

**PSYCHOLOGICAL CHARACTERISTICS OF THE MANIFESTATION OF LIFE
RESISTANCE DURING STUDENT AGE**

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Abstract. The article is devoted to the issues of psychological aspects of the manifestation of tolerance to life during student life. First of all, an analysis of research conducted by foreign scientists on the content, characteristic aspects, criteria, indicators, and age-related development of the concept of resilience to life is presented. The results of an empirical study of the formation of resilience to life during student life are also presented.

Keywords: student personality, resilience to life, stress, neurosis, inadequate behavior, depressive states, resilience, involvement, control, risk, vitality, life creativity, career choice.

**ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ПРОЯВЛЕНИЯ ЖИЗНЕСТОЙКОСТИ К
ЖИЗНИ В СТУДЕНЧЕСКИЙ ПЕРИОД**

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Аннотация. В статье рассматриваются психологические аспекты проявления жизнестойкости в студенческие годы. Прежде всего, представлен анализ исследований, проведенных зарубежными учеными по содержанию, характерным аспектам, критериям, показателям понятия жизнестойкости, а также вопросам возрастного развития. Также изложены результаты эмпирического изучения формирования жизнестойкости в студенческий период.

Ключевые слова: личность студента, жизнестойкость, стресс, невроз, неадекватное поведение, депрессивные состояния, выносливость, вовлеченность, контроль, риск, жизненная способность, жизненное творчество, выбор профессии.

Processes occurring in society can affect a person by causing stress, neurosis, inadequate behavior, and depressive states. In psychology, the concept of "life tolerance" is of great importance. Therefore, the problem of life stability is becoming increasingly important for psychologists today.

Tolerance to life is especially important for a person during periods of economic and social change. The term endurance, introduced by S. Maddi and S. Kobes, translates from English as "endurance" [1]. It is described by D. A. Leontiev in psychology as "tolerance to life" [2]. The concept of resilience to life (hardness) is introduced into psychology by S. Maddi as a system of beliefs about oneself, the world, and relationships with the world [6]. This is a personality trait that includes three relatively autonomous components: involvement, control, and risk. The expression of these components and resilience to life in general prevents the emergence of internal tension in stressful situations by resiliently managing stress (hardy coping) and perceiving them as less significant [7].

Tolerance to life includes three components: involvement, control, and risk.

1) Involvement is defined as "confidence that involvement in ongoing events gives a person the maximum opportunity to find something worthwhile and interesting." A person with a developed

component of engagement enjoys their activity. The absence of such a belief leads to a feeling of being "outside" of life.

2) Control - although this influence is not absolute and success is not guaranteed, it expresses the belief that the struggle allows you to influence the result. The opposite is the feeling of one's own weakness. A person with a strongly developed control component feels that they are choosing their own activity, their own path.

3) Risk - the belief that everything that happens to him, regardless of whether it is positive or negative, contributes to his development thanks to the knowledge gained from experience. A person who views life as a way of gaining experience will be ready to act. A great contribution to the development of this concept was made by S.A. Rubinstein, who identified the essence of this phenomenon in the study of resilience to life and considered it as a process of continuous human development [11]. In our opinion, the concepts of "creativity for life" and "vitality" are close to it in terms of their significance in psychology. The term "vital ability" was first introduced by B.G. Ananyev, who referred to a person's general ability to work. According to B.G. Ananyev, the main factor in maintaining resilience and vitality is the development of intellectual functions [10].

The concept of "life creativity" is close in meaning, and D.A. Leontiev understands it as the development of personality-oriented practice, the expansion of life relationships. According to him, creativity in life is connected with certain aspects of development and the manifestation of tolerance to life. In Russian psychology, the term "life tolerance" began to be studied relatively recently, but definitions of this concept already exist. In particular, D.A. Leontiev asserts that resilience to life is a characteristic that is characterized as a measure of a person's ability to overcome given situations, and ultimately as a measure of a person's ability to overcome themselves [5]. L.A. Alexandrova defines resilience to life as an integral ability underlying personality adaptation[1]. According to S.V. Knijnikova, a person's tolerance for life is not only a system of beliefs, but also an integral characteristic of the individual [4]. E.I.Rasskazova emphasizes that resilience to life is a reserve aimed at supporting more activity. He defines it as a personal resource, the ability to use external resources in vital situations [9]. The activities of students as future specialists are very diverse, and attracting resources to achieve goals is very important at the present time. Future specialists must learn to use these resources correctly. Most authors who have addressed this problem believe that resilience to life is a personal characteristic of a person, that is, an inseparable personal education that develops throughout life.

A person is resilient to life in various situations, elections, and problematic situations. The term "life resilience" is used in the system of stress management problems, emphasizing the existence of approaches that motivate a person to change stress-inducing life events [8]. Tolerance to life is especially important in complex social changes, economic and other processes. His research is especially effective during the period of active human formation and manifestation. One of such periods is youth, when intensive education is carried out in higher educational institutions.

Youth is the period of choosing a profession and entering adult life. For boys, this period is 17-21 years, for girls - 16-20 years. At this age, specific tasks are solved: establishing friendly and close relationships with others, playing sexual roles and forming relationships with the family, achieving independence, forming the foundations of worldview and self-awareness, professional choice[3]. Problem situations during the student period are associated with the frustration of basic needs: physiological, the need for success; the need to develop one's "Self," etc. [7]. Gradually, the content

of the emergence of tolerance towards life in the student's personality begins to be strengthened at the expense of formed values. This will be the basis for maintaining its resilience in the world.

From the foregoing, it follows that during the period of study at a higher educational institution, young men develop existential and interpersonal fears. This can affect the life situation of learners[2].

Therefore, we consider it important to study the characteristics of students' resilience to life in conjunction with coping strategies, externality and internality, and reflexivity.

In order to study the formation of resilience to life during the student period, an adapted version of the methodology "Life Endurance" by S. Maddi was used. The methodology was conducted in a group of subjects, and the obtained results were analyzed quantitatively and qualitatively. The results of the quantitative analysis are reflected in the table.

Table 1

Levels of manifestation of resilience to life during the student period

Courses	Overall vitality	Involvement	Supervision	Take a risk
1st year	65	25,5	27,25	12,25
3rd year	73,4	29,43	28,86	15,14

As can be seen from the table results, significant differences are observed in the level of formation of tolerance to life in the student group. Especially among the indicators of students' tolerance to life in general, $M=65$ and $M=73.4$. According to it, the high indicators of tolerance to life in 3rd-year students are characterized by the formation of a conscious attitude towards their future professional activity and the acquisition of knowledge about people and society, as well as the ability to enter the system of relationships with surrounding people and have their place in the system of interpersonal relations.

The low level of results of 1st-year students on this indicator is determined by their lack of adaptation to the environment of the educational institution and the inability to rationally establish collective relationships in the educational group. In particular, this is explained by the insufficient knowledge of people about society and their lack of life experience.

The engagement rate among the subjects is $M=25.5$ and $M=29.43$. This indicates that they have their own personal opinion and position regarding life problems and views. It should be noted that as the adolescent's personality grows, he does not observe life problems from the outside, but, on the contrary, manifests himself as an active participant in the process. Therefore, in connection with adolescence, we can see an increase in personal experience and thinking skills.

The next scale of tolerance to life in the control group of subjects is $M=27.25$ and $M=28.86$. If we look at the indicators, it is natural that no significant aspects are observed between them. It is known that the student's personality requires the ability to adequately assess and control themselves in any life situation. Therefore, the student's personality is characterized by the formation of the skill of consciously managing their behavior in relation to any influences.

If we look at the risk indicators, then for 1st-year students and 3rd-year students, $M=12.25$ and $M=15.14$. If we pay attention to the results, then in the group of 3rd-year students, it is determined by the development of such qualities as a propensity for taking risks, making decisions without

thinking. Therefore, during student life, the tendency to take risks increases with age. It is observed that they are prone to taking risks when making plans for the future, in connection with their active striving for the future.

As can be seen from the results of the methodology, by the time of student life, the formation of resilience to life occurs in combination with a number of factors. It should be noted that changes in the student's personality, characteristic of the age period, are determined by the expansion of life experience, the presence of a strong desire for independence and freedom. The most important thing is to increase internal and external sensitivity to stressogenic factors arising in the student's personality.

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