






6. Klimov E. A. *As a professional*. - M.: Prsveshchenie, 1990. – 159 p.
7. Bozorov A. A. *legislative development of professional self-realization of Personality // Science and education today*. -2019.-№3(38).-P.107-109.
8. Golubeva E.A. *The problem of determining professional self-determination in psychology // Young scientist*. 2020. No. 23 (313). pp. 546-549. URL: <https://moluch.ru/archive/313/71315/>
9. Pryazhnikov N. S. *Methods of activating personal and professional self-determination*. Moscow: Moscow Psychological and Social Institute. 2002. 400 p
10. Kireeva Z. A., Stoiko E.N. *Features of professional self-determination of modern high school students // Bulletin of Kurgan State University*. 2012. No. 1(23).pp.65-75.
11. Badashkeev M. V. *Socio-psychological risks of personal self-determination of rural schoolchildren // Humanitarian paradigm*. No. 3 (6). 2018. pp. 42-47.
12. Öncü, H. *The necessity and importance of career choice*. //Gazi University Gazi Faculty of Education Journal New Term.- 1995. 110-115 p.
13. Ercan, L. *Guidance and psychological counseling services during adolescence*.Kastamonu Education Journal. – 2001. 9(2), 47-58 p.
14. Ulaş, Ö., Demirtaş-Zorbaz, S., Dinçel, E. F., Çifiliz-Kınay, G., Coştur, R. (2017). *Factors affecting the career choice of high school students studying in private schools*. Abant İzzet Baysal University Faculty of Education Journal.-2017.17(1).-P.-441-4567. <https://www.researchgate.net/publication/315692997>
15. Sarıkaya, T. and Khorshid, L.*Examining the factors affecting the career choice of university students: Career choice of university students*. Turkish Journal of Educational Sciences. -2013.-7(2), 393-423 p.

MRNTI 15.41.25

<https://doi.org/10.51889/2959-5967.2025.84.3.011>

Kazetova A.* , Fedorchenko L. , Yessenova S. , Maksotova T.T. , Yeskakova F. 
West Kazakhstan University named after M. Utemisov (Uralsk, Kazakhstan)

PSYCHOLOGICAL RESILIENCE OF HIGH SCHOOL STUDENTS IN SPECIALIZED CLASSES: ADAPTATION AND DEVELOPMENT

Abstract

The article addresses the pressing issue of psychological resilience among high school students transitioning to specialized classes. It highlights that at the beginning of their studies, many students face difficulties, primarily due to a temporary decrease in psychological resilience. This challenge is linked to the adaptation process, which includes building relationships with classmates and teachers, as well as coping with a demanding academic curriculum.

To explore this issue, a specialized questionnaire was developed to assess the levels of psychological resilience among high school students. During the research process, both domestic and international psychological studies were analyzed, forming the foundation of the questionnaire's concept. The structure of the questions was based on theoretical and methodological principles and took into account the age-related aspects of psychological resilience.

The findings revealed that, although psychological resilience tends to remain relatively stable during adolescence, certain situations can negatively impact it. The questionnaire enabled the identification of different levels of psychological resilience, allowing for further measures to be taken to adjust the school's educational environment in order to better support students.

The stability of psychological resilience in high school students is significantly influenced by the educational environment, which plays a crucial role in their academic success and personal development. During the questionnaire's development, special attention was given to the concept of the

"educational environment," as well as a detailed analysis of psychological theories and concepts related to this phenomenon.

Moreover, the study addressed not only the issue of students' professional self-determination but also their personal development. The questionnaire included statements related to self-esteem, relationship-building with teachers and classmates, and the adaptation process to new learning conditions within the school environment.

By measuring psychological resilience levels at the beginning and end of the academic year, we concluded that, despite initial adaptation difficulties, students gradually adjusted to their new environment. As a result, their psychological resilience improved, demonstrating their ability to overcome adaptation challenges and become more resilient to stress factors.

Keyword: psychological stability, specialized classes, adaptation, personal development, professional self-determination.

Казетова А.Х. , Федорченко Л.А., Есенова С.Н., Мақсотова Т.Т., Есқақова Ф.Е.
Западно-Казахстанский университет имени М.Утемисова (Уральск, Казахстан)*

ПСИХОЛОГИЧЕСКАЯ УСТОЙЧИВОСТЬ СТАРШЕКЛАССНИКОВ В ПРОФИЛЬНЫХ КЛАССАХ: АДАПТАЦИЯ И РАЗВИТИЕ

Аннотация

В статье рассматривается важная и актуальная проблема формирования психологической устойчивости у учащихся старших классов в период их перехода в профильное обучение. В ней поднимается вопрос о том, что на начальном этапе обучения многие школьники сталкиваются с трудностями, основная причина которых — снижение их психологической устойчивости. Это связано с процессом адаптации, который включает необходимость выстраивания отношений с одноклассниками и учителями, а также освоение сложной учебной программы.

С целью изучения данной темы был создан специализированный опросник, направленный на выявление уровня психологической устойчивости учащихся старших классов. В ходе подготовки были изучены и проанализированы психологические исследования отечественных и зарубежных авторов, что послужило основой для концептуального построения опросника. Формирование структуры вопросов осуществлялось на основе теоретико-методологических положений и с учетом возрастных особенностей психологической устойчивости подростков.

Итоги исследования выявили, что хотя в юношеском возрасте психологическая устойчивость в целом характеризуется относительной стабильностью, определённые обстоятельства могут оказывать на неё дестабилизирующее воздействие. С помощью опросника удалось выявить уровни психологической устойчивости, что дает возможность корректировать образовательную среду школы для поддержки учеников.

На стабильность психологической устойчивости старшеклассников во многом влияет образовательная среда, определяющая успешность их обучения и личностного развития. При разработке опросника ключевое внимание было сосредоточено на исследовании понятия «образовательная среда», а также на рассмотрении психологических теорий и концепций, раскрывающих особенности данного феномена.

Кроме того, исследование затронуло не только вопросы профессионального самоопределения старшеклассников, но и их личностное развитие. В опросник были включены суждения, связанные с самооценкой, выстраиванием взаимоотношений с учителями и одноклассниками, а также особенностями по освоению новых реалий и требований современной образовательной среды.

Проанализировав уровни психологической устойчивости старшеклассников в начале и в конце учебного года, мы сделали следующий вывод, что, несмотря на первоначальные трудности, учащиеся постепенно адаптировались к новой среде. В результате их психологическая

устойчивость повысилась, что свидетельствует о способности школьников преодолевать адаптационные барьеры и становиться более устойчивыми к стрессовым факторам.

Ключевые слова: психологическая устойчивость, профильные классы, адаптация, личностное развитие, профессиональное самоопределение.

Казетова А.Х. , Федорченко Л.А., Есенова С.Н., Мақсотова Т.Т., Есқақова Ф.Е.
М Өтемісов атындағы Батыс Қазақстан университеті (Орал, Қазақстан)*

БЕЙІНДІК СЫНЫПТАРДАҒЫ ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ ПСИХОЛОГИЯЛЫҚ ТҰРАҚТЫЛЫҒЫ: БЕЙІМДЕЛУ ЖӘНЕ ДАМУ

Аңдатпа

Бұл мақала профильдік сыныптарға ауысқан жоғары сынып оқушыларының психологиялық тұрақтылығы мәселесіне арналған. Онда оқу жылының басында көптеген оқушылардың қиындықтарға тап болатыны, олардың негізгі себебі – психологиялық тұрақтылықтың төмендеуі екендігі қарастырылады. Бұл бейімделу үдерісімен байланысты, оған сыныптастарымен және мұғалімдермен қарым-қатынас орнату қажеттілігі, сондай-ақ күрделі оқу бағдарламасын меңгеру кіреді.

Бұл мәселені зерттеу үшін жоғары сынып оқушыларының психологиялық тұрақтылық деңгейін анықтауға арналған арнайы сауалнама әзірленді. Зерттеу барысында отандық және шетелдік психологиялық еңбектер талданып, сауалнаманың тұжырымдамасын қалыптастыруға негіз болды. Сұрақтар құрылымын жасау кезінде теориялық-әдістемелік негіздер ескеріліп, психологиялық тұрақтылықтың жас ерекшеліктеріне де назар аударылды.

Зерттеу нәтижелері көрсеткендей, жасөспірімдік кезеңдегі психологиялық тұрақтылық салыстырмалы түрде тұрақты болғанымен, оған кері әсер ететін жағдайлар да бар. Сауалнама арқылы психологиялық тұрақтылық деңгейлері анықталды, бұл мектептің білім беру ортасын оқушыларды қолдау мақсатында реттеуге мүмкіндік береді.

Жоғары сынып оқушыларының психологиялық тұрақтылығына мектептің білім беру ортасы айтарлықтай әсер етеді, өйткені ол олардың оқу жетістіктері мен жеке дамуын анықтайды. Сауалнаманы әзірлеу барысында «білім беру ортасы» ұғымына ерекше назар аударылып, осы құбылысқа байланысты психологиялық теориялар мен тұжырымдамалар егжей-тегжейлі талданды.

Сонымен қатар, зерттеу тек жоғары сынып оқушыларының кәсіби өзін-өзі анықтау мәселелерін ғана емес, сонымен бірге олардың жеке дамуын да қамтыды. Сауалнамаға оқушылардың өзін-өзі бағалауы, мұғалімдермен және сыныптастарымен қарым-қатынас құруы, жаңа оқу жағдайларына бейімделу ерекшеліктеріне қатысты пікірлер енгізілді.

Оқу жылының басы мен соңында жоғары сынып оқушыларының психологиялық тұрақтылық деңгейлерін салыстыра отырып, бастапқы кезеңдегі қиындықтарға қарамастан, оқушылардың жаңа ортаға біртіндеп бейімделгенін анықтадық. Нәтижесінде олардың психологиялық тұрақтылығы артты, бұл олардың бейімделу кедергілерін жеңе алатынын және күйзеліске төзімді бола алатынын дәлелдейді.

Түйінді сөздер: психологиялық тұрақтылық, бейіндік сыныптар, бейімделу, тұлғалық даму, кәсіби өзін-өзі анықтау.

INTRODUCTION This article addresses the relevant issue of psychological resilience in high school students transitioning to specialized classes. At the beginning of their studies, many students experience significant stress and anxiety. According to participants, elevated anxiety levels were mainly tied to the initial adaptation stage, when they had to balance developing interpersonal relationships with peers and educators alongside handling a rigorous study load.

Recognizing this issue led to the development of a diagnostic tool designed to assess students' levels of psychological resilience. In constructing this tool, we reviewed the work of Soviet, Russian, and Western psychologists who studied the phenomenon of resilience. Special emphasis was placed on the concept of the "educational environment" and on the analysis of relevant theoretical approaches, psychological frameworks, and academic sources.

Recognizing that high school students go through important developmental changes during this time, the test incorporated aspects related to self-perception, peer and teacher relationships, and integration into the school environment. The outcome indicated meaningful shifts in psychological resilience between the start of the year and the end of the term.

Psychological resilience plays a critical role in protecting an adolescent's personality from disintegration and mental health issues. It supports inner balance, promotes mental well-being, enhances academic performance, and fosters adaptability—especially during the transition to specialized education.

Literature review A review of theoretical psychological literature underscores that psychological stability remains a central concern in social, psychological, and educational research. This topic has been explored by a wide range of researchers, including B.G. Ananyev, L.I. Antsiferova, A.G. Asmolov, A.A. Bodalev, L.I. Bozhovich, L.S. Vygotsky, E.I. Golovakha, E.E. Danilova, G.A. Kvashnina, E.P. Krupnik, L.V. Kulikov, N.D. Levitov, A.V. Libin, A.V. Petrovsky, V.I. Syrensky, V.E. Chudnovsky, and V.A. Yadov. Their studies emphasize the critical role of this developmental phase in shaping personality, particularly focusing on the processes of self-determination and the individual's adaptation within the broader sociocultural environment.

A key challenge lies in interpreting the concept of psychological resilience across cultural and theoretical frameworks. In Western approaches to psychology, "psychological resilience" is generally regarded as a form of emotional robustness, enabling individuals to navigate difficulties and return to a stable state after facing stress or trauma. Resilience implies that an individual actively employs cognitive strategies and adaptive behaviors to reinforce internal strengths and protect against the detrimental effects of external stressors.

In simple terms, psychological resilience refers to the ability of individuals to maintain emotional stability and apply effective mental and behavioral strategies during periods of turmoil, allowing them to recover without lasting harm. It is viewed as an adaptive trait that offers an evolutionary benefit by helping people cope with daily stressors in a constructive way.

The understanding of resilience has evolved considerably over the years. The term first appeared in psychological discourse in the 1970. Today, resilience is defined as the capacity to bounce back, adapt, or even grow when confronted with challenges or adversity. It is increasingly seen as a multifaceted and ever-changing process influenced by various internal and external factors [1].

The term "resilience" describes the strength to navigate and recover from difficult life circumstances—be it personal trauma, health emergencies, work-related stress, or financial difficulties—by adapting constructively to these challenges. It describes the ability to "bounce back" from tough experiences and regain a sense of stability.

It is natural for individuals to feel emotional pain and sadness after experiencing serious difficulties or trauma. Building resilience is often a process that involves navigating emotional discomfort and requires conscious effort. Importantly, resilience is not an innate quality that some people are born with while others are not. Instead, it consists of a set of behaviors, attitudes, and coping strategies that can be developed and strengthened in anyone over time.

Unlike the Western interpretation, which often emphasizes flexibility and recovery, the Soviet School of Psychology places stronger focus on the notion of "stability." In this context, psychological resilience is viewed in close relation to psychological stability. Scholars such as E.N. Ignatova and L.V. Kulikova describe resilience as a socio-psychological capacity to endure stress and adverse life circumstances. Other researchers—including V.A. Ivannikov, E.P. Ilyin, E.I. Ignatov, V.K. Kalin,

L.A. Korostyleva, L.V. Kulikov, and A. Maslow—connect stability to various aspects of personality development and functioning.

According to Rapokhin, stability involves several key aspects:

- A person's consistent drive toward self-improvement and self-actualization, supported by ongoing motivation;
- The ability to resolve inner conflicts, particularly those concerning personal beliefs, goals, and identity;
- A steady emotional state with an overall positive emotional background;
- Proficiency in managing emotions and exercising self-discipline, with enough internal drive to face various life situations [2, c.121].

According to Prokhorov psychological stability is built on balanced mental states that enable individuals to exhibit predictable, steady behavior and perform optimally in various situations [3, c.182]. Scholars such as V.V. Belous and V.S. Merlin view psychological stability as a dynamic characteristic that evolves over time [4, c.145].

Psychological resilience, according to scholars like A.G. Asmolov, N.A. Pasternak, B.S. Bratus, is characterized by the perseverance to achieve one's goals despite challenges [5, c.78; 6, c.221].

Humanistic psychologists, including Kon, T.I. Petrakova, and E. Fromm, regard psychological stability as a key component of a person's spiritual and moral growth. From this standpoint, psychological stability is seen as encompassing core personality characteristics that define an individual's identity and unique personal qualities [7, c.196].

Scholars such as Bozhovich, E.I. Golovakha, A.F. Lazursky, Leontiev, A. Maslow, G. Allport, E. Fromm, and V.E. Chudnovsky view psychological stability as an indicator of an individual's ethical and moral development [8, c.116; 9, c.364; 10, c.144; 11, c.61].

The notion of personal psychological resilience encompasses the body's ability to adapt, maintain appropriate behavioral responses, and ensure normal cognitive functioning. It plays a crucial role in mobilizing internal resources to effectively cope with life's difficulties.

According to Yu.I. Aleksandrov and V.D. Shadrikov, resilience is influenced by a variety of personality characteristics. These include a strong sense of self-awareness, self-acceptance, a constructive outlook on interpersonal communication, and a high degree of overall life satisfaction and psychological well-being [12, c.89; 13, c.264].

From this perspective, psychological resilience involves key traits such as inner balance, emotional regulation, a strong sense of self, adaptability, and a focused drive toward accomplishing goals. These qualities contribute to effective self-regulation in academic settings and promote constructive behavior in everyday social interactions. As such, psychological stability represents the ongoing process of preserving optimal mental functioning in the face of ever-changing conditions and related stressors. This process is shaped by several factors, including an individual's nervous system, educational background, life experience, and stage of personal development.

However, psychological stability does not guarantee complete resistance to all challenges. Instead, it represents the flexibility of the mind, allowing it to adapt rather than remaining rigid or fixed. A key aspect of psychological stability is the ability of the mind to remain flexible and adapt to continually changing conditions. Both psychological stability and instability operate within a dynamic framework.

METHODS The empirical foundation of the research included 107 high school students enrolled in specialized classes at schools No. 29, 45, and 159 in Uralsk, Republic of Kazakhstan. These participants were chosen for their relatively high level of adaptability in addressing key challenges typical of this developmental stage, such as academic achievement and personal self-assertion.

The sample was divided into two subgroups: a control group comprising 54 students (24 girls and 30 boys) and an experimental group of 53 students (32 girls and 21 boys). The participants' ages ranged from 15 to 16 years, with an average age of 15.5 years.

In order to determine standard indicators for the psychological resilience test, supplementary data were also obtained from an additional 107 high school students from various educational institutions across Uralsk, Republic of Kazakhstan.

RESULTS The establishment of specialized classes, usually introduced during the final years of secondary education (grades 9–10), has a considerable impact on the emotional balance and psychological health of high school students. The growing demands for academic achievement, along with heightened expectations from parents and teachers, underscore the importance of psychological stability as a key aspect of adolescent development. In this context, the diagnostic tool created by K. A. Shinyaev and V. M. Miniyarov is particularly timely and demonstrates high effectiveness.

Test Overview:

These classes typically involve students coming together in new groupings, where they face unfamiliar educators and a more intensive educational workload. This change in the learning environment can impact several psychological aspects, including self-esteem, stress levels, and motivation for achievement—all of which are key factors in determining the psychological stability of high school students.

The “Psychological Resilience of Personality” test, created by V. M. Miniyarov and K. A. Shinyaev, was specifically designed to evaluate psychological resilience in older adolescents. The assessment tool was rigorously tested for psychometric properties and standardized to guarantee its reliability and validity [14, c.32].

The development of the methodology was grounded in a theoretical analysis of the concept of “psychological stability of personality,” enriched by feedback from high school students who offered their own perspectives on the term. As a result, three key structural components of psychological stability were identified: cognitive, volitional, and behavioral. The characteristics of these elements were defined using both scholarly sources and data obtained through empirical surveys, forming the basis for the construction of the assessment tool.

The components are defined as follows:

- Cognitive Component: This encompasses an individual’s self-awareness, self-acceptance, and understanding of the educational environment. It also involves the ability to connect current abilities with future aspirations and anticipated outcomes.

- Volitional Component: This includes traits such as determination, resilience, persistence, emotional self-regulation, and motivation for continuous personal growth.

- Behavioral Component: This reflects one’s ability to organize and control behavior in stressful situations, communicate effectively, establish and maintain healthy interpersonal relationships, and address internal psychological tensions.

In the process of designing the test, particular focus was placed on assessing the performance and discriminative ability of each individual item. The efficiency index was determined by calculating the ratio of students who chose the “key” response to the total number of participants. The discriminatory index, which indicates how well each item reflects the construct of psychological stability, was assessed by examining the correlation between the score for each item and the overall test score. These correlations were computed using Spearman’s rank-order coefficient (R), all of which were positive, statistically significant at the $p < 0.01$ level, and ranged from 0.23 to 0.58—indicating that the items demonstrated solid discriminative validity.

To confirm the accuracy and relevance of the test, it underwent validation. Validity represents the extent to which a test effectively captures the concept it is designed to measure, supported by theoretical and empirical justification. The analysis included two critical types: content validity and construct validity.

To determine content validity, the degree to which the test items correspond to the construct of psychological stability was examined. Five experts in the field—comprising professionals in psychological evaluation and school psychology—rated each item on a five-point scale, with 1 indicating low relevance and 5 indicating full alignment with the measured concept.

This type of validity determines how well the test reflects the abstract concept or psychological trait it aims to evaluate. It also defines the boundaries and nature of the psychological phenomenon that the test seeks to assess within its theoretical framework.

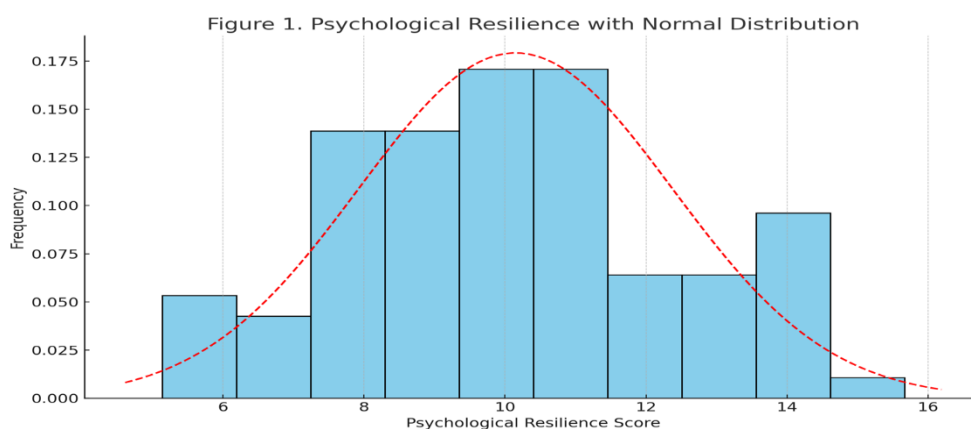


Figure 1 – Psychological resilience with normal distribution.

In order to verify construct validity, we employed the “Diagnosis of Social and Psychological Adaptation” test by C. Rogers and R. Diamond. The theoretical framework considers social and psychological adaptation as closely linked to psychological stability. Analysis using Pearson’s correlation coefficient revealed a significant positive relationship between the two, indicating that the constructs are strongly aligned and conceptually consistent [15, c.115].

The results affirm the validity of the psychological stability test, with its reliability adding to the overall credibility of the tool. Reliability refers to a test's ability to deliver stable and repeatable results across different instances. In our research, this was determined by analyzing the test's consistency and measurement precision.

Nonetheless, we did not evaluate the test’s retest reliability, which is important for detecting potential inconsistencies in results over time. Proper assessment of this metric requires selecting a time frame short enough to ensure that participants’ characteristics remain relatively unchanged. In this study, the second administration took place at the end of the academic year, and the long interval between tests limited our ability to draw accurate conclusions about retest reliability.

Table 1. Correlation between the Designed Psychological Stability Test and the "Social and Psychological Adaptation Diagnosis" Test

Group	Number of Participants	Gender Distribution	Age Range	Average Age	Pearson Correlation Coefficient (r)	Significance Level (p)
Control Group	54	24 girls / 30 boys	15–16	15.5	0.45	$p < 0.01$
Experimental Group	53	32 girls / 21 boys	15–16	15.5	0.52	$p < 0.01$
Full Sample (N=107)	107	56 girls / 51 boys (total)	15–16	15.5	0.49	$p < 0.01$

Table 2 displays the partial correlations between all variables examined in the study, with separate results provided for each age group. To eliminate potential gender-related influences, sex was statistically controlled. As anticipated, psychological resilience was positively associated with Deserved Authority and Self-Confidence in adolescents. Additionally, it showed a significant negative

relationship with indicators of depression and anxiety (Susceptibility to Stress). Interestingly, a significant positive correlation was also found between resilience and the Neuroticism Scale—a finding that contrasts with existing literature, where resilience is typically linked to emotional stability.

Table 2. Partial Correlations Between Psychological Resilience and Other Variables by Age Group (Controlling for Sex)

Variable	Age Group 15 (n = X)	Age Group 16 (n = X)	Notes
Deserved Authority	$r = 0.38^{**}$	$r = 0.42^{**}$	Positive correlation with resilience in both age groups
Self-Confidence	$r = 0.45^{**}$	$r = 0.48^{**}$	Strong positive correlation across both groups
Depression and Anxiety (Stress)	$r = -0.41^{**}$	$r = -0.44^{**}$	Significant negative correlation with resilience
Neuroticism Scale	$r = 0.26^{*}$	$r = 0.29^{*}$	Unexpected positive correlation; contrasts with typical expectations

Note: $*p < 0.05$, $**p < 0.01$

Sex was statistically controlled in all correlation calculations.

"n = X" placeholders can be replaced with actual group sizes once known

Table 2 presents the partial correlations between psychological resilience and a range of personality traits in adolescents aged 15 and 16. Sex was controlled for in order to eliminate the influence of gender differences on the observed relationships.

As expected, psychological resilience shows a positive correlation with the variables “Deserved Authority” and “Self-Confidence” across both age groups. This confirms that adolescents with higher levels of resilience tend to exhibit greater self-assurance and are more likely to earn respect in their social environments.

A significant negative correlation between resilience and indicators of depression and anxiety (susceptibility to stress) suggests that more resilient students experience fewer emotional difficulties and are better equipped to cope with negative experiences.

Unexpectedly, a positive correlation between resilience and the Neuroticism Scale was observed. In the existing literature, resilience is typically associated with emotional stability, while neuroticism is linked to increased anxiety and emotional lability. This result may reflect age-specific developmental features, where heightened emotional sensitivity coexists with active coping efforts. It highlights the need for further investigation and interpretation in future research.

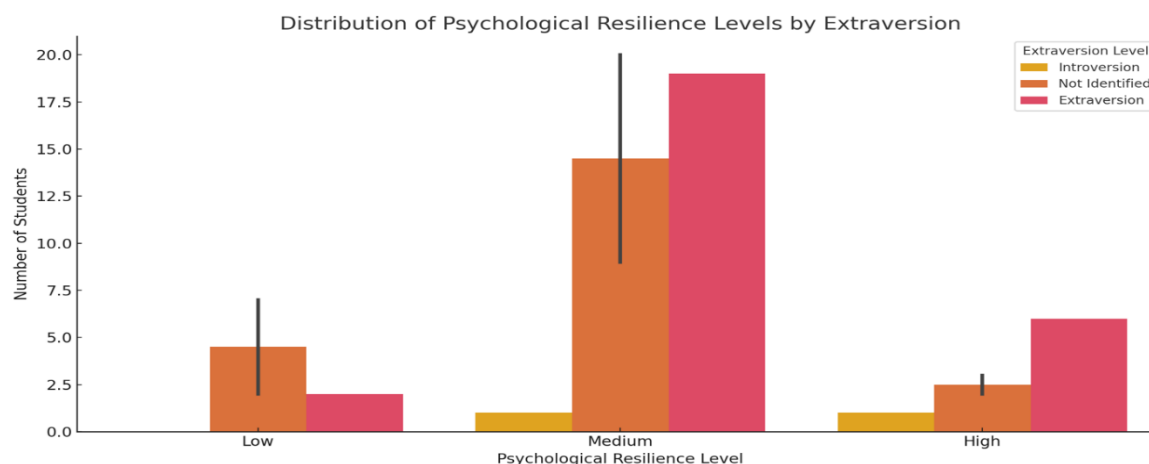


Figure 2 – Distribution Of Psychological Resilience Levels By Extraversion

The bar chart illustrates the distribution of students' psychological resilience levels according to their extraversion traits (Introversion, Not Identified, and Extraversion). The data is drawn from both male and female participants but aggregated to emphasize general trends.

Key observations:

Students with "Not Identified" extraversion type (possibly ambiverts) are most frequently represented across all resilience levels, particularly within the medium resilience group.

Introverted students show minimal presence, especially in the high and low resilience categories, suggesting less variation in resilience expression.

Extraverted students appear more in the high and medium resilience groups, indicating that extraversion may be associated with greater psychological stability.

These findings suggest that ambiverted and extraverted students may be more psychologically resilient than introverted peers. However, further analysis is needed to confirm whether these differences are statistically significant or influenced by external factors such as gender or social expectations

Research has consistently shown that women often report lower levels of self-confidence, self-esteem, and self-efficacy compared to men. In a notable study, Pearlin and Schooler (1978) explored how psychological resources and active coping mechanisms help individuals manage stress arising from their social roles. They found that men typically possess a greater number of psychological resources—such as a stronger sense of self-worth and personal control—than women. Their analysis suggested that these differences are largely shaped by gender-based socialization, which better prepares men to manage stress and reduce its negative impact on their psychological well-being.

Although earlier research points to distinct gender differences in psychological health, there is little evidence to support the idea that these traits are biologically more inheritable in one gender than the other. Instead, gender appears to influence resilience indirectly by shaping the availability and development of key psychological and social resources for each sex.

Although biological sex determines certain physiological characteristics—such as hormone levels and sex-linked genetic traits—it also significantly shapes the distinct life experiences and social environments of males and females. The results of this study are especially meaningful for research on gene–environment interactions, as they show that gender acts as a key environmental variable influencing how genetic tendencies related to mental well-being are manifested.

In the context of childhood, resilience refers to the capacity to attain positive outcomes even when facing risks or adversity. It is not an inborn trait limited to a select few children. The idea of an "invulnerable child" who can effortlessly overcome any difficulty is not supported by evidence. Instead, resilience is a common and naturally occurring ability that develops progressively. It emerges through a series of developmental experiences in which children encounter manageable challenges or age-appropriate stressors. These situations help them build essential skills, develop a sense of competence, and continue their psychological and emotional growth. Over time, this gradual process strengthens their self-esteem and fosters a sense of personal achievement.

The process of standardizing the method and establishing normative group indicators was carried out using a sample of 257 students from grades 10 and 11. To assess whether the collected empirical data conformed to a normal distribution, the λ -Kolmogorov–Smirnov test was employed. The analysis showed that the response distribution obtained through the developed technique was close to normal ($\lambda = 2.061$, $p < 0.05$). This finding validates the appropriateness of the standardization procedure and supports the development of group norms.

The scale was calibrated to distinguish between high and medium levels of psychological stability, while the low level was designated as an indicator of deviations or reduced resilience.

Distribution of Psychological Stability Levels Among Senior Students

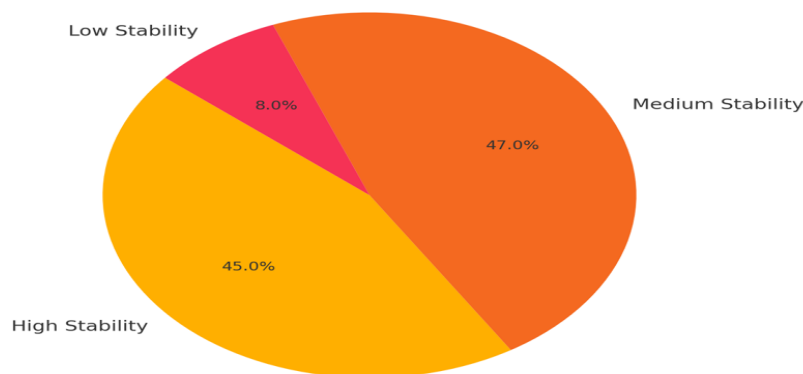


Figure 3 - Distribution of psychological stability levels among senior students

The pie chart illustrates the distribution of psychological stability levels among senior students based on the standardized assessment scale. According to the data:

High psychological stability was observed in approximately 45% of students, indicating a strong capacity for emotional balance, self-regulation, and adaptation to stress.

Medium stability accounted for around 47%, suggesting that nearly half of the students demonstrated moderate resilience, with room for further development of coping strategies.

Low psychological stability was present in only about 8% of the sample, representing a deviation from normative resilience levels and signaling the need for additional psychological support or intervention.

This distribution supports the effectiveness of the standardized scale, confirming its ability to differentiate between varying degrees of psychological resilience within the student population.

DISCUSSION The findings of this study offer important insights into the nature of psychological resilience and its relationship with various personal and environmental factors among high school students in specialized educational settings. A key outcome of the research is the confirmation of a strong connection between psychological resilience and broader concepts such as personality stability and social adaptation. These results align with the understanding that resilience is not a fixed trait, but rather a dynamic capacity that allows individuals to manage stress and adversity over time. The observed association suggests that students who demonstrate greater psychological stability are also more capable of maintaining balance under pressure, thereby reinforcing their resilience.

An unexpected result emerged in the positive correlation between psychological resilience and the Neuroticism Scale. While resilience is usually linked to emotional stability, this finding suggests that individuals with higher levels of neuroticism may also develop effective coping strategies to navigate emotional challenges. This highlights the complexity of resilience and calls for a more nuanced understanding—one that considers not only personality traits, but also adaptive behaviors and emotional regulation skills.

Another noteworthy aspect of the study concerns gender differences in psychological resources. Previous research indicates that men often report higher levels of self-confidence and self-efficacy, which are essential for effective stress management. This study supports the idea that gender roles and socialization significantly influence the development of these psychological strengths. However, the lack of strong evidence supporting inherent, biological differences in resilience between genders emphasizes the importance of the environment in shaping these traits. This finding encourages the inclusion of gender-sensitive approaches in psychological and educational research.

Additionally, the developmental trajectory of resilience in children underscores its learned and adaptive nature. Rather than being an inborn quality, resilience emerges through a series of experiences

where children gradually face and overcome age-appropriate challenges. These experiences help them build essential skills, internalize a sense of competence, and foster emotional growth. The presence of protective factors, such as positive relationships and cognitive maturity, further supports this process. However, excessive or overwhelming stressors can hinder the development of resilience, highlighting the importance of a supportive and balanced environment.

From a methodological perspective, the study validates the effectiveness of the “Determination of Psychological Stability of Personality” test. Statistical testing confirmed that the tool consistently measures resilience-related traits and produces data that follow a normal distribution. These findings demonstrate the test’s strong psychometric properties and its suitability for assessing psychological resilience in educational contexts.

Overall, the study broadens our understanding of how psychological resilience interacts with personality, social factors, and individual experiences. It also challenges traditional views by revealing unexpected connections and emphasizing the dynamic nature of resilience. These insights contribute to future research directions and call for more integrative approaches that consider biological, social, and psychological influences on adolescent mental health and adaptation.

CONCLUSION The results of this empirical study confirm the theoretical assumption that psychological and pedagogical factors influencing the resilience of high school students in specialized classes differ notably from those in general education settings. At the start of the academic year, students in regular classes initially demonstrated higher levels of psychological stability. However, by the end of the year, this trend had shifted — students in specialized programs showed a marked improvement in their resilience, while those in general education experienced a decline.

These findings suggest that, although specialized classes may initially present greater emotional and academic challenges, they also offer conditions that foster adaptation and personal growth over time. Students in these environments develop the capacity to manage stress more effectively, likely due to increased demands and the need for greater self-regulation.

Additionally, the study highlights how different levels of resilience influence students’ coping strategies. Those with lower resilience and higher burnout were more likely to focus on their problems, which amplified stress and hindered emotional well-being. In contrast, highly resilient students demonstrated more proactive coping mechanisms, including goal-directed thinking, emotional regulation, and self-awareness. These characteristics enabled them to maintain a balanced mental state and persevere through academic pressures.

Ultimately, the study emphasizes the importance of nurturing psychological resilience through supportive educational environments. Developing self-regulation, reflective thinking, and internal motivation plays a vital role in helping adolescents navigate challenges and maintain emotional stability throughout their academic journey.

References

1. American Psychological Association *The road to resilience*. [Elektronnyj resurs]: URL: <http://www.apa.org/helpcenter/road-resilience.aspx> (21.01. 2025).
2. Rapokhin N.P. *Applied Psychology*. Moscow: INFRA, 2023 – 471c.
3. Prohorov A.O. *Mental'nye mehanizmy reguljicii psihicheskikh sostojanij Jeksperimental'naja psihologija* Moscow: 2021. - Tom 14., № 4 - S. 182–204
4. Vjatkin B. A., Dorfman L. Ja. *Teorija integral'noj individual'nosti V. S. Merlina: istorija i sovremennost'*. Moscow: Obrazovanie i nauka. 2017. - T. 19., № 2. - S. 145–160.
5. Asmolov A.G., Pasternak N.A. *Psihologija obrazovanija 3-e izd., per. i dop. Uchebnik i praktikum dlja vuzov - Moskva: JuRAJT, 2024 – 227s.*
6. Bratus' B.S. *Anomalii lichnosti*. Moskva: JoJo Media, 2024 – 453s.
7. Stoljarenko L.D., Samygin S.I. *Psihologija obshhenija: uchebnik. Izdanie 9.- Rstov na Donu: Feniks, 2024 – 317 s*
8. Gutkina N.I. *Koncepcija L.I. Bozhovich o stroenii i formirovanii lichnosti (kul'turno-istoricheskij podhod) // Kul'turno-istoricheskaja psihologija*. 2018.- Tom 14., № 2. - S. 116–128.

9. Leont'ev A. *Psihologija obshhenija*. Moskva: Litres, 2022 – 635s.
10. Maslou A. *Motivacija i lichnost'*. 3-e izd. - SPb.: Piter, 2019. — 400 s.
11. Kapustin, S.A. *Metodologicheskoe znachenie rabot Je. Fromma dlja razrabotki integrativnogo podhoda k ponimaniju lichnostnyh predposylok problem klientov psihoterapii i ee celi*. Vestnik Moskovskogo universiteta. Serija 14. Psihologija, 2024 - 47(2) - 61–79 s.
12. Shadrikov V. D. *Sistemogenez mental'nyh kachestv cheloveka*. – M.: Izd-vo «Institut psihologii RAN», 2022. – 287 s.
13. Aleksandrov Ju.I. *Psihofiziologija: Uchebnik dlja vuzov*. 3-e izd. Izdatel'skij dom "Piter", 2021 – 464s.
14. Dmitrieva L.G., Minijarov V.M., Shinjaev K.A. *Psihologicheskaja ustojchivost' lichnosti starsheklassnika*. Vestnik Udmurtskogo universiteta 2015. - T. 25 - S.30-35
15. Fajzulina F.R. *Jeksperimental'noe issledovanie vlijanija social'no-psihologicheskogo treninga na adaptaciju studentov-pervokursnikov*. Vestnik KazNPU imeni Abaja, serija «Psihologija», No1(62), 2020g – S.113-118
16. S. Baltabaeva, A. Karabalina, B. Musiralina, B. Vasic. *Psychological aspects of math solving skills and aging*. International Journal of Psychology. 2023 - Volume 58

Список используемой литературы

1. American Psychological Association (2016). *The road to resilience*. [Электронный ресурс]: URL: <http://www.apa.org/helpcenter/road-resilience.aspx>
2. Rapokhin N.P. *Applied Psychology*. Moscow: INFRA, 2023 – 471с.
3. Прохоров А.О. *Ментальные механизмы регуляции психических состояний* Экспериментальная психология Moscow: 2021. – Т.14., № 4 - С. 182–204
4. Вяткин Б. А., Дорфман Л. Я. *Теория интегральной индивидуальности В. С. Мерлина: история и современность*. Moscow: Образование и наука. 2017. - Т. 19., № 2. - С. 145–160.
5. Асмолов А.Г., Пастернак Н.А. *Психология образования* 3-е изд., пер. и доп. Учебник и практикум для вузов.- Москва: ЮРАЙТ, 2024 – 227с.
6. Братусь Б.С. *Аномалии личности*. Москва: ЁЁ Медиа, 2024 – 453с.
7. Столяренко Л.Д., Самыгин С.И. *Психология общения: учебник*. Издание 9.- Рстов на Дону: Феникс, 2024 – 317с.
8. Гуткина Н.И. *Концепция Л.И. Божович о строении и формировании личности (культурно-исторический подход)* // Культурно-историческая психология. 2018. – Т. 14., № 2. - С. 116–128.
9. Леонтьев А. *Психология общения*. Москва: Litres, 2022 – 635с.
10. Маслоу А. *Мотивация и личность*. 3-е изд. / Пер. с англ. — СПб.: Питер, 2019.- 400 с.
11. Капустин, С.А. *Методологическое значение работ Э. Фромма для разработки интегративного подхода к пониманию личностных предпосылок проблем клиентов психотерапии и ее цели*. Вестник Московского университета., 2024 - 47(2) – С.61–79.
12. Шадриков В. Д. *Системогенез ментальных качеств человека*. – М.: Изд-во «Институт психологии РАН», 2022. – 287 с.
13. Александров Ю.И. *Психофизиология: Учебник для вузов*. 3-е изд. Издательский дом "Питер", 2021 – 464с.
14. Дмитриева Л.Г., Минияров В.М., Шиняев К.А. *Психологическая устойчивость личности старшеклассника*. Вестник Удмуртского университета, 2015 - Т. 25 - с.30-35
15. Файзулина Ф.Р. *Экспериментальное исследование влияния социально-психологического тренинга на адаптацию студентов-первокурсников*. Вестник КазНПУ имени Абая, серия «Психология», No1(62), 2020г – С.113-118
16. S. Baltabaeva, A. Karabalina, B. Musiralina, B. Vasic. *Psychological aspects of math solving skills and aging*. International Journal of Psychology. 2023- Volume 58