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Resilience as basis of psychological health-saving of future teacher-psychologists

G.B. Imanbekova*¹ , SH.O. Oryngaliyeva² , S.S. Baisarina³ 

¹Alikhan Bokeikhan University Semey, Kazakhstan

²Alikhan Bokeikhan University Semey, Kazakhstan

³L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

(E-mail: ¹gulbarshyn.baktygalieva@mail.ru, ²sh.oryngaliyeva@gmail.com, ³mereke1978@mail.ru)

Abstract. In modern society the development of psychological health care is becoming increasingly important, so there's no doubt that this problem is relevant for future teachers-psychologists. Article presents the systematized form of theoretical analysis of «resilience» phenomenon. The article describes the main components of resilience and their relationships. S. Maddi identified three relatively autonomous resilience components: commitment, control, and risk taking. The severity of these components and vitality in general prevents the emergence of internal tension in stressful situations. Commitment, meaning the involvement of an individual in the events of their life and activities, receiving pleasure from it. Control motivates the subject to search for ways and means of influence. Taking risks allows an individual to understand the inevitability of risk and remain open to the world around him,. There were characterized the influence of resilience components on the psychological health-saving development. Article describes the results of empirical research of first year students' resilience components level and generalizes the obtained data as result of empirical research. The conclusions of this study provide insights into the development of future teacher-psychologists. The results and conclusions of the study of the level of resilience obtained at this stage of the work contribute to the development and implementation of a scientific and methodological system of psychological and pedagogical support for the development of psychological health-saving of students.

Key words: personal resilience, psychological health-saving, involvement, control, risk- taking, factor, analysis.

Introduction

Nowadays society requires specialists who demonstrate their own individuality, creativity, adequacy of forecasting, flexibility in the transition from one activity to another, planning their deeds in general, aimed at achieving professional goals. «A developing society needs modern educated, moral and enterprising people who can independently make choices and have abilities to cooperate, who characterized by mobility, dynamism, constructiveness», - these requirements have a tendency to constant growth. On the one hand, the specialist accepts the requirements that develop resilience, namely life resilience, and on the other hand - constant changes and increasing requirements expose the student to stress [1].

Admission to the university is a «new» period of entering to adult life, which is necessarily accompanied by stress (adaptation, examination session, passing practices, protection of final qualification work, etc.). Successful coping with stress forms the resilience of students, which increases their effectiveness during the learning process and promotes the development of psychological health-saving. The «resilience» phenomenon was studied by scientists such as S. Maddi and S. Kobeyts [1], D.A. Leont'yev and Ye.I. Rasskazova [2], A.L. Aleksandrova [3], A.N. Fominova [4], S.A. Bogomaz [5], M.V. Loginova [6], V.D. Shadrikov [7] etc.

Thus, the aim of the study is to analyze the measure of the dynamics of resilience development of future teacher-psychologists as criterion for the psychological health-saving.

Main part

In order to measure the dynamics of resilience development of future teachers and psychologists and reveal its relationship with the development of psychological health-saving, it is necessary to carry out an analytical analysis of the psychological and pedagogical literature.

The phenomenon of resilience is one of the main personal qualities in a person's life, since resilience performs the function of protecting the individual from disintegration and personality disorders. Resilience is the basis of internal harmony, full psychological health and high performance. A person discovers resilience in certain situations, regardless of knowledge and understanding of this given.

The study of the problem of resilience is relevant because in the life of each of us we inevitably encounter difficulties as a consequence of complex interaction with the outside world, and each person copes with them differently: some receive psychological trauma, while others, having overcome difficulties, not only support health, but they also grow personally, expanding their adaptive capabilities. Persons who "don't broke" in difficult times and moved on, holding their heads high, they can rightfully be called resilient.

Any person as an individual grows by making choices, and by «living» his life in fear and indecision he declines. Existentialist philosophers, studying a person's ability to withstand the difficulties of life, use such concepts as freedom and consciousness of choice, responsibility and obligation, finding meaning in what is happening.

Resilience is a system of beliefs about oneself, the world, and relationships with the world. Human resilience is associated with the ability to overcome various stresses, support a high

level of physical and psychological health, as well as optimism, self-efficacy, subjective life satisfaction, and the ability for continuous personal self-development.

The conditions in which the life of a modern person takes place are often rightly called extreme and stimulating the development of stress. This leads to a general decrease in the sense of safety and security of modern man. The situation of threat to life in the modern world is increasingly becoming a common attribute of the so-called peaceful life.

The problem of human behavior in life situations has recently become very relevant, which is explained by the saturation of information and the acceleration of the rhythm of life of a modern man. A new society has emerged that makes new demands on people. Responsibility for one's life and its success falls on the person himself. In order to adapt, to adapt to such tension, to successfully realize oneself, a person needs to develop problem-solving skills, acquire a quality, a personality trait that would allow effective self-realization.

Methodology

The dilemma of «resilience» was first introduced by Susan Kobey and Salvatore Maddi in the 80s of the twentieth century. It was studied within existential psychology and stress psychology. S. Maddi and S. Kobey originally defined this term as «hardiness», which means «... personal characteristic, which is a general measure of a person's mental health, reflecting three life attitudes: involvement, confidence in the possibility of controlling its events, readiness to risk-taking». Term «hardiness» was entered by S. Maddi and S. Kobey and means «strength, resiliency». Later D.A. Leont'yev suggested denoting given term as «resilience».

The components of resilience which indicated by S. Maddi are determined by the influence of the social environment, the severity of which directly depends on the overall level of resilience formation:

1. «Involvement» is interpreted as «belief in that involvement to events gives the maximum chance to find something worthwhile and interesting to person». The high level of involvement is due to the satisfaction of the individual with his activity.

2. «Control» characterized as «belief in that fighting allows to influence on the result of events, even though this influence is not absolute and success is not guaranteed». High level of control allows person to feel confidence in making decision.

3. «Risk-taking» (challenge) is «person's belief in that everything what happens to him contributes to his development through the knowledge gained from experience, whether positive or negative». Risk-taking characterized by person's readiness to achieve aims despite of the lack of success guarantee. This component enables the person «to be open to the world», to remain interested despite the complexity and variability [1, P 268].

The consideration of the «resilience» concept in foreign and Russian psychology is very diverse.

S. Maddi and S. Kobey pointed resilience as a personal characteristic which is a general measure of a person's mental health, reflecting three life attitudes: involvement, confidence in the possibility of controlling its events, readiness to take risks [1, P 269].

D.A. Leont'yev said that resilience is a trait characterized by a measure of overcoming by a person of given circumstances, and ultimately, a measure of overcoming by a person of himself [2, P 34].

L.A. Aleksandrova told that resilience is an integral ability underlying in the bases of the personality adaptation [3, P 13].

According to Ye.I. Rasskazova resilience is a resource aimed to a greater extent at maintaining vitality and activity, to a lesser extent at maintaining the activity of consciousness [8].

S.A. Bogomaz believed that resilience should be considered as a systemic psychological property that arises in a person due to a special combination of attitudes and skills that allow him to turn problematic situations into new opportunities [5, P 24].

In the definition of M.V. Loginova, resilience is a complex structured mental education, defined as a developing system of beliefs that contribute to the development of readiness to manage a system of increased complexity [6, P 20].

V.D. Shadrikov underlined that resilience is the properties of functional systems that implement individual mental functions, which express an individual measure of expression, manifested in the success and qualitative originality of the development and implementation of activities [7, P 16].

Articles of various authors such as A.R. Yermentayeva [9], G.Zh. Menlibekova [10], R.K. Tatayeva [11], S.V. Vlasenko [12] and others focused on the problem of resilience, in which revealed the nature of resilience and its influence on other personal characteristics of students. Some educators, teachers' thoughts on class behaviours, psychological health and personality structure have stated that this is more important than teaching technique and teacher knowledge [13].

The changing conditions at the university education have great impact on students, who, according to this, exposed to a number of crises:

- «age» crises involving changes in psychophysiological features;
- «individual life crises», which include crises of unrealisation, empty feeling, unperspectivity;
- «professional training crises»: external, global, existential, connected with the instability of the present and the uncertainty of the future [12].

But regardless of this, student days are a sensitive period of formation and development of resilience. In this connection, it is necessary to dwell on the concept of «first year student» (17-18 years), which characterized with acceptance of social and personal duties, responsibility for own life, choice of profession, often tending to change and build life plans, independence in making decisions and control own behavior [14]. The successful entry of a first year student into a new stage of life depends on resilience, because there is a process of acceptance of new conditions of the university and its requirements by the student.

It's worth noting that entry of first year student into the new conditions is accompanied by negative factors too. In this regard, the lack of self-regulation, moral support, absence of control of own behavior reduces the favorable process of adaptation, at the end it decrease the stability, control themselves and their activities, which reduces the resilience overall [14; 3].

Results and discussion

The aim of the empirical research is to study the features of resilience of university students.

The study was carried out in two stages (primary data gaining and control stage) in order to track the dynamics of the development of resilience in first-year students. The sample consisted of 55 first-year students.

There was applied S. Maddi's «Test of vitality» adapted by D.A. Leont'yev to make diagnostic of the resilience level of students [2; 30-45].

The test is aimed at diagnosing the psychological factors of successfully coping with stress, as well as reducing and preventing internal tension in a stressful situation.

The questionnaire consists of a number of statement items with which the respondent must express his agreement or disagreement on a 4-point scale. Points are

calculated both directly and inversely. Four indicators were extracted from the scale: involvement, control, risk taking and a general indicator of resilience.

The results were summarized and showed in table 1.

Table 1

Results of diagnostics of general resilience level of students (n=) 55

Life resilience level	Number of people in %
High	17 (9 people)
Middle	65 (36 people)
Low	18 (10 people)

The analysis of the table showed that the middle level of resilience was in 65% (36 people) of the students who took part in test. These students are characterized by a coping strategy aimed to the task, that is, students are less overcome stressful situations, but the presence of readiness to overcome stressful situations is observed.

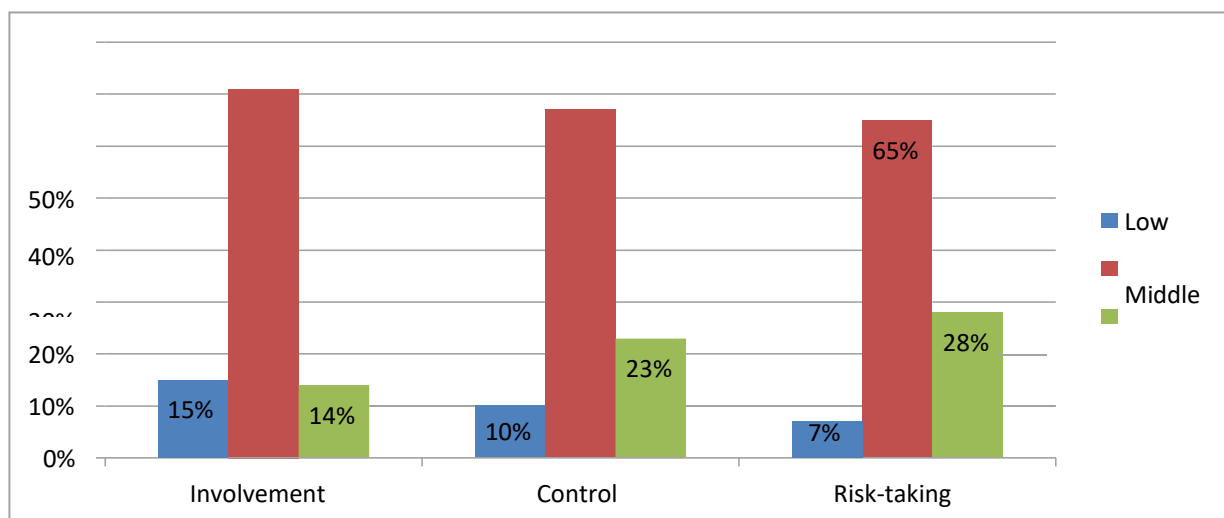
A smaller part of students revealed a high level of resilience – 17% (9 people). Such students have more coping strategies, they are focused on overcoming stressful situations, and they have high emotional stability, low rigidity of thinking and high activity.

18% (10 people) of students have low level of resilience. Such students characterized by low activity, high rigidity of thinking, emotional excitability. The coping strategy in stressful situations is expressed by irrationality, that is, emotional orientation.

It's worth noting that S. Maddi's «Test of vitality» adapted by D.A. Leont'yev also reveals the level of expression of the components of a person's resilience: involvement, control and risk-taking. The results of the severity level of the resilience components are shown in Picture 1. Data analysis shows the middle level of severity of all three components of resilience of the students:

- 71% (39 people) of respondents have an «involvement» component;
- 67% (37 people) have "control" component;
- 65% (36 people) have a "risk-taking" component.

The above data shows that the components of resilience are in agreement with each other, determining the overall level of its development.



Picture 1. Results of the severity level of the resilience component (n=55)

Even D.V. Leont'yev marks next: a high level of resilience is due to a high level of involvement, control and risk-taking. The inconsistency of one of the components of resilience can contribute to a decrease of overall level of person resilience.

To measure the dynamics of the development of resilience, a survey was repeatedly conducted among future teachers-psychologists. The sample was also made up of 55 first-year students. In order to diagnose the level of resilience there was used S. Maddi's «Test of vitality» adapted by D.A. Leont'yev. The results of the study are summarized and presented in Table 2.

Table 2

Results of diagnostics of general resilience level of students (n=) 55

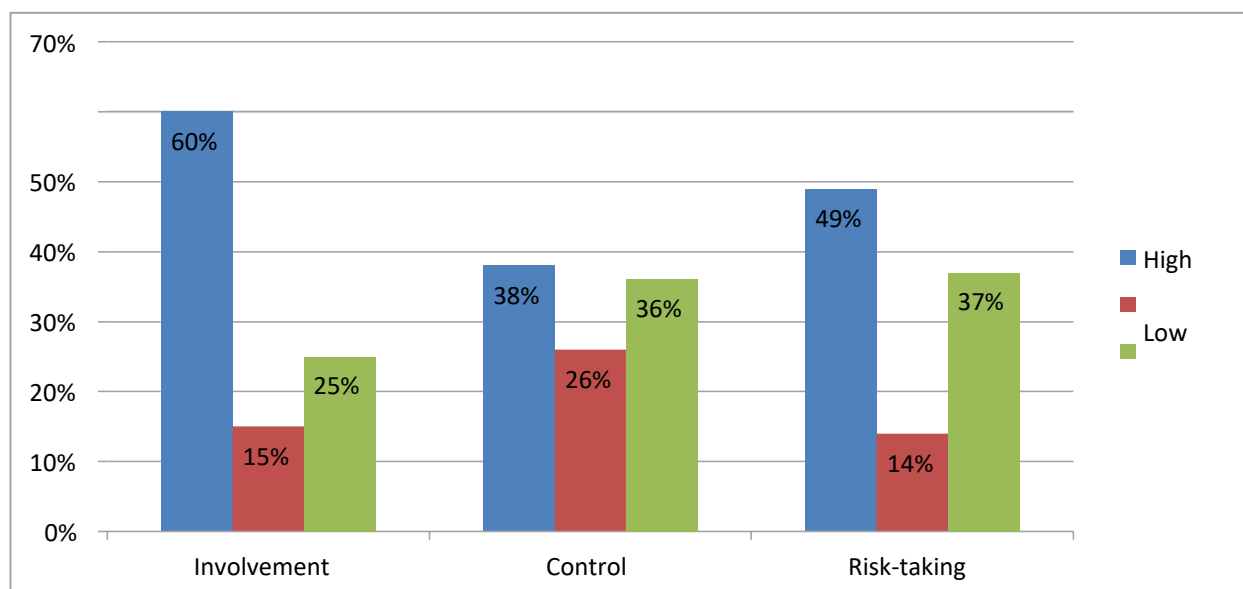
Life resilience level	Number of people in %
High	16 (9 people)
Middle	40 (22 people)
Low	44 (24 people)

The analysis of Table 2 shows that the majority of the subjects are characterized by a low level of development of resilience (44%, which was 24 people). To the least extent, for this sample of respondents, is characterized a high level of resilience development (16%, 9 people). 40% (22 people) are characterized by middle level of resilience development. The results of the study are showed in Picture 2 and characterized by some inconsistency:

– 60% of the subjects (33 people) have a high level of expression of the "involvement" component;

- 49% (27 people) of respondents revealed a high level of severity of the "risk taking" component;
- 25% (14 people) of first-year students revealed a low level of severity of the "control" component.

It follows from this that the discrepancy in the severity of one of the components of resilience had an impact on the overall level of its development.



Picture 2. Results of the level of severity of the components of resilience (n=55)

Thus, the revealed low level of resilience development in first-year students at the second stage of the study is due to the following factors:

- stressful environment (examination session period);
- life experience;
- degree of responsibility;
- adaptation of the personality to new conditions [15].

Accordingly, the formulated hypothesis confirmed that the mutual consistency of the resilience components contributes to the formation of successful activities of future teacher-psychologists, since these components are co-dependent on each other and affect characteristics such as motivation, orientation and social responsibility [16].

Conclusion

Thusly, the conducted empirical research aimed to identify the level of resilience development of the first year students allows to make following conclusions:

1. Resilience is a personal characteristic that helps to overcome stressful situations, the components of which must be consistent.

2. The conducted research shows that the most participants of the test have middle level of resilience development and constantly changing conditions do not always contribute to the development of personality.

3. The conducted control study showed that the majority of subjects are characterized by a low level of development of resilience. These results confirm the relationship of the "consistency" of the components of resilience with the overall level of development of resilience and with the formation of psychological health-saving.

4. The resilience is an important indicator of psychological health-saving of students.

The findings can contribute to the implementation of the resilience development program of first year students within the framework of psychological and pedagogical support.

Authors contribution

G.B. Imanbekova – Acceptance of responsibility for all aspects of the work, the integrity of all parts of the article and its final version.

SH.O. Oryngaliyeva – Formation of ideas; formulation of key goals.

S.S. Baisarina – Conducting research, analyzing and interpreting the data obtained.

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Г.Б. Иманбекова¹, Ш.О. Орынғалиева², С.С. Байсарина³

¹*Alikhan Bokeikhan University, Семей, Қазақстан*

²*Alikhan Bokeikhan University, Семей, Қазақстан*

³*Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан*

Өмірге қайраттылық болашақ педагог-психологтардың психологиялық салауаттылығының негізі ретінде

Андатпа. Қазіргі қоғамда психологиялық денсаулықты сақтауды дамыту барған сайын маңызды бола түсуде, сондықтан бұл мәселе болашақ педагог-психологтар үшін өзекті екендігіне күмән жоқ. Мақалада «өмірге қайраттылық» феноменінің теориялық талдауы жүйелі түрде келтірілген. Онда өмірге қайраттылықтың негізгі компоненттері мен олардың өзара байланысы және психологиялық денсаулықты сақтаудың дамуына әсері сипатталған. С. Мадди өмірге қайраттылықтың үш салыстырмалы құрамдас бөлігін анықтайды: қатысу, бақылау және тәуекелді қабылдау. Бұл құрамдасстардың айқындылығы және жалпы өмірге қайраттылық стресстік жағдайларда ішкі шиеленістің пайда болуына жол бермейді. Белсенді қатысу - тұлғаның өміріндегі оқиғаларға және өз іс-әрекетіне араласуы, одан рахаттануы. Бақылау субъектіні жағдайды аз немесе күйзеліске ұшыратпайтын түрге айналдыру, дәрменсіз күйге түсіп қалмау мақсатында оған әсер етудің жолдары мен құралдарын іздеуге итермелейді. Тәуекелді қабылдау - тәуекелдің болмай қоймайтынын түсіну және айналасындағы әлемге ашық болу, оқиғаны қауіп және сынақ ретінде

қабылдау. Мақалада бірінші курс студенттерінің өмірге қайраттылықтың құрамдас бөліктерінің деңгейін эмпирикалық зерттеу нәтижелері және зерттеудің қорытындысы бойынша алынған мәліметтер беріледі. Болашақ педагог-психологтардың өмірге қайраттылығын дамыту туралы қорытындылар көрсетілген. Жұмыстың осы кезеңінде алынған өмірге қайраттылық деңгейін зерттеудің нәтижелері мен қорытындылары білім алушылардың психологиялық денсаулығын сақтауды дамытуды психологиялық-педагогикалық қолдаудың ғылыми-әдістемелік жүйесін әзірлеуге және енгізуге ықпал етеді.

Түйін сөздер: тұлғаның өмірге қайраттылығы, психологиялық денсаулықты сақтау, белсенді қатысу, бақылау, тәуекелді қабылдау, фактор, талдау.

Г.Б. Иманбекова¹, Ш.О. Орынғалиева², С.С. Байсарина³

¹*Alikhan Bokeikhan University, Семей, Қазақстан*

²*Alikhan Bokeikhan University, Семей, Қазақстан*

³*Евразийский национальный университет им. Л.Н. Гумилева, Астана, Қазақстан*

Жизнестойкость как основа психологического здоровьесбережения будущих педагогов-психологов

Аннотация. В современном обществе развитие психологического здоровьесбережения приобретает все большее значение, поэтому нет никаких сомнений в том, что эта проблема актуальна для будущих педагогов- психологов. В статье представлена систематизированная форма теоретического анализа феномена «жизнестойкости». Там описаны основные компоненты жизнестойкости и их взаимосвязи. С. Мадди выделил три сравнительно автономных компонента жизнестойкости: вовлечённость, контроль, принятие риска. Выраженность этих компонентов и жизнестойкости в целом препятствует возникновению внутреннего напряжения в стрессовых ситуациях.

Вовлечённость, означающая включённость личности в события своей жизни и свою деятельность, получение удовольствия от этого. Контроль мотивирует субъекта к поиску путей и средств влияния и воздействия на ситуацию с целью ее трансформации в менее или не стрессогенную, избегая попадания в состояние беспомощности. Принятие риска позволяет личности понимать неизбежность риска и оставаться открытой окружающему миру, принимать происходящее событие как вызов и испытание. Охарактеризовано влияние компонентов жизнестойкости на развитие психологического здоровьесбережения. В статье описываются результаты эмпирического исследования уровня компонентов жизнестойкости студентов первого курса и обобщаются полученные данные в результате эмпирического исследования. Даны выводы о развитии жизнестойкости будущих педагогов-психологов. Результаты и выводы исследования уровня жизнестойкости, полученные на данном этапе работы, способствуют разработке и внедрению научно-методической системы психолого- педагогического сопровождения развития психологического здоровьесбережения студентов.

Ключевые слова: жизнестойкость личности; психологическое здоровьесбережение, вовлечённость, контроль, принятие риска, фактор, анализ.

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Авторлар туралы мәлімет:

Иманбекова Гульбаршин Бахтығалиевна – хат-хабар авторы, педагогика және психология кафедрасының аға оқытушысы, педагогика ғылымдарының магистрі, Alikhan Bokeikhan University, Семей, Қазақстан.

Орынғалиева Шолпан Оралғалиевна – философия докторы (PhD), педагогика және психология кафедрасының доцент м.а., Alikhan Bokeikhan University, Семей, Қазақстан.

Байсарина Сандуғаш Сайлауовна – педагогика ғылымдарының кандидаты, педагогика кафедрасының доценті, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан.

Сведения об авторах:

Иманбекова Гульбаршин Бахтығалиевна – автор для корреспонденции, старший преподаватель кафедры педагогики и психологии, магистр педагогических наук, Alikhan Bokeikhan University, Семей, Казахстан.

Орынғалиева Шолпан Оралғалиевна – доктор философии (PhD), и. о. доцента кафедры педагогики и психологии, Alikhan Bokeikhan University, Семей, Казахстан

Байсарина Сандуғаш Сайлауовна – кандидат педагогических наук, доцент кафедры педагогики, Евразийский национальный университет имени Л.Н. Гумилева, Астана, Казахстан.

Information about authors:

Imanbekova Gulbarshin Baktygaliyevna – corresponding author, senior lecturer of the Department of pedagogy and psychology, Master of pedagogical Science, Alikhan Bokeikhan University Semey, Kazakhstan

Oryngaliyeva Sholpan Oralgaliyevna – doctor of Philosophy (PhD), acting associate professor of the Department of pedagogy and psychology, Alikhan Bokeikhan University, Semey, Kazakhstan

Baisarina Sandugash Sailauovna – Candidate of pedagogical sciences, Associate professor, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan.