

Basic Scientific and Theoretical Approaches on Learning Coping Behavior of Students Who are in Difficult Life Situations

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Abstract--*The article argues that students who are in difficult life situations in Uzbekistan are doing studies of coping behavior, and that this study will help them improve psychological services in higher education, development of the system of psychological influence in the pedagogical process and, thus, the effective use of state privileges and conditions, address economic and social problems. The definitions of the concepts of "coping", "coping behavior" in scientific sources, analysis of modern theories and approaches to the study of coping behavior are described. It is revealed that the interpretation of the phenomenon of coping is related to the scientific context, which is currently studied within psychoanalytic, cognitive, dispositional-oriented theoretical approaches, based on which there is a complex relationship between coping behavior protection mechanisms, stable psychological personality, and situational characteristics. This article highlights the need to continue research on coping, development of clear definitions of the concepts of "coping", "coping-behavior", as well as "coping-strategies", "coping-resources" setting goals and objectives. The DLS concluded that it is desirable to study the behavior of other students through an integrated, individualized approach, which enable comprehensive research and, based on the findings, contribute to the improvement of psychological services and training systems in higher education institutions.*

Keywords--*disabilities, society, difficult life situations, success-oriented situations*

I. INTRODUCTION

Despite the fact that the country of Uzbekistan is rich in human resources, it is important to educate young people in a society that is ready to meet the challenges of the present, capable of creating innovations. This problem is exacerbated by the increasing competition in the labor market and rapid technological advancement and has an impact on the training of highly qualified personnel. After all, a modern specialist, despite the complexities of life, must not only be able to enter a changing society, but also to be successful and productive.

When we look at the training of mature professionals, it can be seen that the state is trying to create equal opportunities for all members of our society, regardless of their health, social background, economic status, religious beliefs, nationality, or whatever. To date, the government of Uzbekistan has created a number of opportunities for people with disabilities to study in universities. For example, the President of the Republic of Uzbekistan Sh.Mirziyoev's Decree № PD-5270 "On measures to radically improve the system of state support for persons with disabilities" as of December 1, 2017, an additional two-percent quota for persons with disabilities from the total

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number of applicants to higher education institutions from the 2018-2019 academic year was introduced [12]. This decision is in force for the 2019-2020 school years. According to D.Yusupov who is PhD student at the Institute for Development Studies at the University of Sussex, Expert Council "Great Future - 2035", 996 applicants with disabilities in the 2018-2019 academic year were admitted to the universities of Uzbekistan by this law [15]. If we add the number of students with disabilities, orphans, domestic violence, families whose children have been disrupted during or before school, and who need severe economic and social support, we can see that thousands of students in Uzbekistan need psychological attention. As such students are in the limelight, we would like to point out that it is expedient to apply the term "students in difficult life situations" or, in short, the concept of "students staying at the DLS".

While students are facing ambitious goals, students who remain at the DLS may have a negative impact on students' psychosocial characteristics, state of mind, and behavior in overcoming challenges related to their education at the university. As a result, there is a high probability that they will have academic debts, drop out of school, build relationships with others, and even suicide. Such situations cannot ignore the fact that higher goals, such as more effective use of conditions, cause more damage to society, economic and social problems.

Therefore, based on the study of socio-psychological characteristics of students at DLS, it is important to find scientific solutions for practical psychological and pedagogical assistance, social support, and improvement of psychological services in higher education. We believe that such measures provide for the development of students' resilience ("жизнестойкость" in Russian, "hardiness" in English) to life's challenges, strengthening social and psychological stability of effective coping behavior, creating conditions for effective coping behavior in their behavior, thereby enhancing their abilities, ability to self-rehabilitation (consciously, willing to actively help themselves and others, to assign their personality and creativity from their unique situation), independence from others, the development of self-responsibility and it contributes to a higher quality of life.

In view of the foregoing, we have come up with a few questions: What scientific work has been done in psychology to deal with life's challenges today? What role does coping play in this regard? What do we mean by "coping" and "coping behavior"? What are there the scientific theories about coping today? What theoretical assumptions may be the basis for the study of the rest of the students at the DLS, and what research has been done?

II. RESEARCH AND STUDY

Most researchers use the concept of "coping" to describe the specific process of solving any human problem, and the steps taken to cope with stress. The concept of "coping" comes from the English word "coping," which is translated as "to cope" - "to cope", "to succeed", "to catch up."

A study of scholarly sources on student at the DLS psychology remaining in Uzbekistan has shown that the most widely studied area is student psychology. In this regard, E. Gaziev, G.B. Shoumarov, V. Karimova, B.M. Umarov, G.J. Tulenova, S.M. Tuychieva, N.T. Norkulova, S.X. Djalilova, U. D. Kadyrov and others have done researches. However, the psychology of students in difficult life situations and their coping behaviors are not studied specially. It is worth noting that coping behavior is one of the new trends in psychology in Uzbekistan. This

indicates the need to pay close attention to this issue and to develop theoretical and practical foundations for coping behavior.

Scientific research on coping behavior in difficult life situations was carried out mainly by foreign scientists: L. Murphy, S.Folkman, R.S.Lazarus, L.G.Aspenwall, S. E.Taylor, R.Schwarzer, N.Knoll, B.E.Compas, A.N.Schore, M.J.Petrosky, E.A.Skinner, H.Weber, N.Haan, S.E.Hobfoll, E.Frydenberg, Bolger, Terry, Wethington, Kessler, Wasti, Cortina, Bridges, J.Amirkhan, N.Endler, J.Parker, P.Costa, R.McCrae, Tedeschi, W. Frankle, H. Heckhausen and others; In Russia and CIS countries LI Antsiferova, S.K Nartova-Bochaver, R.M Granovskaya, I.M Nikolskaya, F.A.S Vasilyuk, I.D Stoykov, VA Tashlikov, TL. L.Kryukova, E.V Kouftyak, M.V Saporovskaya, S.A Khazova, D.A Leontev, L.A Aleksandrova, O.V Aleksandrova, E.P Belinskaya, E.V. Bityutskaya, Z. Sierralta, N.I.Sirota, Libina E.V, E.Y.Korjova, L.Iasserman, V.A.Ababkov, EATrifonova, E.V.Grishunina, E.Rayeva, L.MKolkpakova, N.G.Asuhova, E.Y. I.Raskazova, T.G Bohan, L.A Kitaev-Smik, K.Muzdibaev, E.S Starchenkova and others in the US and Europe.

Studies have shown that psychological problems of people in difficult life situations are poorly understood, and the essence of most studies is that they need social support, protection, and responsibility for their lives. It is suggested that the people who are at the DLS are heavily under the care of their loved ones, society and the state [16]. Contrary to the aforementioned approach, it is important to focus on the quality of adaptation, the ability to survive, and the ability to survive, to demonstrate a high quality of life [14; 15; 39].

The concept of "coping" has been widely used in psychology since the 1960s. A. Maslow focused on coping in his 1954 work "Motivation and Personality" [40]. According to B. Karvasarsky, in 1962, "L. Murphy was one of the first to use the concept of "coping" in research on the methods used by children to cope with developmental demands. These include active actions aimed at capturing a difficult situation or problem by the individual" [22].

In the English Psychological Dictionary, "coping behavior" is defined as behaviors that appear to be self-confidence and struggle, as opposed to avoiding (abandoning) or defending in difficult or life-threatening situations. [36]. Coping (overcoming behavior) in Russian's "Big Psychological Dictionary" is first seen as a behavioral focus for coping with and overcoming stressful and nervous situations of psychosocial nature [18].

E.A. Belan, E.V. Bityutskaya, T.G. Boxan, L.A. Kitaev-Smyk, K. Muzdybaev, E.I. Rasskazova, M.J. Petrosky, E.A. Skinner, H. Weber's term coping has been used to study cognitive assessment of subjectively difficult situations, to describe behavioral stress responses, and to reflect cognitive and behavioral activity of a subject in the process of socio-psychological adaptation [3, 7, 9,12, 19, 23,41,44, 46].

According to B. E. Compas and A. Schorel, the concept of "coping" reflects the emotional component, that is, the ability of a person to control his or her own emotional state, as well as arbitrary processes caused by temperament and habitual behavior. [35,42].

We can see that using of the concept of coping in describing actions to prepare for future stressors and possible stress states in the research of E. S. Starchenkova, L. G. Aspinwall, S. E. Taylor, R. Schwarzer, N. Knoll [25; 33; 43].

According to S. Folkman, R. Lazarus, coping is an individual's problem-solving (both in the high-risk and success-oriented situations) when the impact of the demands of the situation is higher on the person's comfort because these requirements activate human adaptive capabilities [39].

R. S. Lazarus describes coping as methods of psychological protection for behavioral psycho-traumatic events and behavior that influences the situation. Lazarus also considers coping as a central link within the cognitive theory of stress and considers it a factor that can help maintain psychosocial adaptation of a person during stress [38].

Coyn J. understands coping as coping with stress and treats coping as an activity aimed at maintaining and maintaining the balance between human resources that meet these needs and resources [37]. According to Weber, the psychological importance of coping is that it best fits the needs of the situation, allowing it to capture, mitigate or minimize the effects of the situation [45].

L.I. Antsiferova (1994) translates the term "coping" in a timely and accurate way to capture situations, to define and overcome situations, to adequately react to certain conditions, to live in harmony with the new conditions created by the situation; the task before the human being, the difficult situation, the solution of the dilemma, the reconciliation and reconciliation of others [2]. S.K. Nartova-Bochaver defines "coping" as an individual way of interacting with a situation according to one's own logic, importance for one's life, and psychological capabilities [20]. R.M. Granovskaya i I.M. Nicholas believes that the concept of "coping" is close to the concept of psychological protection. According to them, the difference between protection automation and coping strategies is that the first one is unconsciously activated and the other is activated [21].

Different approaches to the concept of coping suggest that the phenomenon of coping is complex. Failure to analyze these views can lead to methodological errors in the conduct of scientific research and, of course, undermine the objectivity of the research. Therefore, we consider it appropriate to study the interpretation and interpretation of the concepts of "coping", "coping behavior" in scientific sources, to systematize them, to define the methodological concept and direction of scientific research.

Different views on the understanding of coping did not come about by accident. The existence of such multifaceted and, at times, contradictory views is related to the scientific tradition underlying this phenomenon. The literature review shows that the phenomenon of coping behavior in the course of psychoanalysis teaching about psychological protection mechanisms has attracted scholars' attention to the interplay between the concepts of coping behavior and psychological protection. According to Haan, if the adaptation to the changed environment was successful, the coping mechanism was assumed to have started. When human beings fail to construct a constructive solution to a problem, protection mechanisms that are considered to be rigid, disadvantage methods that create passive adaptation and prevent an adequate orientation of the individual in coping with the problem will be

introduced [11]. According to F.E Vasilyuk, I.D. Stoykov, V.A. Tashlikov, psychological protection refers to unsuccessful, ineffective interactions with difficulties [10; 26; 27]. However, Korytova G.S., Yeremina Y.A argues that psychological protection is bad at all". At the same time, the delineation of protective mechanisms and overcoming behavior within psychoanalysis creates methodological, theoretical, and practical difficulties [13]. Hence, there is a complex relationship between defense mechanisms and coping behavior, since the purpose of this article is not the purpose of this article, we will focus on in the following articles.

J. Amirkhan, N. Endler, J. Parker, P. Costa, R. McCrae focused on the relationship between coping and the qualities of a stable psychological personality. According to this dispositional-oriented approach, "coping" is interpreted as a relatively stable personality trait. This personality trait is the cause of the human reaction to a particular stress factor. That is, according to scientists, coping is a pattern of behavior - an individual's tendency to respond to stress situations in a certain way. At the same time, the nature of the response is that human coping is almost independent of the type of stress.

Contrary to the above approach, R. Lazarus and S. Folkman argue that coping is not a stable one, it changes with a change in social circumstances, that is, the nature of the conditions in which a person falls. In his cognitive and phenomenological theory of coping with stress, Lazarus defines stress as anxiety. This disempowerment arises when there is a balance between sufficient and available resources for individual perception of the demands of the environment and the interaction with those requirements. In this case, a person will assess the situation itself whether it is stressful or not. Therefore, R. Lazarus and S. Folkman refer to the ever-evolving cognitive and behavioral behavior of individuals in coping, forcing them to undergo specific external and / or internal tests or to control what is considered to be beyond the individual's capabilities. [39]. X. Heckhausen concludes that the nature of the condition is more than the disposition of the subject as a condition that produces behavior [30].

These approaches have their pros and cons, but they are complementary. In this regard, an integrative situational-personality approach is used to study coping behavior. This approach takes into account both personality traits as well as the factors of the situation and the impact of the social environment in the process of overcoming. According to this approach, firstly, people do not differ in their ability to exhibit the degree of resilience of personality traits in different situations; secondly, the circumstances differ from each other by facilitating or hindering the expression of individual differences; thirdly, people tend to choose certain social situations based on personality traits [2].

An analysis of coping behavior research sources suggests that there is a large number of views on the issue and there is no consensus. These days, synonyms of the concept of coping are being used for identical terms, such as "coping behavior", coping behavior, "psychological coping", "coping". Their use, in our opinion, does not have a negative impact on the disclosure and understanding of the information provided. With this in mind, we also want to imply that we use the aforementioned concepts as synonyms in our future research. The meaning of the term "coping" is similar to the concepts of "coping-behavior" and "coping-strategies", "coping-resources", and they are often interchangeable. However, there is a need to continue the research on the clear purpose and function of these concepts, and we believe it is appropriate to eliminate different interpretations of terms.

III. CONCLUSION

Thus, the main problem in coping behavior is that on the one hand, the scientific views put the center on a difficult position, and on the other hand, consider the personality traits as a central issue. In our view, the common denominator is that the consequences of coping behaviors are to promote human adaptation to existing conditions and to maintain psychological well-being.

We believe it is appropriate to use an integrated, case-by-case approach to research on coping, as it can cover all aspects of a person who is in a difficult situation, including personality traits and personality perceptions, assessments, and interpretations. This requires both fundamental and applied research to improve psycho-diagnostic, psycho-correction methods, the development of tests, methodologies that allow obtaining new objective data, and the development of a comprehensive approach.

Therefore, to study the behavior of students who are in a difficult life situation (DLS), to develop and implement recommendations based on the results obtained for the purpose of comprehensive training of qualified staff capable of working in a rapidly evolving society, providing equal opportunities for all future professionals is worthwhile.

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