

L. G. Dmitrieva¹, O. I. Politika², E. R. Nagumanova²

¹Bashkir State Pedagogical University, M. Akmully, Russia,

²Bashkir State University, Russia.

E-mail: 1.1.dmitrievalg@mail.ru, oksanapolitika@rambler.ru, elva2004@inbox.ru

FACTORS OF PSYCHOLOGICAL RESILIENCE AMONG ADOLESCENDS

Abstract. The Soviet scholars studied the problem of individual development, and age stages quite thoroughly and comprehensively. Child psychology, as a branch of psychology, according to many psychologists, is considered one of the most developed areas of psychological science. Recent studies pay greater attention to the child's social development, which depends on changing values, mentality, the novelty in reality, to which we can include (except for values) the spreading IT into the daily life, growing infantilism of children and others. The primary duties of high school student have strong ties with professional and personal self-determination. At this age, the psychological content of many essential age characteristics, including psychological stability, is qualitatively changing. One of the characteristics of modern life is the increased impact on the person of stressful situations. They, having hidden, wait for it in any sphere of life and are always expressed differently. It can be a misunderstanding in a family, a salary delay, the conflict to negatively adjusted seller in the shop. The article deals with the actual problem of the psychological resilience of high school students who are going to study in specialized classes. The question is the fact that at the beginning of training in such classes, many students have difficulties with stress and anxiety. The participants mentioned that the process of adaptation, in which they need to build relationships with peers, teachers and the complicated level of the school program, was the reasons for their high level of anxiety. This problem prompted the creation of a test identifying the levels of students' psychological resilience. We analyzed some Soviet, Russian and Western psychological schools about psychological resilience.

Key word: psychological resilience, stress, self-regulation.

Introduction. One of the characteristics of modern life is the increased impact on the person of stressful situations. They, having hidden, wait for it in any sphere of life and are always expressed differently. It can be a misunderstanding in a family, a salary delay, the conflict to negatively adjusted seller in the shop.

The article deals with the actual problem of the psychological resilience of high school students who are going to study in specialized classes. The question is the fact that at the beginning of training in such classes, many students have difficulties with stress and anxiety. The participants mentioned that the process of adaptation, in which they need to build relationships with peers, teachers and the complicated level of the school program was the reasons for their high level of anxiety. This problem prompted the creation of a test identifying the levels of students' psychological resilience. We analyzed some Soviet, Russian and Western psychological schools about psychological resilience. In the process of developing the test, we paid attention to the concept of "educational environment"; we analyzed in detail the psychological sources, theories, and concepts related to this phenomenon. The subject of study is high school student who is facing the personal development changes. Therefore the test included judgments related to self-esteem, the ability to build relationships with teachers and classmates, and adaptation to the educational environment. We found significant differences in the level of students' psychological resilience at the beginning of the year and the end of the semester.

The student' psychological resilience protects his personality from disintegration and personality disorders, creates internal harmony, mental health, high performance, and adaptation, especially in connection with the transition to specialized classes.

The theoretical analysis of psychological literature showed that psychological stability is the most important social, psychological and pedagogical problem (B.G.Ananyev, L.I.Antsiferova, A.G. Asmolov, A.A.Bodalev, L.I.Bozhovich, L.S. Vygotsky, E.I.Golovaha, 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, V. A. Yadov). According to some scholars, this period covers various aspects of the formation and development of a personality, focusing on self-determination and adaptation to the conditions of a socio-cultural environment.

We should mention a little difficulty which occurs on the translation of the phenomenon of psychological resilience. For a Western School of Psychology, it is "psychological resilience" as a form of mental toughness. Psychological resilience is the ability to cope with a crisis successfully and to return to pre-crisis status quickly. Resilience exists when the person uses "mental processes and behaviors in promoting personal assets and protecting an individual from the potential negative effects of stressors." In simpler terms, psychological resilience exists in people who develop psychological and behavioral capabilities that allow them to remain calm during crises/chaos and to move on from the incident without long-term negative consequences. Psychological resilience is an evolutionary advantage that most people have and use to manage normal stressors. The concept of resilience has evolved over time and its origins can be traced to the discipline of psychology in the 1970s (Thomas & Revell, 2016). Resilience is the ability of a person to recover, adjust or thrive following adversity (Hegney, Rees, Eley, Osseiran-Moisson, & Franics, 2015). It is a complex and dynamic phenomenon (American Psychological Association, 2016).

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress – such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from painful experiences.

Emotional pain and sadness are common in people who have suffered significant adversity or trauma in their lives. The road to resilience is likely to involve considerable emotional distress. Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts, and actions that can be learned and developed in anyone.

The Soviet School of psychology pays greater attention to a fact of "stability." Psychological resilience is psychological stability. According to E.N. Ignatova, L.V. Kulikova, resilience is a socio-psychological stress tolerance of person to adverse living conditions. Some authors associate this phenomenon (stability) with different aspects of the personality (V.A. Ivannikov, E.P.Ilyin, E.I. Ignatov, V.K.Kalin, L.A. Korostyleva, L.V.Kulikov, A. . Maslow). Rapokhin considers "stability" as:

- the individual ability to complete self-realization and personal growth, timely stimulating;
- adequate resolution of intrapersonal conflicts (motivational, value, role);
- the relative stability of the emotional sphere and favorable mood;
- ability emotional-volitional regulation with the sufficient motivation to the situation.

The basis of own psychological stability, according to Prokhorov, Petrovsky are the balanced mental states that characterize adequate, predictable, balanced behavior and optimal human activity. The psychological stability understands by dynamic characteristics (V.V. Belous, V.S. Merlin).

According to V.S.Rotenberg and V.V. Arshavsky, psychological resilience (stability) is the search activity. The high need for searching, an active, creative attitude push personality to overcome the destructive impact of adverse life circumstances.

Psychological resilience (A.G.Asmolov, B.S.Bratus, N.I.Korolyuk, M.A.Kotik, E.P.Krupnik, L.V.Kulikov, B.V.Kulagin) is persistence to reach the goals.

According to some humanistic psychologists, psychological stability is as part of the process of spiritual and moral education (Kon, T.I.Petrakova, E. Fromm, et al.). This approach identifies in psychological stability system-forming inherent characteristics of the personality, which determine its essential nature and qualitative originality.

Many authors (Bozhovich, E.I.Golovaha, A.F.Lazursky, Leontiev, A. Maslow, G.Olport, E. Fromm, V.E.Chudnovsky) consider the psychological stability of personality as an indicator of moral maturity.

The phenomenon of personal psychological resilience includes the adaptive human body, appropriate conduct, the normal functioning of the mind, ensuring the successful activation of internal resources and overcoming life difficulties (V.Miniiyarov).

Yu.I. Aleksandrov and V.D. Shadrikov emphasize that sustainability determine the totality of personality traits. These include a deep understanding and acceptance of oneself, a positive orientation towards effective communication, high satisfaction with life and one's health.

Psychological resilience affects the interaction between individuals or a group of individuals (L.M. Mitina, V.F. Petrenko, K.V. Sel'chinok, V.I. Slobodchikov). If we resort to medical metaphor, then this concept can be compared with immunity, which is responsible for nonspecific adaptive reactions of the body, developing in response to a threat to its integrity (B.G. Ananiev).

Meanwhile, psychological resilience includes as a high personal potential (stability, stability, balance, adequate self-esteem, adaptability, striving to achieve the goals), providing will regulation in educational activities and focus on constructive interaction in everyday situations. Psychological stability represents the process of preservation of the most optimum operating mode of the mentality of the person in the conditions of constantly changing circumstances and their stressful influence. It depends on such factors as the nervous system of the person, his education, experience, a level of development, etc.

Besides, psychological stability is not an absolute guarantee of stability in general to everything. Psychological stability is instead flexibility of mentality of the person, then firmness and stability of his nervous system. Moreover, the fundamental characteristic of psychological stability is mobility of mentality in continually changing conditions. Psychological stability as well as instability, always "works" according to the scheme.

P.A. Korchemnaya considered the structure of the psychological stability of personality in military psychology. According to her psychological resilience consist of the emotional, volitional, intellectual components.

According to A.V. Permyakova psychological resilience structure includes the following components: psychological (attention, memory, thinking, will and self-attitude), socio-psychological (ability to interact with other people), medical (health, physiological capabilities of the body), engineering and psychological (speed, speed, and accuracy of motor reactions).

Some scholars includes as essential components of the psychological stability : the ability to complete self-realization (E.I. Ignatova, L.A. Korostyleva, L.V. Kulikov, Maslow), personal growth with the timely and adequate resolution of intrapersonal conflicts (motivation, value , role-playing), the relative stability of the emotional sphere and favorable mood (L.V. Kulikov), the ability to emotional and volitional regulation (V.A. Ivannikov, E.P. Ilin, V.K. Kalin, N.P. Rapohin) the motivational tension adequate to the situation (E. Ignatova, E.P. Ilin).

Some scholars emphasize the role of cognitive components of psychological resilience (Yu.I. Aleksandrov, V. D. Shadrikov). Psychological stability of the personality is shown in stability, firmness, resilience which are implemented in a strong-willed component (L.V. Kulikov). Psychologically stable personality can self-regulate and self-organize their behavior in stressful situations, resolve intrapersonal conflicts (E.H. Ericson).

The factors that we identified, one way or another, affect the students' psychological resilience. They can promote or hinder its manifestations in the educational environment, by which it is necessary to understand the totality of educational institutions that form the system of educational and educational influences in the pedagogical process. It is necessary to create the appropriate psychological and pedagogical conditions that will facilitate the process of students adaptation to study in specialized classes (B.M. Bim Bad, Bourdieu, Yu.N. Kulyutkin, S.V. Tarasov, V.A. Yasvin).

Research Methods. Empirical base of research. 107 high school students of specialized classes of school number 29, 45, 159 took part in our study, Ufa. Thus, high school students are the most adaptive regarding solving the principal tasks of this period: educational activities, personal self-affirmation.

We divided participants on two groups: Control group with newcomers 54 students (32 girls and 22 boys); Experimental group with 53 students (30 girls and 23 boys). The age of participants was from 15 to 17 - years. The average age was 16.8 years.

For standartization of test of psychological resilience we create data with 257 high school students from different schools in the city of Ufa. The average age was 16.3 years. Participants were 138 girls and 119 boys.

Findings. Meanwhile, such a phenomenon as specialized classes, which are often formed in schools in the 10th-11th grades, cannot but affect the emotional stability and psychological equilibrium of senior

pupils. The desire to reach certain heights and demands from parents and teachers make psychological stability the problem area of child development in adolescence. Therefore, the technique developed by K. A. Shinyaev and V. M. Miniyarov is topical, relevant and accessible.

Test Description. As a rule, the specialized class is a new team. A pupil meets new teachers, masters complicated academic program. Thus, the new educational environment affects the self-esteem, stress, striving for success, and other factors of the psychological stability of a senior pupil. [2]

Test “Determination of psychological resilience of personality” for senior pupils (V. M. Miniyarov, K. A. Shinyaev) was developed in order to identify the level of psychological resilience of senior pupils. The test passed psychometric analysis and was standardized.

The tasks of the methodology were based on a theoretical analysis of construct “psychological stability of personality” and survey of probationers (senior pupils described this concept). Next, we identified the structural components of the psychological stability of personality: cognitive, volitional and behavioral ones. We identified strong characteristics of the selected components (based on scientific sources and survey data). The components of psychological stability provided the basis for the test. These structural components have the following content. The cognitive component includes self-understanding and self-acceptance and environment in educational milieu, correlation of concepts of predictable possibilities of present potential; volitional component includes stability, durability, resistance, balance, emotional flexibility, capacity for personal growth; behavioral component includes the ability to self-regulate and self-organize our behavior in various stressful situations, focus on constructive communication in daily life and activities, to create and maintain favorable interpersonal relations, to resolve intrapersonal conflicts.

Efficiency and point discriminatory power index was taken into account while selecting the items (tasks) of the method. Efficiency index was determined by dividing the number of students who gave “key” response by their total number. Discriminatory power index was calculated as the coefficient of correlation of each task of a technique with a total score of the technique. Discriminatory power index of the technical task shows its relevance to the measured parameter (psychological stability of personality). Spearman’s R criterion was used to calculate the correlation coefficient. All the values of coefficients of correlation of the technical tasks with the final score are positive, statistically significant ($p < 0.01$) and are in the range from 0.23 to 0.58. It shows the high discriminatory power of the technical tasks.

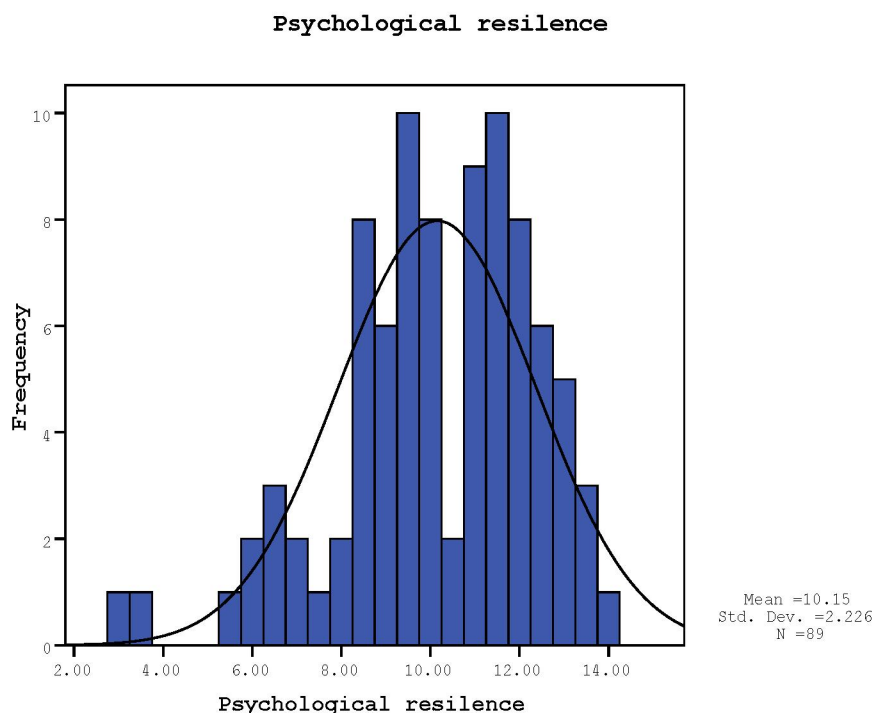


Figure 1 – Psychological resilience with normal distribution

The technique is valid. Test validity is the extent to which a test measures what it is intended. Test validity is based on theory and empirical studies data. The main types of validity include content and constructive ones.

The content validity of a test is the degree of coincidence between the real and desirable content (tasks) of a test (which characterizes a given construct). The content validity was proved as follows. The expert group of five people was asked to assess the compliance of the technical tasks with the construct measured on a five-grade scale where 1 - the task does not correspond to the measured construct in full; 2 - does not correspond at all; 3 - can be attributed to the construct; 4 - is likely to correspond; 5 - fully corresponds. The experts were specialists in psychological diagnostics, high school psychology teachers.

Construct validity reflects representation degree of a test construct in test results and defines the scope of phenomena theoretical structure measured by the test.

We applied “Social and psychological adaptation diagnosis” test developed by C. Rogers and R. Diamond in order to identify construct validity. The construct of “social and psychological adaptation” is theoretically connected with “psychological stability of personality” construct. Pearson’s linear correlation criterion defined the relationship between them. The positive significant correlation was discovered. This relationship is direct and explicit, and it reflects the high degree of similarity of psychological stability of personality with adaptation.

Thus, the results of the study suggest that the personality psychological stability test developed is valid. The reliability of the test proves its high quality. The test is considered reliable if it allows obtaining the same indices for each test-taker during the second test. The reliability of the test was determined by the reproducibility and accuracy of the test results.

We did not check the test for retest reliability (it is necessary to assess the risk of errors occurrence that may affect the test result), because the primary condition for retest reliability check conduction is the optimal choice of the time range, in order to reveal the insignificance of the changes. We carried out repeated tests at the end of the academic year, so with such a large time gap, adequate results cannot be obtained.

Table 1 – Correlation between designed test and Social and psychological adaptation diagnosis” test

		Deserved authority	Self-confidence	Susceptibility to stresses	Neurotic	Aspiration to the power	Psych. resilience
Ability to do thing independently	Pearson Correlation	.536(**)	.606(**)	-.304(**)	.328(**)		.442(**)
	Sig. (2-tailed)	.000	.000	.004	.002		.000
	N	93	93	87	88		89
Susceptibility to stresses	Pearson Correlation	-.267(*)	-.360(**)	1	-.673(**)	.230(*)	-.382(**)
	Sig. (2-tailed)	.012	.001		.000	.033	.000
	N	87	87	87	84	86	85
Neuroticism/ Stability	Pearson Correlation	.332(**)	.404(**)	-.673(**)	1		.571(**)
	Sig. (2-tailed)	.002	.000	.000			.000
	N	88	88	84	88		84
Success achievement	Pearson Correlation	.411(**)	.448(**)			.434(**)	.495(**)
	Sig. (2-tailed)	.000	.000			.000	.000
	N	90	90			90	87
Psychological resilience	Pearson Correlation	.470(**)	.452(**)	-.382(**)	.571(**)		1
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	89	89	85	84		89
** Correlation is significant at the 0.01 level (2-tailed).							
* Correlation is significant at the 0.05 level (2-tailed).							

Table 2 presents partial correlations between all study variables, with results for each age group presented separately. We controlled for sex to ensure that any observed differences in the pattern of correlations between age groups were not gender related. As expected, psychological resilience was associated with Deserved Authority, Self-Confidence among adolescents. Psychological resilience evidenced a significant negative correlation with depression and anxiety (Susceptibility to stresses) and a significant positive correlation with Neurotic Scale. That's evidence was quite surprising fact cause most of scholar associate resilience with physiological stability.

Table 2 – Crosstabulation Psychological resilience * Sex * Neurotic Scale

Sex			Neuroticism/Stability			
			Low level	Medium level	High level	Very high level
Female	Psychological resilience	Low level	8	1	0	0
		Medium	8	23	9	0
		High Level	0	4	3	3
	Total		16	28	12	3
Male	Psychological resilience	Low level	1	1	1	0
		Medium	6	5	10	4
		High Level	0	0	4	1
	Total		7	6	15	5

As we see in table 2, 47.4% of females showed a Medium level of Neuroticism/Stability. These participants (82.1%) were identified as students with medium level of resilience. Neuroticism or emotionality is characterized by high levels of negative affect such as depression and anxiety. Neuroticism, according to Eysenck's theory, is based on activation thresholds in the sympathetic nervous system or visceral brain. This is the part of the brain that is responsible for the fight-or-flight response in the face of danger. Activation can be measured by heart rate, blood pressure, cold hands, sweating and muscular tension (especially in the forehead). Neurotic people – who have low activation thresholds, and unable to inhibit or control their emotional reactions, experience negative affect (fight-or-flight) in the face of very minor stressors – are easily nervous or upset. Emotionally stable people – who have high activation thresholds and good emotional control, experience negative affect only in the face of very major stressors – are calm and collected under pressure.

Table 3 – Crosstabulation Psychological resilience * Sex* Extraversion

Sex			Extraversion		
			Introversion	Not Identified	Extraversion
Female	Psychological resilience	Low level	0	7	2
		Medium	1	20	19
		High Level	1	3	6
	Total		2	30	27
Male	Psychological resilience	Low level	0	1	2
		Medium	0	16	9
		High Level	1	2	2
	Total		1	19	13

The majority of participants (43.5%) showed high scores on Extraversion and scale or was not identified (Ambiversion 53.2%). Extraversion is characterized by being outgoing, talkative, high on positive affect (feeling good), and in need of external stimulation. According to Eysenck's arousal theory of extraversion, there is an optimal level of cortical arousal, and performance deteriorates as one becomes more or less aroused than this optimal level. Arousal can be measured by skin conductance, brain waves

or sweating. At very low and very high levels of arousal, performance is low, but at a better mid-level of arousal, performance is maximized. Extraverts, according to Eysenck's theory, are chronically under-aroused and bored and are therefore in need of external stimulation to bring them UP to an optimal level of performance.

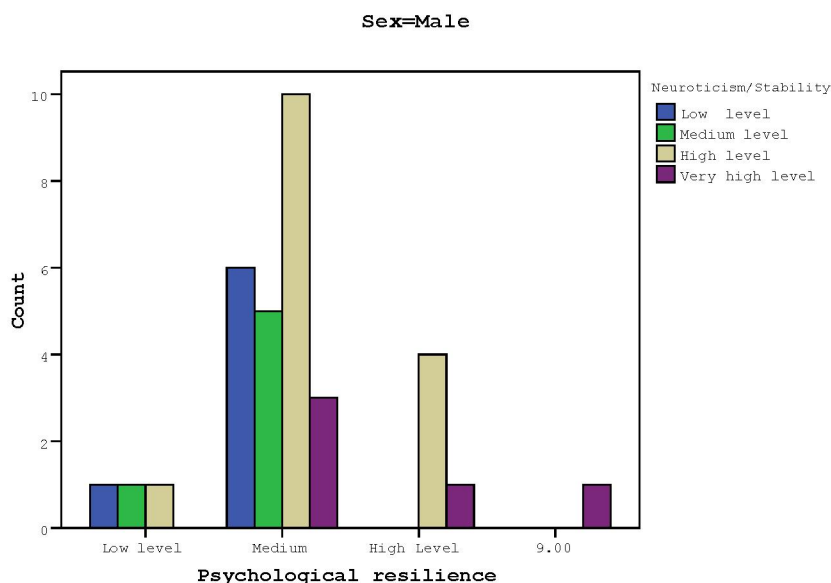


Figure 2 – Psychological resilience among male respondents

Women have been shown to have lower self-confidence, lower self-esteem, and lower self-efficacy compared to men (Costa et al., 2001; Feingold, 1994; Kling et al., 1999; Lynn & Martin, 1997). Pearlin and Schooler (1978) evaluated the efficacy of different psychological resources and active coping responses in mediating four role-based stressors. They find that men are equipped with more psychological resources (e.g., self-esteem and mastery) than women, concluding that in addition to other unmeasured factors, socialization better equips men with effective psychological resources, buffering them from the otherwise deleterious impact of stressors on wellbeing. Interestingly, although previous work demonstrates significant sex differences in psychological wellbeing, there is less evidence that these factors are differentially heritable. Thus, sex may indirectly affect the structure of the genetic etiology of general resilience through the provision of these gendered social psychological resources.

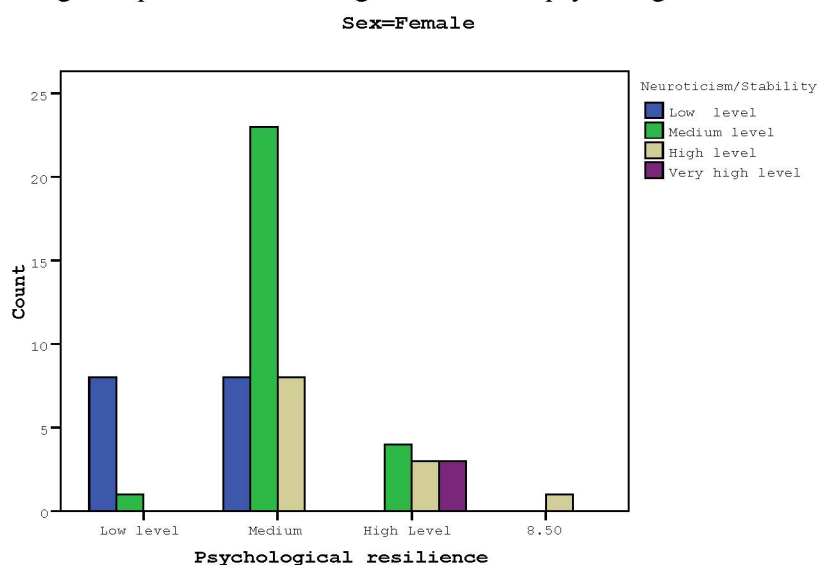


Figure 3 – Psychological resilience among female respondents

Though sex may capture physiological differences, such as hormonal or sex-linked genetic differences, sex also confers different, broadly defined environments for men and women. Our findings are particularly relevant to gene–environment interaction studies because they suggest that sex is an important environmental moderator of latent genetic factors that contribute to salutary mental health.

Resilience in children refers to individuals who are doing better than expected, given a history that includes risk or adverse experience. Once again, it is not a trait or something that some children simply possess. There is no such thing as an 'invulnerable child' that can overcome any obstacle or adversity that he or she encounters in life—and in fact, the trait is quite common. Resilience is the product of a number of developmental processes over time, that has allowed children experience small exposures to adversity or some sort of age appropriate challenges to develop mastery and continue to develop competently. This gives children a sense of personal pride and self-worth.

Research on 'protective factors', which are characteristics of children or situations that particularly help children in the context of risk has helped developmental scientists to understand what matters most for resilient children. Two of these that have emerged repeatedly in studies of resilient children are good cognitive functioning (like cognitive self-regulation and IQ) and positive relationships (especially with competent adults, like parents). Children who have protective factors in their lives tend to do better in some risky contexts when compared to children without protective factors in the same contexts. However, this is not a justification to expose any child to risk. Children do better when not exposed to high levels of risk or adversity.

tendency to an affiliation (group recognition and respect)

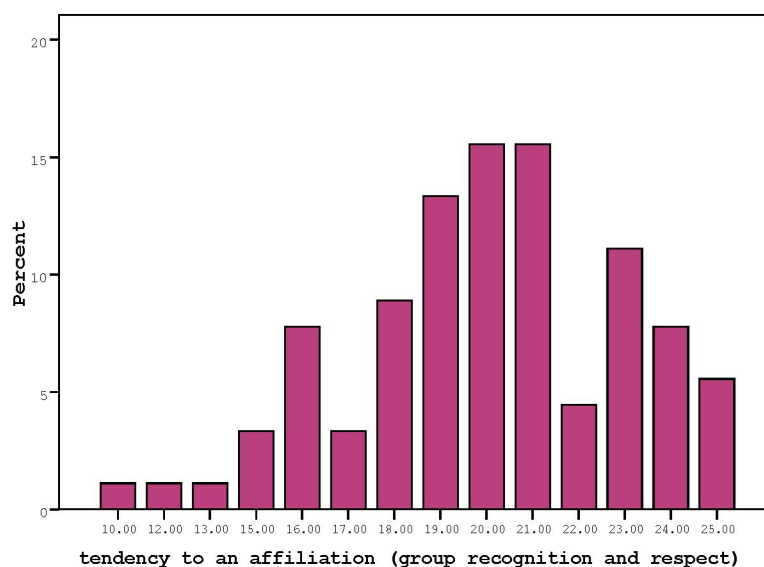


Figure 4 – The normal distribution of group recognition and respect

Technique standardization and group norms definition were carried out on the sample of pupils of 10th and 11th grades; the sample size amounted to 257 senior pupils. The testing of the conformance of the empirical distribution to normal distribution was carried out according to λ -Kolmogorov-Smirnov criterion. It was revealed that the empirical distribution of the results of the survey conducted using the author's method does not differ from a normal distribution, $\lambda = 2,061$, $p < 0.05$. This result makes it possible to standardize the methodology and identify group norms.

The scale of high and medium level of psychological stability of personality is standard, the low one shows the variations in the psychological stability of personality.

The results of the test psychometric indicators research presented above allow us to conclude that “Determination of psychological stability of personality” test for senior pupils (V. M. Miniyarov, K. A. Shinyaev) accurately measures the structural components of psychological stability of personality, which underlay the test. The test is valid and reliable.

The empirical study of the psychological stability of high school students who transferred to specialized classes was carried out further (table 4).

Table 4 – The Dynamic of students' resilience

Level of psychological stability of personality (in %)	Control Group		Experimental Group	
	in the beginning of academic year	at the end of academic year	in the beginning of academic year	at the end of academic year
High	44.4	38.9	62.3	54.7
Average	55.6	61.1	34	35.8
Low	0	0	3.9	9.5

According to Table 4, the high level of psychological stability tends to decrease (44.4% and 38.9%, 62.3% and 54.7%) in both groups by the end of the academic year. However, in the combined student population group this trend is less pronounced. Perhaps this can be explained by the fact that by the end of the academic year students get less interested in learning for various reasons. The students from constant population group are not motivated to achieve good results; they are focused on other values. Even though in the constant population group the motivation to achieve good results is expressed sufficiently by the end of the academic year, they could not withstand the claims filed emotionally because of excessive academic load and fear not to live up to the expectations of parents and teachers. The indicators of the average level of psychological stability in both samples did not significantly change, the low level of psychological stability in the combined class is not represented at all, and in the class, with constant students, low population level of psychological stability increased.

Conclusion. Thus, with the help of empirical data, we managed to confirm the theoretical proposition that psychological and pedagogical factors of psychological stability of personality of senior pupils studying in specialized classes are significantly different from the psychological stability of pupils studying in classes with the regular student population. Even if the psychological stability of students in the class with constant student population at the beginning of the academic year is higher than that of students studying in specialized classes, by the end of the academic year the situation starts changing. In the class with constant student population psychological stability reduces, and in specialized classes, we witness an upward trend.

When facing stressful events during their placement, students with low resilience and high burnout were preoccupied with deficiency (i.e. focusing on the problem), which resulted in an overemphasis of the barriers contributing to the increase in their stress (Larrabee et al, 2010).

A focus on coping enabled high resilience students to manage the demands and limited their cognitive and emotional disturbance. Students with low resilience tended to conform to external demands and sacrifice their needs. The strong social orientation of Chinese people makes it difficult at times for them to abstract themselves from the interpersonal demands of a situation (Gabrenya, & Hwang, 1996 in Bond). However, students who adopted a self-directed orientation in this study were aware of their own limitations and potential, had a sense of responsibility and an active attitude. This contributed to their adaptive coping and high resilience. Self-regulation and self-awareness was another distinguishing characteristic of students with high resilience. When compared with students with low resilience, they used much more self-strategies with the objectives of comforting, sustaining themselves, and most importantly of finding meaning in the experience. When compared with students with high resilience and low burnout, students with high resilience and high burnout used more self-persuasion strategies to buffer the increased cognitive and psychological distress, enable them to face the challenges and sustain their coping. Self-regulation in the form of reframing, conscious choice based on self-directed goals and persistent support by self-efficacy are key elements in adaptive coping with resilience despite adversity (Stephens, 2013). Self-awareness refers to the ability to separate oneself from a situation and reflect (Rees, Breen, Cusack, & Hegney, 2015). Students with high resilience and low burnout were able to detach themselves from the problem. Reflection is the key to enhancing self-awareness and self-knowledge. Challenges, changes, and disruption are all aspects of adversity that should be noted before the process of resilience can occur.

REFERENCES

- [1] American Psychological Association (2016). The road to resilience. Retrieved from <http://www.apa.org/helpcenter/road-resilience.aspx>
- [2] Bonanno, George A. (2004). "Loss, Trauma, and Human Resilience". *American Psychologist*. 59 (1): 20–8. doi:10.1037/0003-066X.59.1.20. PMID 14736317.
- [3] Boyden J., Mann G. (2005). "Children's risk, resilience, and coping in extreme situations", pp. 3–26 in M. Ungar (ed.), *Handbook for working with children and youth: Pathways to resilience across cultures and contexts*. Thousand Oaks, CA: Sage, ISBN 1412904056.
- [4] Burt K.B., Paysnick A.A. (2012). "Resilience in the transition to adulthood". *Development and Psychopathology*. 24 (2): 493–505. doi:10.1017/S0954579412000119. PMID 22559126.
- [5] Castro F.G., Murray K.E. (2010). "Cultural adaptation and resilience: Controversies, issues, and emerging models", pp. 375–403 in J.W. Reich, A.J. Zautra & J.S. Hall (Eds.), *Handbook of adult resilience*. New York: Guilford Press, ISBN 146250647X.
- [6] Charney D.S. (2004). "Psychobiological mechanisms of resilience and vulnerability: implications for successful adaptation to extreme stress". *Am J Psychiatry*. 161 (2): 195–216. doi:10.1176/appi.ajp.161.2.195. PMID 14754765.
- [7] Chua Li Wen, Milfont Taciano L., Jose Paul E. (2014-11-27). "Coping Skills Help Explain How Future-Oriented Adolescents Accrue Greater Well-Being Over Time". *Journal of Youth and Adolescence*. 44 (11): 2028–2041. doi:10.1007/s10964-014-0230-8. ISSN 0047-2891.
- [8] Crocker L., Algina J. Introduction to the classical and modern theory of tests / L. Crocker, J. Algina. M.: Logos, 2012. 668 p.
- [9] Darvish O.B. Psychological stability as a basic characteristic of personality // *Siberian Pedagogical Journal*. 2008. N 7. P. 362-370.
- [10] Dolgova V.I., Ordina I.P. Formation of a positive I – the concept of senior students // *Bulletin of Oryol State University. Series: New Humanitarian Research*. 2012. N 4 (24). P. 63-65.
- [11] Dubovitskaya T.D. Diagnostics of the level of professional orientation of students // *Psychological science and education*. 2004. N 2. P. 82-86.
- [12] Dubovitskaya T.D. Questionnaire of the importance of subjects for professional training of a future specialist // *Psychological Journal*. 2003. N 5. P. 103-109.
- [13] Earvolino-Ramirez, M. (2007). Resilience: A concept analysis. *Nursing Forum*, 42(2), 73-82. doi: 10.1111/j.1744-6198.2007.00070.x
- [14] Evans Brad, Reid Julian (2014). *Resilient Life: The Art of Living Dangerously*. Malden, MA: Polity Press. ISBN 978-0-7456-7152-9.
- [15] Gurevich K.M., Borisova E.M. *Psychological diagnostics: textbook*. M.: Pub. URAO, 1997. P. 126.
- [16] Hartmann H. *Ego psychology and the Problem of adaptation*. NY., 1958. P. 10.
- [17] Heath M.A., Donald D.R., Theron L.C., Lyon R.C. (2014). Therapeutic Interventions to Strengthen Resilience in Vulnerable Children // *School Psychology International*. 35(3): 309–337. doi:10.1177/0143034314529912.
- [18] Ivanova S.P. Psychological stability of the individual as a factor in counteracting the negative influences of the social environment in early youth and youth // *Bulletin of Pskov State University. Series: Social and Human Sciences*. 2009. N 6. P. 99-108.
- [19] Karimova A., Alekshova L., Yesengulova M., Kulbaeva B., Sarkulov M. (2015) The Social Role Approach of Family Education in Adolescents Development // *European Proceedings of Social & Behavioural Sciences*. doi:10.15405/epsbs.2015.08.2
- [20] Kushzhanov N., Almurzayeva B., Shunkeeva O., Seitenova S., Summers D., Summers B. The digital transformation of an education system. The virtual reality as new educational space // *Bulletin of national academy of sciences of the Republic of Kazakhstan*. ISSN 1991-3494. 2018. Vol. 3, N 373. P. 152-158.
- [21] Korzhuev A.V. Methodological reflection of the result of pedagogical research and methods for its production / A.V. Korzhuev, E.L. Ryazanova, Yu.P. Kosheleva // *Pedagogy*. 2018. N 5. P. 14-22.
- [22] Luthar S.S. (2006). Resilience in development: A synthesis of research across five decades. P. 739-795 in D. Cicchetti and D. J. Cohen (Eds.), *Developmental Psychopathology* (2nd ed.): Vol. 3 Risk, Disorder, and Adaptation. Hoboken, NJ: Wiley and Sons.
- [23] Masten A.S. (1994). "Resilience in individual development: Successful adaptation despite risk and adversity", pp. 3–25 in M. Wang & E. Gordon (Eds.), *Risk and resilience in inner city America: challenges and prospects*. Hillsdale, NJ: Erlbaum, ISBN 080581325X.
- [24] Naurzalina D. et al. (2015) The impact of family style education on high school student's grades. *The European Proceedings of Social & Behavioural Sciences* eISSN: 2357-1330. doi:10.15405/epsbs.2015.08.21
- [25] Naurzalina D., Kibatayeva N., Davletkaliyeva E., Muldasheva B., Almurzayeva B., Sagiyeva A. (2015) Formation of teacher's professional competence in Kazakhstan School // *Annual International Conference on Cognitive – Social, and Behavioural Sciences (icCSBs)*. P. 135-140. WOS:000359438100012
- [26] Naurzalina D., Tolegenova A., Karabalina A., Bekeshova G., Sissenova A., Zhumaliev G. (2015). Psychological features of emotional intelligence of employees of an emergency service // *Iccsbs 2015 – the Annual International Conference on Cognitive – Social, and Behavioural Sciences*. P. 74-83 // WOS 000359808100007.
- [27] Naurzalina D. et al. (2015). Impact of Emotional Intelligence on Formation of Meaning-existential Strategy among Students. *Procedia - Social and Behavioral Sciences*. January 2015. Vol. 171, N 16. P. 390-395. <https://doi.org/10.1016/j.sbspro.2015.01.137>
- [28] Nechaev N.N. Development and training: under what conditions can learning become “re-evolving”? // *Russian psychological journal*. 2015. N 6.
- [29] Obradović J., Bush N.R., Stamperdahl J., Adler N.E., Boyce W.T. (2010). Biological sensitivity to context: The interactive effects of stress reactivity and family adversity on socioemotional behavior and school readiness // *Child Development*. 81(1): 270-289. doi:10.1111/j.1467-8624.2009.01394.x. PMC 2846098. PMID 20331667.

- [30] Ozbay F., Fitterling H., Charney D., Southwick S. (2008). Social support and resilience to stress across the life span: A neurobiologic framework // *Current psychiatry reports*. 10(4): 304-10. doi:10.1007/s11920-008-0049-7. PMID 18627668.
- [31] Popova S.I. The development of the ability of a teenager to self-regulation in the educational process of the school // *Psychological Science and Education*. 2017. N 6. P. 99-108.
- [32] Richardson Glenn E. (2002). The metatheory of resilience and resiliency // *Journal of Clinical Psychology*. Wiley-Blackwell. 58 (3): 307-321. doi:10.1002/jclp.10020. ISSN 0021-9762. PMID 11836712.
- [33] Robson Sean, Manacapilli Thomas. (2014). Enhancing Performance Under Stress // *Stress Inoculation Training for Battlefield Airmen* (PDF), Santa Monica, California: RAND Corporation, p. 61. ISBN 9780833078445.
- [34] Sidneva A.N. The problem of the ability to learn in the domestic psychology of education: a review of the basic concepts // *Psychological science and education*. 2017. N 3. P. 63-70.
- [35] Shinyaev K.A. Peculiarities of psychological stability of a student's personality in the educational environment as a basis for developing a psychological stability test for a person Shinyaev // *Proceedings of the Samara Scientific Center of the Russian Academy of Sciences*. 2011. Vol. 13, N 2(6). P. 1438-1440.
- [36] Schneider T.R., Lyons J.B., Khazon S. (2013). Emotional intelligence and resilience // *Personality and Individual Differences*. 55 (8): 909-914. doi:10.1016/j.paid.2013.07.460.
- [37] Summers D., Kushzhanov N., Almurzayeva B., Yesengulova M., Abdirakhmanova Y., Safarov R., Imanov B. Moral dilemmas in digital & foreign world // *Bulletin of national academy of sciences of the republic of Kazakhstan*. 2018. Vol. 2, N 372. P. 68-74. ISSN 1991-3494. <https://doi.org/10.32014/2018.2518-1467>
- [38] Summers D., Salish S., Karabalina A., Kubieva V., Erbulatova A., Almurzayeva B., Nazarova G. Psychological and pedagogical aspects of moral education in Kazakhstan // *Bulletin of national academy of sciences of the republic of Kazakhstan*. 2018. Vol. 3, N 373. P. 121-129. ISSN 1991-3494. <https://doi.org/10.32014/2018.2518-1467>.
- [39] Ungar M. (2004). *Nurturing hidden resilience in troubled youth*. Toronto: University of Toronto Press, ISBN 0802085652.
- [40] Utemissova G., Summers D., Urmurzina B., Abdirakhmanova Y., Summers S.A.B. (2018). Psycholinguistic study of suggestive methods in education // *Bulletin of the National Academy of Sciences of the Republic of Kazakhstan* P. 159-166. WOS 000435934600022. <https://doi.org/10.32014/2018.2518-1467>.
- [41] Vartanova I.I. Psychological features of motivation and values for high school students of different sexes // *Psychological science and education*. 2017. N 3. P. 63-70.
- [42] Werner E.E., Smith R.S. (2001). *Journeys from childhood to midlife: Risk, resiliency, and recovery*. Ithaca, NY: Cornell University Press, ISBN 0801487382.
- [43] Werner E.E. (1995). Resilience in development // *Current Directions in Psychological Science*. 4 (3): 81-85. doi:10.1111/1467-8721.ep10772327.
- [44] Yasvin V.A. *Educational environment: from modeling to design*. M.: Meaning, 2001. 365 p.
- [45] Zautra A.J., Hall J.S., Murray K.E. (2010). Resilience: A new definition of health for people and communities. P. 3-34 in J.W. Reich, A.J. Zautra & J.S. Hall (eds.), *Handbook of adult resilience*. New York: Guilford. ISBN 146250647X.

Л. Г. Дмитриева¹, О. И. Политика², Э. Р. Нагуманова²

¹М. Ақмолла атындағы Башқұрт мемлекеттік педагогикалық университеті, Ресей,

²Башқұрт мемлекеттік университеті, Ресей

«ЖОҒАРҒЫ СЫНЫП ОҚУШЫСЫНЫҢ ТҰЛҒА РЕТІНДЕГІ ПСИХОЛОГИЯЛЫҚ ТҰРАҚТЫЛЫҒЫ» ӘДІСТЕМЕСІН ӘЗІРЛЕУ ЖӘНЕ СЫНАЛТЫМ

Аннотация. Мақалада профильді сыныптарға көшіп білімін жалғастыратын жоғарғы сынып оқушыларының көкейкесті психологиялық тұрақтылық проблемасы туралы айтылады, мұндай сыныптарда білім алуды бастаған кезде көпшілігінің қиындыққа душар болатындығы туралы мәселе қойылады, олардың көпшілігінің бұл оқушыларда бастапқыда психологиялық тұрақтылықтың төмендеуіне байланысты болып келеді. Сыныптастарымен, ұстаздармен қарым-қатынас қалыптастыру қажеттілігіне байланысты айқындалатын бейімделудің қиындығы, мектеп бағдарламасының қиындығының жоғары деңгейі көрініс береді. Бұл проблема жоғарғы сынып оқушыларының психологиялық тұрақтылық деңгейлерін анықтайтын термесауалдауыш жасақтауға алып келді. Жұмыс барысында біз термесауалдауыш тұжырымдамасының негізін қалаған бірқатар отандық және шетелдік психологиялық дереккөздерді зерттедік. Бізбен теориялық-методологиялық негіздемелер белгіленді, біз оларға сүйене отырып, сұрақтар құрылымын әзірледік. Сондай-ақ психологиялық тұрақтылықтың жас аспектілеріне қатысты мәселе қызықтырды. Жасөспірім шақтағы психологиялық тұрақтылықтың көрініс беруіне қарамастан, термесауалдауыш олардың психологиялық тұрақтылығына теріс әсер етуі мүмкін жайттардың барлығын анықтауға мүмкіндік берді. Термесауалдауыштың көмегі арқылы психологиялық тұрақтылықтың көрініс беру деңгейлерін анықтауға болады, ол өз кезегінде болашақта мектептің білім беру ортасында психологиялық тұрақтылықты түзету бойынша қажетті шараларды өткізуге мүмкіндік береді. Жоғарғы сынып оқушысының психологиялық тұрақтылық көрінісінің тиянақтылығына білім алудың табыстылығы мен жоғарғы сынып оқушысының тұлға ретінде дамуын айқындайтын мектептің білім беру ортасы әсер етеді. Термесауалдауышты әзірлеу барысында біз «білім беру

ортасы» деген ұғымға назар аудардық, психологиялық дереккөздерді, бұл көрініспен байланысты теория мен тұжырымдаманы нақтырақ талдадық. Термесауалдаушыты әзірлеу барысында біз жоғарғы сынып оқушысының кәсіби өзін-өзі айқындау проблемасына назар аударып қана қоймай, сонымен қатар оның жеке тұлға ретіндегі дамуына да назар аудардық, соған байланысты термесауалдаушыға өзін өзі бағалауға, ұстаздарымен және сыныптастарымен қарым-қатынас қалыптастыра білуіне, жана жағдайларға, біздің жағдайда мектептің білім беру ортасындағы жағдайларға бейімделу процестерінің ерекшеліктерімен байланысты ойпікірлер қалыптастырылды. Оқу жылының басында және аяғындағы жоғарғы сынып оқушысының тұлға ретіндегі психологиялық тұрақтылығының көрініс беру деңгейлерін өлшеп, біз профильді сыныптардағы жана жағдайларда білімін жалғастыратын жоғарғы сынып оқушыларының оқу жылының басындағы бейімделуге байланысты қиындықтарға қарамастан, оқу жылының аяғында оларды игере біліп, психологиялық тұрақтылық көрінісінде барынша тиынақты бола білгендігі туралы тұжырымға келдік.

Түйін сөздер: психологиялық тұрақтылық, стресс, өзін-өзі реттеу.

Л. Г. Дмитриева¹, О. И. Политика², Э. Р. Нагуманова²

¹Башкирский государственный педагогический университет им. М. Акмуллы, Россия,

²Башкирский государственный университет, Россия

РАЗРАБОТКА И АПРОБАЦИЯ МЕТОДИКИ «ПСИХОЛОГИЧЕСКАЯ УСТОЙЧИВОСТЬ ЛИЧНОСТИ СТАРШЕКЛАССНИКА»

Аннотация. В статье говорится об актуальной проблеме психологической устойчивости старшеклассников, которые переходят обучаться в профильные классы, ставится вопрос о том, что в начале обучения в подобных классах многие испытывают трудности, большая часть которых связана с тем, что психологическая устойчивость на первых порах у этих школьников понижается. Сказываются сложности адаптации, которые определяются необходимостью выстраивать отношения с одноклассниками, педагогами, высоким уровнем трудности школьной программы. Эта проблема побудила создать опросник, выявляющий уровни психологической устойчивости старшеклассников. В процессе работы мы проанализировали ряд отечественных и зарубежных психологических источников, что легло в основу концепции опросника. Нами были определены теоретико-методологические основания, опираясь на которые мы разработали структуру вопросов. Также нас интересовал вопрос, касающийся возрастных аспектов психологической устойчивости. Опросник позволил прояснить, что, несмотря на стабильность проявления психологической устойчивости в юношеском возрасте, существуют ситуации, которые могут негативно влиять на их психологическую устойчивость. С помощью опросника можно определить уровни проявления психологической устойчивости, с тем, чтобы в последующем проводить необходимые мероприятия по коррекции психологической устойчивости в образовательной среде школы. На стабильность проявления психологической устойчивости старшеклассника влияет образовательная среда школы, которая определяет успешность обучения и личностного развития старшеклассника. В процессе разработки опросника мы обратили внимание на понятие «образовательная среда», подробно проанализировали психологические источники, теории и концепции, связанные с этим явлением. В ходе разработки опросника мы обратили внимание не только на проблему профессионального самоопределения старшеклассника, но и на его личностное развитие, в связи с чем в опросник были заложены суждения, связанные с самооценкой, умением строить отношения с педагогами и одноклассниками, особенностями процесса адаптации к новым условиям, в нашем случае, к условиям образовательной среды школы. Измерив уровни проявления психологической устойчивости старшеклассников в начале и в конце учебного года, мы пришли к выводу, что обучающиеся, оказавшиеся в новых условиях профильного класса, несмотря на то, в начале учебного года испытывали трудности адаптации, в конце учебного года сумели их преодолеть, став более стабильными в проявлении психологической устойчивости.

Ключевые слова: психологическая устойчивость, стресс, саморегуляция.

Information about authors:

Dmitrieva Lyudmila Gennadievna – Professor, Doctor of psychology, Akmuully Bashkir State Pedagogical University, Russia; l.l.dmitrievalg@mail.ru

Oksana Ivanovna Politika – Associated Professor Psychological Support and Clinical Psychology Department, PhD in Psychology, Bashkir State University, Russia; oksanapolitika@rambler.ru; <https://orcid.org/0000-0002-5538-7711>

Nagumanova Elvira Raufatovna – Associated Professor Psychological Support and Clinical Psychology Department, PhD in Psychology, Bashkir State University, Russia; elva2004@inbox.ru; <https://orcid.org/0000-0002-5166-6764>