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## Studies of the strategies of coping with the difficult life situations from the point of view of the systematic approach

*This work represents multifactor analysis of the structures of the students' integral individuality with different strategies of coping with the difficult life situations.*

**Key words:** *difficult life situation, behavior style, structures of the integral individuality, discriminant analysis, correlation analysis, factor analysis, statistically significant meaning, oblique links.*

In the anthropology they assert the idea that there is an indissoluble link between the man and the conditions of his life, to understand the man's behavior and to give him socio-psychological help, it is necessary to take into the consideration the life situation where his being and his development were realized. Even the most favorable way of life doesn't avoid difficult situations, for instance, moving to another city, change of the work, disease, death of the relative, divorce and etc. Thus, the problem of the difficult life situations concerns at this or that degree every person.

The notion of the «difficult life situation» was deduced by N.G. Ossoukhovoi as the situation, «where the adaptation of the man passes under the external impact or internal changes, outcome of which is the fact that he is not anymore able to satisfy the main life needs through the models and ways of the activity (behavior), created in the previous periods of the life» [7, p. 29]. The necessity to adopt to the life gives the definite representations about the environment and your place in it, the everyday life is the alternation of the typical situations, which are usually well inserted into the external space. So, when you go out of the everyday reality, it creates the difficult life situation, which can have the constructive as well as the destructive orientation.

The most difficult situations are the extreme situations which require employing the maximum of the moral forces, as well as the physical ones.

The number of the extreme situations has recently increased due to technogenic catastrophes, interethnic conflicts, combat actions, frequent terroristic acts, they put the majority of the people in the state of the psychological discomfort. [1]

The problems of the «man in the difficult situations» are studied in the personality psychology, social psychology, the psychotherapeutic practice and labor psychology. The studies of overcoming difficult life situations are connected with the studies of the psychological defenses (A. Freud, Г. Vaillant, Л.И. Vasserman, F.E. Vassiluk, R.M. Granovskaya, I.M. Nickolskaya, D. Parker, G. Perry, Л.У. Soubbotina, N. Haan, N. Endler, E.G. Eidemiller); mental and socio-psychological adaptation (F.B. Berezin, L.G. Dikaya, B.D. Pariguin, A.A. Rean, T.V. Sereda, A.A. Nalchadzhn, S.A. Shapkin); coping with the stresses (V.A. Bodrov, A. Billing, S. Karver, S. Kobassa, B.E. Kompass, R. Lazarous, U. Leer, R. Moos, K. Oldwin, L. Perlin, H. Tomé, Sh. Folkman, M. Shay-



er); activity and behaviour self-regulation, regulation of the functional states (V.A. Bodrov, L.G. Dikaya, O.A. Konopkin, A.B. Leonova, V.L. Marishouk, V.I. Morosanova, A.K. Ossnitskii, A.O. Prokhorov, E.A. Serguienko); activities and their role in overcoming difficult life situations (B.G. Ananiev, K.A. Aboulkhanova, A.K. Belousova, A.V. Broushlinskii, A.N. Demin, V.V. Znakov, T.L. Krukova, B.F. Lomov, V.A. Petrovskii, S.L. Roubinshtein) [4].

In Pitigorskii psychological school under the supervision of V.V. Belous [3, 8], a series of the psychological studies have been fulfilled, they were dedicated to the examination of the structures of the students' integral individuality (F.M. Shidakova, 1991; A.T. Naitmanov, 1991; L.V. Mishenko, 1993; E.Ya. Mikhitariants, 1993; Ngouen Kkhak Tkhan, 2002; A.A. Uroussov, 2001; R.G. Boyazitov, 2004; I.U. Shiriaeva, 2005; S.V. Grin, 2008; I.N. Zinnik, 2009 and etc.) [2, 6]. However the data about the students' integral individuality with different ways out of the difficult situations do not exist [3].

The studies of the existing literature about this issue let us initiate the experimental research which was made in 2007–2008 in Chechenskii State University. The respondents were the students of the second and the third year of the linguistic faculty (18–19 years old), besides they took in the psychological experiment for the first time. The study was carried out in positive socio-psychological climate on a voluntary basis of all experiment participants.

We determined the subject of our research as the changes which occur in the structures of the integral individuality after transforming experiment in comparison with the diagnosing one.

The experimental research had several stages.

At the first stage we carried out the diagnostics of students (in total 88 people) according to the leading methods (Nemov) and divided the respondents into the two groups (fighters and collaborators), then we made the diagnostics of the neurodynamic characteristics, psychodynamic, personal and metaindividual levels of the integral individuality of the respondents.

The second stage consisted in the preparation for the forming experiment, we have chosen the training of the goal achievements (transformation of the adaptive style of the man's behavior into modifying one).

Taking into consideration the complexity and versatile character of such a phenomenon as the style of the behavior, the correction and the development work represented some cycles, each of them had his own relatively independent goals and orientations:

- powerful and energy-saturated work for increasing the self-esteem;
- training of the skill to formulate the goal logically and positively, to make the algorithm of the actions;
- training of the assertive behavior.

In correspondence with the aims of the correction and development work, the third stage of the research consisted in the forming experiment in the group of the collaborators – it represents the three blocks of the trainings: training for increasing



self-esteem; training, directed to formulate logically and positively the aim, to create the algorithm of the actions; training of the assertive behavior.

At the fourth stage we made the repeated diagnostics of the integral individuality structure of the experiment participants.

The research showed that the system of the specially chosen trainings is an objective determinant and a systematic factor, defining the specifics of the development of the students' integral individuality structures with different type of coping with the difficult life situations. The structures of the students' integral individuality «fighters» are well arranged, organized and consolidated, characterized by the adoptive role of high (personal and socio-psychological) levels; the structures of the students' integral individuality from the group «collaborators» are less harmonious, orthogonal and the low levels dominate the high ones.

We set up the hypothesis that, the main psychological condition of the development of the structures of the students' integral individuality of the students belonging to the group of the «collaborators» is the goal-oriented, psychological support, the foundation of this is the unity of the concepts, the system of the criteria and ways of the diagnostics, used psycho technologies and ways, directed to change students' psychological and world outlook attitudes, на содействие to processes of the personal development, the assertive behavior and students' self-esteem growth. The psychological support of the students' integral individuality development from the group of «collaborators» gives results in the case, if it includes the conditions which stimulates the student to take the optimal decision in the difficult life situations; it suggests positive goal orientation and the succession of the steps, oriented to the internal student's potential development, his right to make a choice and then to be responsible for his actions.

The realization of the program of the psychological support leads to qualitative changes of the structures of the integral individuality of the group «collaborators», enlarges the circle of the links between different levels, brings changes not only in the separate characteristics of the students' integral individuality of the group «collaborators», but in the whole structure, it becomes more harmonious, plastic and gains versatile links.

The integral psychological portraits of the students with the different types of coping with the difficult life situations vary greatly. The statistic comparison of the structures of the integral individuality of the group «fighters» and «collaborators» before the training program showed 53 % of the significant differences. The discriminant analysis discovered significant differences according to the complex indices of the four levels individually, according to the integral indices of the low and high levels and according to the general integral index of all the levels.

The interlevel correlative analysis of the structures of the integral individuality of the «fighters» and «collaborators» do not correspond. The structure of the integral individuality of the group «fighters» are better arranged then in the group of the «collaborators». In the group of «collaborators» neurodynamic and psychodynamic (natural)



levels play a bigger role in forming the structures of the integral individuality, whereas in the group of the «fighters» the leading role belongs to psychodynamic, personal and socio-psychological levels. The interlevel structure of the integral individuality of the group «fighters» is more rearranged and consolidated, than the interlevel structure of the integral individuality of the group «collaborators».

The factor analysis discovered that the structure of the integral individuality in the group of «fighters» is more harmonious (three full factors were split out), than the structure of the students' integral individuality from the group of «collaborators» (we have distinguished two full factors and two partial factors). According to the mean of the factor weights in the structure of the integral individuality of the «collaborators», the natural levels are dominant, in the group of «fighters» – high levels. In the structure of the students' integral individuality of the group «collaborators» the interlevel structures are represented by a small number of oblique links and a big number of orthogonal links (15), and in the group of «fighters» the number of the oblique links more than twice exceeds the index of the group of «collaborators» (9), while the number of the orthogonal links are less, than in the group of «collaborators» (12).

After the forming experiment the structure of the integral individuality of the experimental group according to statistic data changed; at the same time we haven't observed any significant changes in the control group.

The analysis of the elements showed, that the efficiency and the impact of the training upon the development of the structures of the students' integral individuality from the group «collaborators» experimental group according to some factors is 30,4 %; in the control group there were no changes.

Thus, the multifactor analysis let us conclude, that the structures of the student's integral individuality, who attended the training of the development of the structures of the students' integral individuality of the group «collaborators», became more flexible and streamlined, acquired higher adoptive potential and by their development approached the group of the «fighters». In the control group we found no significant changes.

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