

## Features of Coping Strategies in Adolescence

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**Abstract:** In the proposed article, we examined the influence of interpersonal relations of adolescents with their loved ones around them on the choice of coping strategies for them in difficult life situations. We described the results of the study, and also developed guidelines to help develop constructive coping strategies in adolescents.

**Keywords:** coping, coping strategies, coping styles.

Difficult situations arise in everyone's life. They have a different nature, but the definition of "difficult" itself has an emotional coloring by the person who experienced them. This. Difficult situations arise when a person's life changes its usual way and certain obstacles appear. The ways to overcome these obstacles can be very diverse, and a person's choice of overcoming and resolving difficult situations determines the success of overcoming them.

Our attitude to difficult life situations is largely determined by the way we deal with the emotional and behavioral patterns that have formed throughout our lives. Wrestling has a special place in the science of psychology. At present, the problem of "overcoming behavior" is one of the most pressing issues of our time, attracting the attention of many researchers.

This study aimed to influence the choice of strategies to overcome the nature of interpersonal relationships during adolescence.

The step-by-step implementation of our research is characterized by the following tasks:

- 1) study the theoretical basis of the material on coping strategies;
- 2) diagnosis of coping mechanisms in adolescents;
- 3) to establish the relationship between the studied structures.

The study involved 80 students aged 13 to 16 years. They are all 8th graders at two secondary schools in Namangan.

Data collection methods: questionnaire, test, projective methods ("Sleep Strategies Index", Heim Test, Lazarus Coping Test, D. Amirkhan), processing: primary descriptive statistics, correlation analysis.

In general, the concept of coping is understood in psychology as a description of the characteristic patterns of behavior of people in various difficult life and professional situations. The ultimate goal of this behavior, and at the same time its effectiveness, is to reduce the stressful impact of the situation, that is, to cope with it and to achieve a constructive level of activity [10].

Overcoming strategies are a mechanism for dealing with "difficult" life situations. Strategies help to adapt in society, but sometimes non-constructive strategies can lead to a deterioration of human performance in society, disadaptation. The development of strategies depends in many ways on the development of the individual and they can change throughout life. Everyone sets their own set of strategies. "Lying is a process in which the subject uses different strategies at different stages, sometimes combining them" [2].

According to A. A. Nalchadjyan, overcoming is a process of social and mental adaptation of the individual. The author also highlights a misguided personality with long-term experience without the ability to resolve disputes internally [1]. In a broader sense, the struggle should be seen as a process involving dynamics or the constant change of methods of overcoming, because man and the environment form an integral dynamic relationship and interact with each other [ 11].

In choosing ways to cope with “difficult” situations, a person will need some resources. Victory depends first on the individual and then on the situation. This problem is solved by the psychology of the person, who studies both the person himself and the possible difficulties of life.

There are different types of personalities, they have their unique fighting styles. According to F.E. Vasilyuk, there are two aspects of the human world: external and internal. There are many approaches to exploring winning resources. Coping resources can be divided into three major groups - personal, social, and material. Personal resources include the “I-concept” feature, control furnace, personal relationships, self-control, high level of knowledge and multiple specializations, creative thinking, etc. Social resources include information, trust, support from relatives and friends, and more. Material resources include property, money, jewelry, and so on.

All of these resources will help you overcome the current difficult situation, but you need to remember one rule. One of the important components of overcoming this is the resource management process. Effective resource management is the mobilization and optimal use of personal and environmental resources [3]. A similar classification of victory resources is given in the works of K. Muzdiboev. He identified two main types of resources: personal and environmental. “Personal resources include an individual’s skills and abilities, while environmental resources reflect the availability of instrumental, spiritual, and emotional support from the social network” [8].

The work of D. Terry can be distinguished from the works of Western scholars. Together with other researchers, such as G. Haynes and W. Conway, he studied the situational-personal determinants of coping strategies and identified two types of resources accordingly: the first type is situational and the second is situational. - in general (personal) [9]. The work of Russian authors OV Luneva and AV Mantorova, who talk about the use of social and emotional intelligence as resources for overcoming, has made a significant contribution to the identification of resources for victory. And I.G. According to Samoilova, mental states have the nature of resources because they create a strong energy potential for a person to overcome a difficult life situation. These types of resources also apply to human personal resources [7].

The existing approaches can be roughly divided into two main types: intraindividual and individual (Endler & Parker, 1990; Folkman, Lazarus, Dunkel-Schetter, DeLongis & Gruen, 1993; Parker & Endler, 1992). Depending on what factors, they give more weight. In the intraindividual approach, the situational factor plays a dominant role, while in the interindividual approach, the internal factor (personal) plays a dominant role. Currently, coping studies show the effects of both individual and individualized approaches [4].

A teenager is a developing person. Helping a teenager “learn to live” at this age is crucial - that’s a parent’s primary responsibility. One of the main problems in a teen’s inability to live is neglect. Adult indifference can be a decisive destructive factor in shaping a teenager’s personality. The relationship between age and the choice of coping strategies is a very difficult problem to study. There is no consensus among researchers on this issue. Thus, there are two models in foreign psychology, none of which have yet found a clear empirical confirmation or rejection [6]. Representatives of the first view are K. Yung, E. Erickson, D. Gutman. According to them, with age,

a person faces new problems, the solution of which leads to the improvement of existing coping strategies.

Personal development, differentiation and integration of the Self, and understanding of the meaning of one's life also have a significant impact on this process. This approach emphasizes changing ways of coping with age. R. Lazarus and S. Folkman are representatives of a situational, phenomenological model that rejects the idea of the fundamental importance of age and personality characteristics for the use of effective coping strategies. They focus on the characteristics of a stressful situation that a person needs to cope with, emphasizing that there are no more or less "mature" strategies, that age only affects the assessment of the surrounding reality and is not the main determinant of adaptive behavior [5].

Adolescence is an intermediate stage between childhood and adulthood, the stage of formation and development of a person. At this age, the first difficulties appear when the "cloudless" childhood ends and the teenager is faced with a bunch of problems and obstacles that he has to cope with. But a teenager alone cannot always overcome them. In domestic and foreign psychology, studies have been conducted to identify stressful situations characteristic of adolescence that requires coping with them. These are illnesses, moving, divorce of parents, death of loved ones, the birth of a brother or sister, separation from parents, the indifference of parents, changes in the financial situation of parents, relationships with the opposite sex, choosing a professional path, relationships in the class, etc. [6]. The family turns out to be the environment where a growing person first finds himself in life situations that are unpleasant for him [1]. Help from parents, as mentioned above, is a significant factor in the problem of coping. Teenagers most of the time are influenced by other people: school teachers, peers, neighbors, favorite idols. It is difficult for them to learn on their own, to cope with difficulties, they try to imitate adult behavior, seeing on the example of other people how they cope with difficulties, adolescents often copy it. Therefore, the main task of parents is to be a good and correct role models. Success in achieving contact with a teenager largely depends on the relationship between parents.

In the study of coping methods, we relied on methods that study coping strategies, starting from a specific problem and a person's well-being. Currently, coping methods are very diverse and combine several types.

- Coping strategy confrontation.
- Coping strategy self-control.
- Coping strategy seeking support.
- Coping strategy escape.
- Coping strategy planning.
- Coping strategy positive reassessment
- Coping strategy of postponing responsibility. [12, 13].

Let's turn to the results. According to the methodology for studying coping strategies (E. Heim in the adaptation of L.I. Wasserman). It presents 3 scales: 1-cognitive coping strategies, 2-emotional coping strategies, 3-behavioral coping strategies. These three main scales are divided into 3 more subscales: adaptive coping strategies, non-adaptive, and relatively adaptive. In this case, since scores were given from 0 to 2, it was found that the most adaptive are behavioral coping strategies. They scored the highest overall score (37%, which equates to 103 points). The most non-adaptive strategies were cognitive coping strategies (28% = 78 points), perhaps the degree of these strategies

is influenced by the age, experience, and mental activity of the child because Since the child's brain is still in the formative stage, this type of strategy did not receive a high score.

Emotional coping strategies have an average score of adaptability (35% = 96 points), perhaps this happened because adolescence is characterized by high emotional intensity, due to various changes that occur with adolescents. Adolescents still cannot tightly control their emotions and feelings.

Further, we found that the most common scale of coping according to the method of identifying the type of coping strategies (R. Lazarus, S. Folkman, adapted by T.L. Kryukova) at this age is the scale of positive reassessment. The sum of points on this scale exceeds all other values (940 points). Presumably, this is a consequence of high emotional activity in this age aspect. The scale of self-control is close to it in value (908 points), which indicates the formation of the quality of self-control in adolescence. In children, this property is practically not developed. The least developed among adolescents was the scale of acceptance of responsibility. Perhaps this is due to the age specifics of this period, the unwillingness of adolescents to take responsibility. Some teenagers have the slogan: "Rules are made to be broken." Also, perhaps, this is due to the adoption in the society of laws on the rights and obligations of adolescents, because. Since this age is still considered a minor, then the responsibility is much lower than in the adult period.

According to the methodology for determining the type of coping strategies in a particular situation (D. Amirkhan, adapted by N.A. Sirota and V.M. Yaltonsky), the most pronounced scale is the problem resolution scale (39%). This shows the high efficiency of solving problems in children, thus. there is a tendency to search for ways to solve the problems and difficulties that have arisen. Scales 2 and 3 (2 - "search for social support", 3 - "avoidance of problems") are expressed by almost the same percentage, 31%, and 30%, respectively. Perhaps this indicates a not yet clearly expressed structure of the formation of the most adaptive variants of coping strategies. On the one hand, they are looking for support from adults, friends, acquaintances, and on the other hand, they are trying to escape from the problem. Most likely, this is due to the first experience of the so-called "adult life", when a person grows out of childhood, becomes independent, but not yet an adult. He has not yet learned to cope with all the difficulties that are encountered, and a certain fear arises, the teenager asks himself the question "Will I be able to cope with this problem?" and sometimes gets scared and just tries to get away from her decision and thus get rid of her, lets everything take its course.

In identifying the type of interpersonal relationships by the method of unfinished sentences (Sachs-Levi, adapted by G.G. Rumyantsev). The highest score was given to the "attitude towards mother" scale, which may indicate a positive assessment of this type of relationship by adolescents. Children are often attached to the mother and love her very much, so the attitude towards the mother is the most positive among others. In contrast to this high indicator, there is another indicator - attitude towards the father, which received the lowest score among other scales (71 points). In a qualitative analysis, it turned out that children assess their relationship with their father as distant, not close. The average indicators scored on the scales "attitude towards friends" and "attitude towards family" (scored 122 and 117 points, respectively). These are average indicators that indicate a fairly good system of interpersonal relations in these categories. Children value their family and friends positively. All teenagers like to spend time with friends, this is evidenced by the position of L.S. Vygotsky about the social situation of development in this period. And what is very important is that the children have a concept of "family" as a unit of society and a positive attitude towards it.

In statistical processing, we checked the correlation between the results obtained (gender, age, family structure, the nature of interpersonal relationships).

In the conducted statistical analysis, we identified 3 indicators that have the lowest level of significance (these indicators are highlighted in color). Next, we will analyze them. The first of the indicators is the “Confrontational Coping” scale according to the Lazarus method. The second indicator is scale 6 of the Lazarus Escape-Avoidance test. The indicators differ significantly, and the indicator is higher for children from complete families. This suggests that children from intact families more often use flight as a way to cope with difficulties. Perhaps this happened because children from intact families accept higher confrontation than children from single-parent families as shown by the first indicator, and therefore use avoidance as a way to protect themselves from pressure. The third indicator is scale 7 of the Lazarus test “Problem Solving Planning”. The difference in the average values indicates that children from intact families are more likely to plan a solution to the problem than children from incomplete families. Perhaps this happened because children from single-parent families are more susceptible to guardianship by an adult, due to the attachment of the mother to the child. The child has also learned to navigate independently in problems, he needs the help of his mother. In families where there are both parents, the child learns better to solve existing problems by the example of his parents. But there is another opposite situation when a child in a complete family is left to himself, and he needs to learn to solve his problems on his own earlier than their peers do. Most often this happens in large families, where there are many children and parents do not physically have time to keep track of each child individually, and the prerogative mainly goes to younger children. They require more care.

Next, we conducted a similar test by gender. For this factor, 8 significant indicators were identified, their significance level is close to 0.05 (in Table 15, these indicators are highlighted in color). Let's consider each of them in detail. The first value is scale 1 of the Heim test "Cognitive Coping Strategies". The mean values for both groups are significantly different (for girls - 35.60, for boys - 46.80). According to this method, the higher the score, the more adaptive strategies. This suggests that boys more often than girls use adaptive variants of cognitive coping strategies. Perhaps this is because girls in families receive a “softer upbringing” than boys and they are more emotional. The second indicator is scale 2 of the Lazarus test "Distance". The median for girls is 46.41 and for boys, it is 32.90. Girls more often resort to distancing as a way of coping. They try to move away from problems than solve them, while boys are more focused on solving the problem. Perhaps this happened because of the culture of the country in which the study was conducted, there is such a tradition that there are no equal relations in the family, the head of the family is a man and he is responsible for the whole family. A woman rarely interferes in her husband's affairs and solves family problems. This is how most girls and boys are brought up. The third indicator is the scale 3 of the Lazarus test "Self-control". For girls, the average is 44.84 and for boys, it is 34.91. Such a difference in indicators suggests that girls have a better-developed self-control function. The development of self-control can be influenced by many factors, both personal, situational, and social, but in this case, education probably played the greatest role. Girls are initially instilled in the family with patience and respect for others, of course, and they are instilled in boys, but boys are more impatient than girls. Also, girls by their nature, as future mothers, are more self-possessed than boys. The fourth indicator is scale 4 of the Lazarus test “Search for social support”. The median for boys is 34.66 and for girls, it is 45.04. That. It can be seen that social support is more significant for girls than for boys. Most likely, this is due to the high degree of emotionality in girls. Also, due to their upbringing, boys are used to solving their problems themselves, while girls, on the contrary, need help and support. Seeking outside approval is a necessary component of social support. The fifth indicator is scale 5 of the Lazarus test “Taking responsibility”. The average score for girls is 48.40, and for boys, it is 30.34. This difference is very significant. It shows that girls are more likely to take responsibility for solving problems than boys. Perhaps it is strongly associated with age aspects. The average age of the sample is 14 years. At this age, the sense of responsibility

and acceptance of it is still underdeveloped, especially among boys, because. It is known that girls are somewhat ahead of the development of boys in adolescence.

The sixth indicator is the scale 6 of the Lazarus Escape-Avoidance test. The average values of this indicator are: for girls - 46.93, for boys - 32.23. This suggests that boys are less focused on running away from problems. Girls may use avoidance more often as a means of coping with problems, due to the fact that they need social support (according to the previous scale) and, not finding it, "run away" from the problem. Avoidance is seen here as a defense against the current situation. Boys are more focused on solving difficulties and are less likely to run away from them. The seventh indicator is the scale 8 of the Lazarus test "Positive reassessment". For boys, the average on this scale is 32.30, and for girls, 46.88. The difference is significant. It indicates that girls are more likely to positively overestimate the current difficult situation than boys. It probably depends on the emotional upbringing of girls and boys. Boys are inherently more stingy emotionally. They are taught from childhood not to show their feelings. When a little boy cries, they say to him: "Don't cry! You are a man". Girls in such a situation rush to calm down. Also in other similar situations, girls are implicitly allowed a little more in expressing their feelings than boys. As a result, there is such a difference in the emotional background of girls and boys. Therefore, boys are less likely to positively overestimate the problem than girls. The eighth indicator is scale 2 of the test "Indicator of coping strategies" by Amirkhan "Search for social support". The mean for girls is 46.80 and for boys, it is 32.40. These indicators converge with the indications of the Lazarus test on a scale of 4, which we have already described. Therefore, the interpretation of the results will be the same due to the similarity of the scales. From all of this, we can see that the gender difference in coping scores matters the most.

Our assumption about the relationship of interpersonal relations in adolescence to the choice of coping strategies was partially confirmed. Indeed, some indicators have a relationship with the factor of interpersonal relations, but there are not many of them.

Summing up the results of our study, the following patterns were identified:

- the higher the level of satisfaction with interpersonal relationships, the more adaptive strategies children use.
- children with a negative assessment of interpersonal relationships choose problem analysis as one of the varieties of coping strategies, i.e. they are aimed at cognitive evaluation of the problem and finding a way out of this situation.
- In the course of studying the problem of building strategies for coping with difficult situations by adolescents, we developed several methodological recommendations:
- It is necessary to take into account the organization of the approach to the study of coping resources;
- Establishing close contact with people around teenagers;
- Examine information to correctly influence a person;

Apply the tools of moral and emotional help to children from psychologists, teachers, and parents.

In conclusion, we conclude that coping mechanisms in children only begin to form during adolescence, and therefore it can be so difficult for them to cope with an unfavorable situation. The task of adults who surround the child, in particular, it can be parents, relatives, or teachers, is to help get out of this situation. Exit not just like that, but gradually learning. Everyone knows that children imitate adults, take an example from them how to behave in a given situation - this factor

can greatly affect the development of coping in children, seeing that his mother or father does this, the child learns from them and accepts it as constructive behavior. Unfortunately, this is not always the case. The child must learn to cope safely with problems, this helps to adapt well in society and affects the personal state of the child as a whole. Now there is an active introduction of psychology as an academic discipline in schools. It is important to say that it is knowledge of psychology that can help a child learn to cope with difficult life situations.

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