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RELATIONSHIP OF COPING STRATEGIES AND STUDENTS' RESISTANCE TO STRESS

Abstract

Stress resistance is one of the necessary skills for a teacher, and this skill should be formed at the stage of becoming a future specialist, and coping strategies play a big role in this. The coping strategies used by students are determined by their reactions to stressful situations and they are individual for **each one**: someone seeks to immediately solve the problem, someone seeks support from their environment, some try to avoid a stressful situation. The purpose of this study is to identify the relationship between students' resistance to stress and their coping strategies. The theoretical basis of the study is a review of the literature on the topic of coping and stress resistance, here we consider the study by various researchers of the effects of stress on the human body, which subsequently led to the creation of the concept of "coping". The empirical side of the study is represented by the following methods: "Indicator of coping strategies" by D.Amirkhan, adapted by V.M. Yaltonsky, "Test questionnaire for diagnosing the likelihood of developing stress" in the adaptation of T.A. Nemchina, "Proactive Coping Behavior Questionnaire" (Aspinwall L.G., Greenglass E., Schwarzer R., Taubert S.; adaptation by E.Starchenkov). The study sample consisted of forty 4th year students of Pavlodar Pedagogical University. The study revealed the relationship between the degree of stress resistance and the coping strategies used, and also identified the leading coping strategies of students of the Pedagogical University.

Keywords: coping, proactive coping, coping behavior, stress tolerance, stress.

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СТРЕТЕГИЯЛАРЫНЫҢ ЖӘНЕ СТУДЕНТТЕРДІҢ СТРЕССКЕ ТҰРЫСТЫҒЫНЫҢ БАЙЛАНЫСЫ

Аңдатпа

Стресске төзімділік – мұғалімге қажетті дағдылардың бірі және бұл дағды болашақ маман болу кезеңінде қалыптасуы керек, бұл ретте күресу стратегиялары үлкен рөл атқарады. Студенттер қолданатын күресу стратегиялары олардың стресстік жағдайларға реакциясымен анықталады және олар әркім үшін жеке болып табылады: біреу мәселені дереу шешуге ұмтылады, біреу өз ортасынан қолдау іздейді, кейбіреулер стресстік жағдайдан аулақ болуға тырысады. Бұл зерттеудің мақсаты студенттердің күйзеліске төзімділігі мен оны жеңу стратегиялары арасындағы байланысты анықтау болып табылады. Зерттеудің теориялық негізі - стресске қарсы тұру және стресске төзімділік тақырыбы бойынша әдебиеттерге шолу, мұнда біз стресстің адам ағзасына әсері туралы әртүрлі зерттеушілердің зерттеуін қарастырамыз, ол кейіннен «концепциясын құруға әкелді. күресу». Зерттеудің эмпирикалық жағы келесі әдістермен ұсынылған: Д.Әмірханның

«Шығу стратегиясының көрсеткіші», В.М. Ялтонский, «Стресстің даму ықтималдығын диагностикалау үшін тест сауалнамасы» бейімделуінде Т.А. Немчина, «Проактивті күресте мінез-құлық сауалнамасы» (Аспинвалл Л.Г., Грингласс Е., Шварцер Р., Тауберт С., Е.Старченковтың бейімделуі). Зерттеу үлгісіне Ә.Марғұлан атындағы Павлодар педагогикалық университеті 4 курсының 40 студенті қатысты. Зерттеу стресске төзімділік дәрежесі мен қолданылатын күресу стратегиялары арасындағы байланысты анықтады, сонымен қатар педагогикалық университет студенттерінің жетекші стратегияларын анықтады.

Түйінді сөздер: күресу, белсенді күресу, жеңу мінез-құлқы, стресске төзімділік, стресс.

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ВЗАИМОСВЯЗЬ КОПИНГА СТРАТЕГИЙ И СТРЕССОУСТОЙЧИВОСТИ СТУДЕНТОВ

Аннотация

Стрессоустойчивость является одним из необходимых умений для педагога, и данное умение должно формироваться ещё на этапе становления будущего специалиста, и большую роль в этом играют копинг-стратегии. Копинг-стратегии применяемые студентами определяются их реакциями на стрессовые ситуации и они индивидуальны у всех: кто-то стремится сразу решить проблему, кто-то ищет поддержку у своего окружения, некоторые стараются избежать стрессовой ситуации. Целью данного исследования является выявление взаимосвязи между стрессоустойчивостью студентов и применяемыми ими копинг-стратегиями. Теоретической основой исследования выступает обзор литературы по теме копинга и стрессоустойчивости, здесь мы рассматриваем изучение различными исследователями влияния стресса на организм человека, что в последствие привело к созданию понятия «копинг». Эмпирическая сторона исследования представлена следующими методиками: «Индикатор копинг-стратегий» Д.Амирхана в адаптации В.М. Ялтонского, «Тест-опросник для диагностики вероятности развития стресса» в адаптации Т.А. Немчина, «Опросник проактивного совладающего поведения» (Aspinwall L.G., Greenglass E., Schwarzer R., Taubert S.; адаптация Е.Старченкова). Выборка исследования состояла из 40 студентов 4 курса Павлодарского педагогического университета. Исследование выявило зависимость между степенью стрессоустойчивости и применяемыми копинг-стратегиями, а также определило ведущие копинг-стратегии студентов педагогического университета.

Ключевые слова: копинг, проактивное совладание, копинг поведение, стрессоустойчивость, стресс.

Introduction.

A specific feature of the professional activity of students of pedagogical psychology is the daily intensive mobilization of the physical and psycho-emotional capabilities of the individual. Active reform of the system of your teacher education, its transition to new innovative areas, the introduction of digital technologies, taking into account new socially significant targets for the development of future professionals in the context of organizing an open educational space is a reflection of the factors of the current state of training specialists.

Therefore, at present, the social situation in the development of the educational sphere is manifested in the presentation by society of increased requirements both to the personal qualities of specialists and to the state of their physical and mental health.

The reason for the huge emotional overload, for representatives of pedagogical professions, is constant, daily stress, which manifests itself in the form of various pedagogical situations, as well as the

high dynamics of the teacher's activity in conditions of time pressure, as well as role uncertainty, frequent change of positions during the interaction of subjects in the educational space [1].

Thus, we can also talk about the existence of a certain relationship between the coping behavior of students and their degree of stress resistance. We can assume that students who use proactive coping strategies (which we will discuss later) have a higher level of stress tolerance. Also, according to one of the founders of such a trend in psychology as coping, R. Lazarus, a person's ability to overcome stress is a more important value than the very nature and frequency of stress exposure [2]. This theory is the foundation of research by R. Lazarus.

Resilience and coping

Initially, the theory of overcoming the personality of various crisis situations was formed in psychology at the turn of the 60s of the twentieth century. Certain behavioral strategies that reflected the readiness of the individual to solve his problems were called strategies for coping behavior, and the very form of such behavior was defined as coping (from the English "coping" - to cope, to cope). The authorship of this term belongs to L. Murphy, who first used this term in 1962 to study ways of stress resistance in a crisis of development. She referred to such methods: active, conscious efforts of the individual, aimed at overcoming a crisis situation or problem [3].

The next stage in the development of the topic of coping is the work "Psychological stress and the process of coping with it" by R. Lazarus [4]. In this book, the author describes a number of strategies for dealing with tension and stressful situations, as well as anxiety. Lazarus believed that the main factor in the regulation of the relationship between the individual and the external environment is a continuous process that includes such stages as:

- 1) cognitive assessment of the situation causing stress;
- 2) overcoming this situation;
- 3) emotional processing of their feelings.

R. Lazarus [5] defines "coping" as: "the desire to solve problems that an individual undertakes if the requirements are of great importance for his well-being (both in a situation associated with great failure and in a situation aimed at great success) as these requirements activate adaptive capabilities."

In the studies of foreign authors, the problem of coping with stress has been studied for more than 60 years. Scientists Aycok, W.L. Kerlett, K.B. Matheny, and others mention coping as a factor contributing to the successful adaptation of an individual to the environment and performing a compensatory function of resisting stress and reducing the risk of developmental disorders. Murphy, Lazarus and others propose to consider personal resources as personality characteristics that are valued by a person and can improve his effective functioning in terms of control and impact on the environment [6].

In domestic psychology, B.G. Ananiev was the first to draw attention to the problem of stress. K.A. Abulkhanova and L.I. Antsyferova defined coping behavior as an aspect of describing life strategies. In his works, T.L. Kryukov, defines it as a factor in overcoming stress. In the educational materials of V.A. Bodrova considers coping in three versions: coping as a material phenomenon, a physical or biological process in the body; coping as a theoretical construction; coping as a set of variables that ensure a stable level of task performance for a certain time and in a certain space [7].

Andersson M.A., dealing with the problem of using personal resources by a person during crises, also allocates social and psychological natural resources. Psychological resources, he believes, are facets of the personality that form the ability to cope with life circumstances.

A person in his professional activity is faced with situations that require active and flexible ways of psychological and environmental adaptation from him. Ways of interaction with difficult life situations act as a type of psychological defense, as well as in the form of a constructive activity of the individual (coping), aimed at coping with the situation. Manifestation of the quality of possession of constructive activity serves as a condition for successful socialization in professional activities.

Resource approach in coping

A number of authors note that coping strategies are an important element of the internal resources of the individual (Ivanitsky, 2015). Depending on the degree of constructiveness, strategies and behavior patterns can contribute to or hinder the success of overcoming professional stress, as well as affect the ability to maintain emotional stability.

In stress, the student loses the ability to communicate, therefore, he does not adequately assess the situation, does not unequivocally react to criticism, after a certain time he becomes convinced of the reality of the situation and learns not to experience tension and anxiety.

As a prevention of emotional instability, the influence of various stressors and psycho-emotional stress, various methods can be used. Students will be able to learn how to manage their negative emotions if they go through such stages as: understanding what is important and what you want; observation, research and problem setting; the acquisition of new skills and the search for solutions to the problem, which causes anxiety, and then stress [8].

To summarize the various ways to counteract stress, emotional tension, as well as various negative emotions and emotional instability, in particular, we turn to the classification of A.A. Bakanova, who determined the basic ways to get out of these situations, and also identified the reasons that prevent this.

Table 1. Ways to overcome stressful situations A.A. Bakanova

№	Ways to cope with stress, and the reasons that make it difficult to do it
1	Awareness of the importance of stressful situations allows you to effectively resolve these situations
2	Excessive focus on emotional experiences, as well as a lack of vision of the significance of the situation, will not allow you to effectively get out of stressful situations.
3	Avoiding solving stressful situations, avoiding negative experiences associated with the situation, avoiding responsibility for making decisions will not allow you to overcome a stressful situation..

R. Moss, considering stress reactions, identified the primary mechanism that stops the stress reaction. Its essence is as follows: first, a certain share of resources is identified, and immediately after this, the remaining resources begin to perform the functions of psychological and social inhibition of a stressful situation on the human psyche [9]

The following chain is built: in case of loss of immanent and exogenous resources, the subject's psychological well-being is also lost, the subject experiences a state of psychological stress, which negatively affects his health. The ongoing events spur the person to find ways to overcome such negative life situations. According to H. Hekhausen, such methods include "the transformation of the value-semantic orientation of the personality, which sets the vector and basis for the self-realization of the personality" [10].

Vodopyanova created a classification of personal resources involved in coping, gave their psychological characteristics and determined what place they occupy in the professional development of the individual. This work will be useful for our research in terms of determining the effectiveness of teaching students of educational psychologists productive coping strategies [1].

Important at this point will be to determine what exactly will cause stress for students in the process of ~~their~~ learning. Based on these specific examples, we will be able to determine what kind of coping strategies they use to overcome stress. In this case, the work of L.I. Antsyferova, which is the specific causes of stress in students [11].

She divided all situations into 4 main groups, which we will briefly consider. Group 1 is the adaptation and change of the main activity of a young man - this group of situations mainly refers to first-year students, because they are just starting to get used to the new social environment, they are just "trying on" the status of a "student", the adaptation process begins, socialization takes place with the new educational team, teachers and adaptation to new formats of education. This can also include the beginning of an independent life, the emergence of financial difficulties.

The second group is associated with difficulties directly related to the educational process, this includes both the difficulty in studying certain disciplines, and too much incoming information that is difficult to assimilate, as well as difficulties in preparing for seminars.

The third group is negative factors that can lead to an overload of the nervous system - a large amount of tasks that leads to an excessive overload of the body, lack of time management to allocate one's time, lack of sleep. Difficulty of assignments, missed assignments, failure to meet deadlines for assignments, lack of confidence that they have chosen the right profession, loss of interest in the profession and in academic subjects, disappointment in their own choice. The fourth cause of stress is the exam session.

In the course of analyzing the results of these studies, a certain classification of coping strategies was compiled, which subdivides behavioral tactics based on their activity or passivity, adaptability or non-adaptation.

A large proportion of psychological research on the topic of personal resources is associated with research on proactive coping behavior (D.M. Bensing, E.R. Greenglass, E.S. Starchenkova), on the relationship between personal resources and coping behavior and emotional intelligence (E.A. Dorieva, E.V. Erokhin) [12].

Quite well-known are such areas of research as: the study of individual styles of overcoming stressful situations (A.B. Rozozyan), the prevention of emotional burnout and the strengthening of psychological health among representatives of socio-oriented professions (S.Yu. Vizitova, Yu.K. Volvich, V.V. Povyatina, T.L. Shabanova).

A rather large contribution to the development of the direction of personal resources was made by the following works: T.A. Tsetsoryan and her research on the implementation of the resource approach in the educational process, G.A. Vinogradova, T.P. Sashilova, M.V. Khvatov regarding the definition of the role of the psychological resource of the individual in a specific period of students' education, as well as in the process of professional development.

Proactive strategies are based on the fact that the behavior of future specialists and their activities are aimed at eliminating and getting out of a situation that causes stress, in addition, this includes "search for support" strategies, the meaning of which lies in the fact that professional activity is aimed at finding effective forms of command in society [13].

Reactive coping strategies mean that a student-educator-psychologist, on the contrary, seeks to get away from the problem, by any means to avoid and not notice the current problem situation, however, in some cases, avoidance can be active.

A feature of the professional activity of pedagogical specialists, incl. teacher psychologist is that they interact not only with students of schools, colleges and universities, but also with parents, teaching staff, administration, etc. At the same time, people have a very diverse list of problems, including in development, in their family life, difficulties in the process of conducting professional activities, which undoubtedly leaves its mark on the moral and psychological state of the teacher himself.

It is likely that stressful conditions in psychological and pedagogical detail can form coping strategies for a specialist to help them cope with the presence of difficulties.

At the same time, these conditions can, on the contrary, lead to stress, accompanied by a decrease in psychological and physical well-being and deterioration in the success of activities.

Currently, in psychology, it is customary to subdivide coping strategies into productive and unproductive [14]. Productive coping includes such tactics and strategies of behavior in crisis situations, stress as "problem solving" (directly problem-oriented coping, which includes understanding the problem and solving it), "achievement" (this includes awareness of the importance of one's activity and, as a result, its high-quality and conscientious performance), "Faith" (this includes turning to religion for help, reliance on spiritual feelings), "Positivism" (a person's effort to see something good in what happened), and also directed, for example, to change the attitude of the subject to the psychotraumatic situation.

In the course of studying research materials, N.E. Vodopyanova [1], we have identified the relationship between seeking and receiving support from students, their level of academic performance in subsequent courses and a decrease in their depression and stress level and an increase in their general socio-psychological competencies.

Analyzing the work of E.A. Shepeleva, aimed at studying active coping strategies, found that it is active strategies for coping with difficult life situations that have a favorable and positive effect on the level of academic performance and individual well-being of each student in the process of their learning. And accordingly, it was revealed that passivity or a change of activity for another can have a destructive, negative effect [15].

As Cheremiskina I.I. "accumulated stress, increased level of tension, all this causes the need to create at the initial stage (i.e. for university students) a resource reserve for self-development and a better understanding of human nature." In this regard, in order to create pedagogical specialties among students and a proper basis for personal and professional development, the results of research should be taken into account.

E.S. Starchenkova in her research says that "in the course of experiencing the loss of resources in stressful periods and life situations, there is a feeling of general exhaustion of the body and blocking the implementation of proactive behavior, this is due to the fact that the human body directs all its forces to the regeneration of lost resources [16].

One of the main sources for revealing the influence of coping on the student's personal and professional development is the work of L.M. Mitina "Professional development of the personality of pedagogical specialists" [17]

Studies conducted to study the proactive coping behavior of students are very useful and informative in order to create special programs within the framework of personal and professional development and educational psychologists.

The results obtained in the course of studying the relationship between the degree of proactive coping and professional prospects, motivation and personal characteristics can be used to identify vectors of correctional and developmental work with future educational psychologists.

Proactive coping is one of the types of coping behavior strategies. The essence of proactive coping behavior is the integration of intrapersonal resources, various regulatory processes of human life, and directly self-regulatory goal achievement.

The reflexive type of coping with stress is a coping strategy aimed at assessing various stressors, analyzing the problem situation and identifying personal resources that are available. In the course of this analysis, a certain action plan is formed, the possible outcomes of the situation are predicted, and the way to perform activities and get out of a stressful situation is chosen. The meaning of the proactive coping strategy is to develop personal resources that can facilitate the achievement of goals. The essence of preventive coping is to anticipate the emergence and development of various stress factors. This allows you to prepare actions to eliminate the destructive consequences of a stressful situation even before its onset, which undoubtedly has a positive effect on personal development. Emotional support strategies involve seeking empathy and fellowship with people in the person's immediate social environment.

Proactive coping is a means of coping with various life difficulties, stressful situations, incl. related to the educational process. Unlike reactive coping, which is aimed at compensating for losses and reducing damage from a stressful situation that has already occurred or is occurring in a person's life, proactive coping is future-oriented, combining the processes of personal management of the quality of life with self-regulation to achieve the goal (Sudakov, 2005).

Research Methods and Sampling

The purpose of our study is to determine the relationship between the level of stress resistance and the prevailing coping strategies among students of Pavlodar Pedagogical University.

To diagnose the basic coping strategies (coping styles), we used the "Coping Strategies Indicator" technique adapted by V.M. Yaltonsky. The author of this technique is the American psychologist

D.Amirkhan, who created this technique based on his classification of the main coping strategies. His classification is based on three main reactions of the human psyche to a stressful situation, he attributed these reactions: solving a problem, seeking external support (seeking help, advice from his social environment), avoidance strategy.

A problem solving strategy is an active behavioral strategy in which a person tries to use all the personal resources available to him to find possible ways to effectively solve a problem.

A social support seeking strategy is an active behavioral strategy in which a person seeks help and support from his environment: family, friends, significant others in order to effectively resolve a problem.

An avoidance strategy is a behavioral strategy in which a person tries to avoid contact with the reality around him, to get away from solving problems.

The advantages of this technique are its relative simplicity and the selection of the main forms of coping. The disadvantages include the lack of variability in human reactions to stress. It should also be noted that the "Problem Solving" strategy subsequently developed into a separate direction of coping - problem-oriented coping.

To determine the level of stress resistance, we used the "Test questionnaire for diagnosing the likelihood of developing stress" method adapted by T.A. Nemchina. This test questionnaire consists of 50 statements, with the answer options "Yes" and "No". This technique is intended both for diagnosing the degree of stress resistance (high, medium, low), and for predicting stress in adults.

The sample of the study consisted of 40 4th year students of the Pavlodar Pedagogical University, of which 9 boys (22.5%) and 31 girls (77.5%).

Research result

In the course of our study, the relationship between the degree of stress resistance (SR) of students and the coping strategies used by students (Table 2) was determined, and the gender aspect of this study was also studied (Table 3)

Table 2 - degree of SR and applied coping strategies

SR levels	Coping strategies		
	Solution of problems	Finding support	Avoidance
High	47.1%	28.6%	44.5%
Middle	35.4%	42.8%	22.2%
Low	23.5%	28.6%	33.3%

Table 3 - gender aspect of the relationship between SR and coping strategies

SR levels	Coping strategies					
	Solution of problems		Поиск поддержки		Solution of problems	
	Boy	Girl	Boy	Girl	Boy	Girl
High	60%	40%	66.6%	20%	100%	27.3%
Middle	20%	50%	33.4%	20%	-	18.2%
Low	20%	10%	-	60%	-	54.5%

Thus, we received information that among forty 4th year students of Pavlodar Pedagogical University, when coping with various stressors (including those associated with the educational process), such coping strategies as problem solving (47.1%) and strategies for avoiding stressful situations prevail (44.5%), students using these strategies have a fairly developed degree of stress

tolerance. The students using the "Search for Support" strategies have an average level of stress tolerance.

If we pay attention to the gender aspect of this study, we can say that the "Problem Solving" strategy is dominant in boys with a high level of stress resistance, and in girls with an average level. Boy students who use the "Search for Support" strategies have a high degree of stress tolerance, while girls have a low degree. Regarding the strategies aimed at "avoidance" of stressful situations, we can say that it is dominant in boys with a high degree of stress resistance, and in girls with a low degree of SU.

An analysis of the average values for indicators of proactive coping behavior showed that respondents tend to use the reflexive coping strategy (40%), the proactive coping strategy (28%), the preventive coping strategy (20%) and the strategy of seeking emotional support (12%). These results can be explained by the studies of E.S. Starchenkova, who is the author of the concept of "proactive coping".

E.S. Starchenkova developed the concept of proactive coping, which was based on the idea of "proactive coping", which is goal-oriented.

Therefore, in order to build a student's own life path, to achieve goals, it is necessary to understand the prospect of achieving it. And that this refers to personal growth, improvement in the professional sphere, building one's own life path.

Proactive cooperative behavior is able to regulate the current state and this leads to a decrease in the degree of physical, mental stress due to the fact that there is a thoughtful, conscious redistribution and development of personal resources [4]

In this concept, E.S. Starchenkova identifies a number of main, distinctive characteristics of proactive coping behavior. According to E.S. Starchenkova: "these features are related to the fact that proactive behavior introduces preventive strategies and planning into proactive self-regulation of achieving goals" [4]

Conclusion

This study allowed a more detailed and holistic study of the features and ideas about what coping strategies students use to counter everyday stress and tension. Thus, we can say that such a reactive coping strategy as "Avoidance" can be used both by students with a high degree of stress resistance, and with a low one. And such a strategy as "search for support", which refers to proactive coping strategies, is dominant among students with an average level of stress tolerance. At the same time, it should be noted that young men with a high level of stress resistance use all types of coping strategies.

The use of "Avoidance" by students with high SU can be explained by two reasons: 1) the subject of the conflict is not very important; 2) it is not necessary to maintain a long-term relationship with the other side of the conflict. As for long-term relationships, it is important to openly discuss all controversial issues, and avoiding existing difficulties only leads to the accumulation of dissatisfaction and tension.

Our results indicate a rather complex system of dependencies between the coping strategies used and the degree of stress resistance.

Future prospects

We assume that such a phenomenon as coping, and, in particular, its proactive direction, will not only not lose its relevance in the near future, but will also be actively developed, because there is a direct correlation between the success of activities, professional development and development, and how a person is able to cope with any negative impacts. There is a huge field of possibilities for diagnosing the impact of coping on a person's life and, in particular, on students, on their personal and professional development. If we are talking about the further development of this study, then we can conduct a comparative analysis of the coping behavior of students from different courses of study, or the differences between the coping strategies of students from different specialties. We believe that it would also be promising to conduct a study and diagnose changes in the coping behavior of students from the moment they begin their studies in the higher education system, and at the time of receiving a diploma.

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