the research results of foreign and domestic scientists, we conclude that coping behavior is nothing more than a special purposeful socially-oriented behavior of a person, providing him with productivity, health and both psychological and social well-being. Considering that the formation of the experience of coping behavior is a prolonged and ongoing process throughout a person's life, we determined the study of the specifics of coping behavior among students of higher educational institutions as the targets of our research. Moreover, as the main hypothesis of the study, we formulate an assumption about the dependence and conditionality of the experience of coping behavior on the age and training course of the respondents.

Keywords: Mental states, coping behavior, coping strategies, stress.

INTRODUCTION

The dynamism, complexity and inconsistency of modern life objectively determines the occurrence of situations that disrupt the usual course of human life and work. Moreover, as noted by the researchers (the works of Lazarus (1989), Fetiskin (2002), Arkhipova, (2018), the experience of changing circumstances often changes both a person's perception of the world around him and his place in it, up to significant violations of the subject's adaptive capabilities (Serebryakova, Morozova, Kochneva, Zharova, Kolarkova, and Kostina, 2016). These negative phenomena, in order to feel safe and remain adaptive to these difficult conditions of the surrounding reality, require a person to have increased psychological and physiological resources and capabilities.

It is no coincidence that one of the urgent and actively developed by a whole spectrum of human sciences problems is the problem of coping behavior (works by Bodenmann, (2005), Lapkina, (2015), Kryukova (2008), Kryukova (2007).

A special role in the development of personality, including the formation of each person's sense of self-confidence, is played by the society in which he grows and develops. "The formation of personality" is a broad concept that reflects the various facets of the processes of upbringing, education, and socialization of a person" - notes. N.V. Rubtsova (Rubtsova, 2014).

However, in the research of Kartavshchikova, (2014), Podobina, (2008), and many other scientists raise the problem of the risks of the modern educational environment, its focus not on the effective formation of personality and development of its potential, but, on the contrary, on leveling these opportunities.

Overall, Overall, the primary purpose of the study is to analyze the compatible Behavior as an Actual Problem of Modernity. In fact, based on a theoretical understanding of the problem of coping behavior, we seek out to design a program for monitoring the specifics of coping behavior among students of a higher educational institution.

LITERATURE REVIEW

Despite the fact that the problem of coping behavior has been studied as actively as possible in recent decades, our retrospective analysis of research suggests that this problem is absolutely innovative absolutely impossible!

As Libina, back in 1939, the idea of coping behavior and coping in his work "Ego-Psychology and Problems of Adaptation" was formulated by G. Hartman, revealing the essence of the concept of "conflict-free egosphere or sphere of self" (Libina, 2008). Continuing to develop the ideas of Z. Freud about psychological protective mechanisms, G. Hartmann (Libina, 2008) notes that it is possible to compensate for the gaps in the development of the protective mechanisms of the "Ego" through a thorough and detailed study of

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methods for solving a person's personal and social problems.

An American psychiatrist of the first half of the twentieth century, professor of Harvard Medical School J. Weillant, also formulates his vision of coping behavior (Kryukova, 2008). This researcher believes that a person's reaction to stress can be of two types - coping with emotions and, diametrically opposite reaction - a pathological reaction. J. Weillant (Kryukova, 2008) also believes that in any stressful situation coping behavior is divided into three types:

- the first type of coping involves the arbitrary receipt of help and support from another,
- the second type is the ability to foresee the danger and prepare for it and
- the third type of coping implies the active use by the subject of unconscious stable mechanisms, such as humor, altruism and others, in a difficult life situation for him.

Based on the ideas of G. Hartman and J. Weillant, it can be considered it possible to say that the individual's resilience and adaptation to an ever-changing world is nothing more than the ability to recover from stress using adaptive strategies.

Turning to the historiography of the problems of coping behavior in the works of Russian psychologists (the works of Jaffe, Wolfe, & Campbell, (2011), Vardanyan, (1983), Olson, (2000), and some other scientists), we can say that they begin to turn to the study of the problem of coping behavior only in the early 90s of the twentieth century. At the same time, as shown by an analysis of the studies of Lapkina (2015) and G.S. Korytova (Korytova & Eremina, 2015; Korytova, 2006)), scientists in addition to the term "coping behavior" actively use the concepts of "coping" and "overcoming", considering them as synonymous terms.

It has not lost its significance, but, on the contrary, has become even more relevant, the problem of coping behavior in our days, which, as we noted above, is objectively associated with an increase in the number of difficult situations for a person and his mental potential. And, first of all, scientists turn to the very term "coping", by which they tend to understand:

- E.V. Lapkina recommends "coping behavior" as coping behavior, considered as an arsenal of

conscious actions and decisions of a person, thanks to which she copes with the difficulties of everyday and extreme stress" (Lapkina, 2015);

- E.V. Kartavshchikova in her work "Coexisting Behavior as a Component of a Lifetime Strategy in the Context of a 30-Year Crisis" defines him as a "component of a lifelong personality strategy" (Kartavshchikova, 2014);
- E.A. Sergienko under coping behavior means "the conscious organization by the subject of his behavior, focused on overcoming difficulties" (Sergienko & Kryukova, 2007).
- According to the researcher and his colleague - T.L. Kryukova, coping behavior is "a special type of social behavior of a person that ensures or destroys his health and well-being" (Kryukova, 2008), focused on assisting the subject in overcoming stress or a difficult life situation through controlled actions.
- We find a similar point of view with O. B. Podobinoy, which considers coping behavior as "purposeful social behavior that allows the subject to cope with a difficult life situation or stress adequate to his personal characteristics and through conscious action strategies" (Podobina, 2008).

Summarizing the points of view proposed by the researchers regarding the essence of the concept of "coping behavior", we consider it possible to conclude that coping should be understood as a special purposeful social behavior that ensures the productivity, health and well-being of a person, allows him to adequately cope with stress. It is always aimed at the active interaction of the subject with the situation, suggesting a rational resolution of the conflict or crisis with the help of specific actions not only of control, but also of changing both the situation itself and its attitude and even adapting to it.

Exploring the problem of coping behavior, some researchers introduce the term "coping behavior" as synonymous (works by Rubtsova, (2014), and Olson, (2000).

The retrospective analysis of research on the problem of coping suggests that one of the first scientists who began to actively use this term, using it when considering ways to overcome developmental crises in childhood, was L. Murphy (Arkhipova, 2018),

introducing this in 1962 concept in the psychological and pedagogical literature. Having established the correlation of individual - typological characteristics of a person with coping behavior and past experience in overcoming stress, the researcher identified both the behavioral and cognitive side of this process in personality behavior (Arkhipova, 2018).

According to R. Lazarus (Lazarus, 1989), coping is manifested either in dangerous situations or in situations associated with great success, and is expressed in a person's desire to solve the problem in order to preserve social, physical and personal well-being (Lazarus, 1989). Moreover, as a source of stabilization of a person's relationship with the environment, the scientist calls the subject's ability to overcome, emotional processing, as well as continuous changes in the process of cognitive assessment of what is happening.

In domestic science, one of the first to the concept of "coping behavior" refers S.K. Nartova-Bochaver (Nartova-Bochaver, 1997), proposing by copying to mean an individual way of "interacting with a situation in accordance with its own logic, significance in a person's life and his psychological capabilities" (Nartova-Bochaver, 1997). According to the ideas of this scientist, the psychological significance of coping is to adapt a person to the requirements of circumstances, to allow him to manage the situation, to weaken or soften his requirements, to avoid them or to get used to them.

Comparing the concepts of "coping behavior" and "coping behavior", we can conclude that they have a certain synonymy. Copying is nothing more than an individual method of interaction of a person with circumstances in accordance with its own logic, significance in a person's life, as well as his psychological capabilities. This is an active form of human interaction with the world.

It is no accident that many researchers call "stress" another phenomenon associated with coping behavior (works by V.Ya. Apchel, T.L. Kryukova, W. Cannon, G. Selye, A.D. Speransky, and others).

METHODS

Based on theoretical and methodological principles

- L.I. Antsyferova, T.D. Kryukova, E.V. Kuftyak, R. Lazarus, M.V. Saporovskoy, S.A. Khazova and other scientists in the field of psychology of coping behavior, as well as
- V.A. Bodrova, A.B. Leonovaa, G. Selye and other researchers in the field of stress theory, we designed a diagnostic program aimed at studying the specifics of coping behavior among students of a higher educational institution, which included:
 - a method of scientific observation focused on the study of respondent behavior strategies. Based on the description of coping behavior I.G. Malkina-Pykh (Fetiskin, 2002), we developed a scheme for scientific observation. As the basic parameters of the assessment, we have identified: the nature and direction of the social support provided to others, methods of coping behavior, type of coping strategies, coping behavior strategies, response style;
 - a questionnaire "Methods of coping behavior" (author R. Lazarus, in adaptation, T. L. Kryukova (Kryukova & Kuftyak, 2007)), which, in our opinion, will allow us to identify typical for respondent's ways of overcoming life problems and difficulties;
 - modified and adapted by us to the characteristics of students' life activity of the methodology "Diagnosis of strategies of behavioral activity in stressful conditions" (Fetiskin, 2002). If the author's version of this methodology contains questions relating to labor activity and relations in the work collective, then we reformulated them to questions regarding the features of studying at a university;
 - a test for academic stress (Shcherbatykh, 2000), which we used to study the causes of academic stress that have the greatest impact on university students, depending on the course of study. As part of the implementation of this test, respondents are asked to answer seven questions of various contents, such as "Assess the contribution of personal problems to the overall picture of stress," "Determine the change in the level of personal constant stress over the last three months of study," "Choose typical stress relieving techniques," and etc. When making a choice, respondents need to rank it from maximum-preferred to minimum-preferred.
- K.A. Abulkhanova, A.B. Brushlinsky, L.S. Vygotsky, V.V. Znakova, D.A. Leontiev, E.A. Sergienko, etc. in the field of personality psychology,

RESULTS AND DISCUSSION

After analyzing the research of scientists, we came to the conclusion that one of the researchers who gave the most accurate definition of stress is T.L. Kryukova (2008), according to which this condition occurs in difficult (stressful) situations for humans to stabilize both emotional and physiological processes that occur both in response to stress in humans and in the cessation of the stressor itself.

In other words, stress is a kind of adaptive behavior of a person, ensuring his overall well-being, productivity of a person's life. It is no accident that in the framework of studying the problems of stress, researchers turn to the study of stress tolerance, which can be understood as "a special interaction of all parts of mental activity, including emotional ones." Stress tolerance refers to the personality traits, which provides a productive relationship between all parts of the psyche, which leads to a successful, positive performance of the activity" (Nartova-Bochaver, 1997).

We consider it important that scientists such as B.Kh. Vardanyan (Vardanyan, 1983) and S.V. Subbotin (Subbotin, 1992) expresses the idea of the dual nature of stress tolerance, which, in their opinion, is expressed in the consideration of stress tolerance, both as a property "that affects the result of activity (success - failure), and as a characteristic of the subject that ensures "constancy of the personality as a system ". From this point of view, stress resistance can be considered as an activity (external) and personal (internal) indicator. In this case, the personal component is manifested when the individual does not meet the requirements of a particular activity.

Analyzing the essential characteristics of stress tolerance and coping, we came to the conclusion that these processes are closely interrelated. The psychological role of the coping strategy is to ensure that the person as well as possible adapts to the requirements of the situation by mastering, weakening or softening these requirements, thereby significantly reducing the impact of the stressful situation.

Our analysis of research as the most important ideas revealing the essence and content of the term "coping behavior" allows us to distinguish the following:

- coping behavior is an active, conscious and purposeful form of human interaction with the world;

- it assumes the existence of a problematic (stressful) situation that is experienced by a person subjectively and significantly changes the quality of his life;
- this is that part of protective-adaptive behavior, focused on increasing the fitness of a person to the environment, which is determined through the integration of specific coping actions - coping strategies;
- coping behavior involves an individual way of interaction of the subject with the situation, depending on both the physical and psychological capabilities of the person, his value and semantic attitudes, past experience, etc. (the so-called copying resources).

Thus, co-owner should be understood as a special purposeful socially-oriented behavior of a person, providing him with productivity, health and well-being, and allowing using a system of specific actions to rationally resolve conflict and even crisis situations and, as a result, to cope with stress. It is no accident that in the framework of studying the problem of coping behavior, scientists use not only this term, but also concepts such as "coping behavior" (works by, R. S. Lazarus, I. G. Malkina-Pykh), As well as "stress" (research by B.Kh. Vardanyan).

Despite a very large number of works on the problem of coping behavior, this topic does not lose its relevance. In particular, the factors that influence the process of forming the experience of coping behavior at different age stages are of interest.

Despite the fact that there are some scientific studies aimed at studying coping behavior at the stage of adolescence, among schoolchildren and students, before a specific test, Studies aimed at studying the dependence of coping behavior on different crisis situations, as well as a comparison of the experience of coping behavior in students of different courses of study, we have not found. At the same time, from our point of view, these particular issues are very relevant (Fetiskin, 2002).

Education in a modern university is accompanied by students experiencing a wide variety of stressful situations related both to the organization and content of the educational process (many modern students have difficulties associated with a low level of educational activity, lack of psychological and personal readiness for higher education, insufficient

development of will) and personal relationships with peers, and especially with adults (parents and teachers). Not only the listed, but also many other problems, objectively lead to the appearance of a number of serious violations - somatic diseases, depression, affective reactions, loss of motivation for learning, etc., and also have a negative impact on the success of their education in a higher educational institution and, as a result, on the formation of attitudes towards the future profession and professional consciousness.

Timely identification of the psychological mechanisms of coping behavior, as well as the conditions for its development among students, will help to avoid the many problems that are observed in modern students, thereby improving the quality of higher education.

In this publication we deal only with the results of pilot testing of the diagnostic program we developed.

As part of a pilot study, we implemented a scientific observation, which, as we wrote above, is focused on the study of respondent behavior strategies.

The respondents in our study were 70 students of the Nizhny Novgorod State Pedagogical University aged 18 to 23, who were represented by two samples of respondents:

- The first sample - 35 people aged 18-19 years, the first courses (hereinafter the first study group);
- 2nd sample - 35 people aged 22-23 years, the last training courses (second study group).

After analyzing the data obtained by us as a result of the observation, we can talk about significant differences in the behavior of respondents in the first and second samples.

So, if 36% of students of the first group used "resolution of a problem" as a method of coping behavior, characterized by emotional stability, the most rational approach of respondents to solving problems and situations, as well as using all possible human resources to overcome difficulties, then in the second group this 41% of respondents already used a form of behavior.

The observation also showed that our respondents used direct active actions as the main strategy of

behavior. If we consider coping behavior strategies, then the choice of emotionally focused coping is in the lead among students of the first experimental group (64% of respondents), which, in our opinion, can be explained by their age specifics, namely mobility, energy, and sensitivity. Most respondents of the second experimental group (56%) demonstrate a problem-oriented style of response.

We found differences in the style of response. So, if a subject-oriented style, characterized by a desire to forget about the problem that has arisen, not to take any action to eliminate it, is used by some 44% of respondents in the first group to assess the real complexity of the situation, then for the respondents in the second group the problem-oriented style is most typical response, characterized by a desire for an independent analysis of what happened and a focus on the use of a rational method in solving problems: it is chosen by 74% of respondents.

CONCLUSION

Given that even the results of a pilot study confirmed our hypothesis that there is a dependence of coping behavior on the age and experience of students, we believe that the integrated use of the entire diagnostic program will allow us to:

- highlight the basic coping strategies of students that are used in educational activities;
- determine the type of behavioral activity, which will allow us to assess the nature of the behavior of respondents in emotionally stressful situations;
- find out the causes of stress in students studying at a university.

Also, relying on detailed experimental data, we will be able to develop a program of psychological support for the process of formation of coping behavior among university students, the use of which in wide practice of working with students will not only help to shape their experience of coping behavior, but also optimize their learning process.

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