

**THE MANIFESTATION OF SOCIO-PSYCHOLOGICAL
CHARACTERISTICS OF COPING BEHAVIOR STRATEGIES AMONG
STUDENT YOUTH**

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ABSTRACT	KEY WORDS
This article analyzes the relationship between the psychological views of foreign psychologists in this regard, draws conclusions based on the results of research conducted in the field of protective mechanisms for student youth in extreme situations and the manifestation of coping behavior.	Coping behavior, coping strategy, overcoming, defense mechanism, "two-factor" theory.

Introduction

The issue of behavioral coping has always been one of the most crucial problems facing humanity. Indeed, human social development in all aspects, individual activity, and personal growth are largely dependent on this process.

If members of society possess sufficient knowledge about their psychological capabilities, achievements, and shortcomings within a certain scope, it enables them to overcome various life challenges more easily, utilize their potential more effectively, and develop a deeper, more positive, and unique self-perception.

Coping behavior in psychology emerged in the second half of the 20th century. The term "coping behavior" is derived from English, meaning "to cope" - to overcome or eliminate. This term was first used by L. Murphy in 1962 when studying how children overcome problems during crisis periods. A. Maslow introduced this term to science. In general, coping behavior is characterized by an individual's readiness to solve life problems.

It demonstrates the use of opportunities and means to overcome problems, which is characterized by the elimination of stress-induced behavior.

The coping style divides individuals' responses to stressful situations into three types: when it comes to human behavior, they are

- surrender,
- escape,
- overcompensation

Surrender is characterized by stopping when a person is in a difficult situation, giving up the situation to the opponent, or admitting defeat.

Escape involves retreating in the behavior of the individual in this situation, and the inability to control the situation.

Overcompensation manifests itself through excessive mitigation and compensation by the individual. Based on the opinions of many foreign experts, we can say that there are various strategies and methods of coping behavior that people use only when they encounter complex life situations. There are many diverse classifications of coping behavior, which are analyzed according to several research directions. Let's consider a few of them. According to R.S. Lazarus, one of the leading experts in the study of coping methods, there are two global types of coping strategies: (a method of stress relief) - problem-focused and subject-focused.

The problem-oriented type is focused on rational solutions to difficult situations, and their behavior is characterized by a tendency towards independent analysis of the situation, seeking help from others, and searching for information from additional sources.

The subjectively-oriented type, on the other hand, emotionally resolves situations when overcoming stress. They have no desire to perform specific tasks or think about the problem; instead, they compensate for their distress through negative emotional means such as alcohol, sleep, and food. They use passive strategies more intensively to restore their emotional balance. If a person lacks knowledge about the situation or is unable to use their real capabilities, the stressor pressure decreases.

It is known that the concept of "overcoming life problems" itself has different meanings. First of all, it is a constantly changing process. T. Wills and S. Shifman believe that this process can be divided into 3 stages.

The first stage is warning. In this stage, a person eliminates an approaching difficulty by addressing the negative life situation.

The second stage is direct problem-solving. Cognitive and behavioral resources are used to solve a specific problem.

The third stage involves a critical approach to the outcome of an event. The goal of this stage is to minimize the impact and return to the previous normal state as quickly as possible. This is considered the recovery phase.

In addition to the comments, coping behavior reflects an individual's unique response to stress. This means that when a person experiences stress, they try to overcome it cognitively and behaviorally in a problematic situation. This approach takes into account the everyday and previously acquired aspects of the subject's behavior but does not consider aspects of overcoming typical negative traits. For example, this approach excludes the individual's ability to avoid stress. Also, according to this requirement, a person's efforts cannot be considered as overcoming a life problem until they react to stress.

The concept of "coping strategy" is also widely analyzed as process resource management. It is assumed that overcoming life's difficulties is essentially achieved through the mobilization of personal resources.

Coping strategies and their methods, in contrast to defense mechanisms, imply a constructively active necessity and an attempt to avoid adversity through the situation. In psychology, coping has a subject matter that, when studying emotional mechanisms and rational regulation in a person within a special research area, realizes the reconstruction of life situations in accordance with its goals based on purposeful optimal behavior.

A person's coping behavior in stressful situations is significantly important for their response to such

situations. This process needs to be taken seriously, especially during adolescence. Considering this, it was planned to empirically study socio-psychological factors related to the correlation between coping behavior and responses to stressful situations in adolescents, and to analyze the results based on conventionally accepted criteria. Research methods were chosen to accomplish this task.

It should also be noted that sometimes every teenager may have difficulty adequately assessing their abilities in stressful situations. In our view, this difficulty can be explained by an insufficient understanding of stressful situations.

Let's move directly to the analysis of the empirical data obtained using these methods.

First of all, it should be noted that the results are based on the use of a set of methods developed by renowned psychologists S. Norman, D.F. Endler, D.A. James, and M.I. Parker. This set includes a special three-scale approach (task-oriented, emotion-oriented, and avoidance-oriented coping, with the avoidance scale further divided into a) distraction subscale and b) social diversion subscale) and additional statistical criteria confirming the validity of all empirical evidence.

Table 1 The average severity of the response in stressful situations general indicators (S. Norman, D.F. Endler, D.A. James, M.I. Parker; Adapted version by T.A. Kryukova (pre-experiment)

Scales Participant	First-year students n=71				Second-year students n=40			
	Boys		Girls		Boys		Girls	
	n ₁ =35	%	n ₂ =36	%	n ₁ =20	%	n ₂ =20	%
Copy aimed at completing the assignment	7	2,45	4	1,44	12	2,4	8	1,6
Emotional-oriented copying	10	3,5	13	4,68	4	0,8	5	1
Escape-oriented copying	13	4,55	11	3,96	4	0,8	7	1,4
A) Head inside the Escape Scale drag sub-scale	8	2,8	5	1,8	1	0,2	3	0,6
B) Social distraction sub-scale within the avoidance scale	5	1,75	6	2,16	3	0,6	4	0,8

Table 2 The average severity of the response in stressful situations general indicators (S. Norman, D.F. Endler, D.A. James, M.I. Parker; Adapted version by T.A. Kryukova (after the experiment)

Scales Participant	First-year students n=71				Second-year students n=40			
	Boys		Girls		Boys		Girls	
	n ₁ =35	%	n ₁ =36	%	n ₁ =20	%	n ₁ =20	%
Copy aimed at completing the assignment	15	5,25	13	4,68	16	3,2	12	2,4
Emotional-oriented copying	12	4,2	13	4,68	4	0,8	5	1
Escape-oriented copying	8	2,8	10	3,6	0	0	3	0,6
A) Head inside the Escape Scale drag sub-scale	4	1,4	6	2,16	0	0	1	0,2
B) Social distraction sub-scale within the avoidance scale	3	1,05	4	1,44	0	0	2	0,4

Analyzing behavioral indicators of stress coping in stressful situations among student youth is crucial for ensuring their socio-psychological development. It is also natural that factors such as gender, age, and experience play a unique role in this process. From this perspective, separate studies were

conducted on students to obtain detailed information about stress coping behaviors characteristic of student youth and their potential.

Each obtained result was entered into a system of criteria and scores adopted in a special order, allowing for the acquisition of the following information: fundamental coping strategies such as problem-solving, seeking social support, and problem avoidance.

The results obtained for each of these areas were combined based on the research objective and studied in a comprehensive manner.

Table 3 Average overall indicators of the manifestation of coping strategies in stressful situations among students (according to the methodology of D. Amirhan) (before the experiment)

Scales Participant	First-year students n=71				Second-year students n=40			
	Boys		Girls		Boys		Girls	
	n ₁ =35	%	n ₁ =36	%	n ₁ =20	%	n ₁ =20	%
Troubleshoot	22	7,7	8	2,88	18	3,6	14	2,8
Social support	13	4,55	28	10,08	2	0,4	6	1,2

Therefore, the results of D. Amirhan's modified methodology "Strategies for Overcoming Stressful Situations," as mentioned above, provided very important empirical data on students' strategies for overcoming stressful situations. This information allows us to understand students' perceptions of stress-coping strategies in stressful situations and, through these perceptions, to determine appropriate psychological approaches for students.

The figures in the table reveal that first-year students exhibit varying degrees of stress-coping strategies. Specifically, for first-year university students (n=71, males - n₁=35, females - n₂=36), the problem-solving strategy in stressful situations accounts for 7.7% in males, while for females this figure is 2.88%. For second-year students (n=40, males - n₁=20, females - n₂=20), the problem-solving strategy accounts for 3.6% in males, while for females we observe this indicator at 2.8%. Regarding the social support strategy in stressful situations, the indicator was 4.55% for first-year males, 10.08% for females, 0.4% for second-year males, and 1.2% for females. Notably, we can observe that this indicator is lower in both males and females among second-year students compared to first-year students.

Table 4 Average overall indicators of coping strategy manifestation among students in stressful situations (according to D. Amirkhan's methodology) (after the experiment)

Scales Participant	First-year students n=71				Second-year students n=40			
	Boys		Girls		Boys		Girls	
	n ₁ =35	%	n ₁ =36	%	n ₁ =20	%	n ₁ =20	%
Copy aimed at completing the assignment	29	10,15	22	7,92	11	2,2	9	1,8
Emotional-oriented copying	3	1,05	6	2,16	4	0,8	4	0,8
Escape-oriented copying	3	1,05	8	2,88	5	1	7	1,4
A) Head inside the Escape Scale drag sub-scale	1	0,35	6	2,16	3	0,5	4	0,8
B) Social distraction sub-scale within the avoidance scale	2	0,7	3	1,08	2	0,4	3	0,6

Overall, analysis of the average general and comparative typical indicators of the proportionality between personality anxiety characteristics and psychological defense capabilities revealed that both personal and reactive anxiety levels were higher in first-year students compared to second-year students.

The study of students' responses to stressful situations (using the adapted version by T.A. Kryukova of the method by S. Norman, D.F. Endler, D.A. James, and M.I. Parker) showed that the manifestation of stress management indicators mostly depends on how the qualities of coping strategies are formed and evaluated in a person. These strategies include task-oriented, emotion-oriented, and avoidance-oriented coping, with avoidance further divided into distraction and social diversion subscales. Simultaneously, this "dependence" confirms that coping strategies in stressful situations can occur based on adequate individual emotional self-assessment.

2. The study of indicators related to the manifestation of coping strategies in stressful situations among students, based on D. Amirkhan's methodology, has provided an opportunity to research new empirical data for the beginning of this period (1st year) and the final stage of the second period (exemplified by second-year students).

Therefore, managers of educational institutions, university professors, psychologists, tutors, and parents are required to properly organize educational work taking this situation into account. It should be noted that otherwise, in extreme situations, an individual's psychological defense capabilities may decrease.

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