



Psychological and pedagogical aspects of hardiness in the student youth

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Abstract

The significance of the problem under study is determined by the increasing requirements of society for the ability of a young person to respond optimally to the challenges of our time, and, as a consequence, the importance of studying hardiness as an integral personal construct that mediates a person's response to the stress of life. The purpose of the paper is to analyze the empirical data of the study of hardiness among the student youth, to identify the specific features in the manifestation of the psychological aspects of hardiness associated with attitudes, social skills, an aptitude of boys and girls for emotional and behavioral self-regulation. The leading approach to the study of student hardiness is a systematic approach as a methodological principle of modern science. The main research methods are personality questionnaires, projective techniques, the method of content analysis which make it possible to reveal the features of the manifestation of hardiness through patterns of attitudes and behavior in life situations. The main results of the study are data on the specifics of perceiving the concept of "hardiness" by university students; data on the hardiness indicators of boys and girls studying at universities; features of emotional self-regulation and cognitive attitudes of students with different indicators of hardiness. The materials of the paper can be useful for university teachers in terms of pedagogical activities to develop hardiness of the student youth through personal interaction in the process of educational and scientific activities.

Keywords: systematic approach, hardiness, attitudes, self-regulation, social skills

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INTRODUCTION

At present, the problem of human mental health is becoming more and more topical, the problem of successful coping with the difficulties of everyday life. The focus on the study of the phenomenon of hardiness in such a social group as the student youth is associated, first of all, with obtaining the information required to preserve and maintain mental health of a young person in a situation of the high pace of life in a modern post-industrial society, increasing requirements for young specialists.

The work with students of pedagogical universities was of the greatest interest, from the point of view of the development of professional ability to conduct self-analysis and understand the diversity of manifestations of an individual's personality traits in life situations.

The profession of a teacher belongs to the category of stressful jobs that require a person to be able to self-

regulate his state consciously. And, besides this, the personal characteristics of the teacher, his most typical mental state, largely determines the psychological climate in the children's group and the development of students' personality.

The purpose of the study was to explore hardiness among the student youth of a pedagogical university.

METHODOLOGICAL FRAMEWORK

A person's ability to withstand difficult life situations, during which he uncovers his potential capabilities and shows effectiveness in activities, while maintaining physical and mental health, in modern psychological literature is often expressed by the term "hardiness"

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(translated from English as “strength, endurance”), introduced by American psychologist S. Maddi (2007). In the works of D.A. Leontiev, this term is mentioned as “resilience” (Leontiev & Rasskazova, 2006).

It is important to note the meaning of S. Maddi's (2002) technique, according to which we consider the hardiness indicators of an individual's personality. S. Maddi's (2002) doctrine of hardiness is consistent with his theory of personality (the theory of activation). This theory describes the consistency or inconsistency between the usual and really necessary levels of activation or tension of the human psyche for a particular life situation. At the same time, the concept of activation determines the level of psychological and neuropsychological energy. This theory emphasizes the importance of information and emotional experience that a person gains as a result of interaction with the outside world.

According to S. Maddi (2002), the development of personal attitudes can become the basis for a more positive world view of a person, improving the quality of life, turning obstacles from stress into a source of growth and development, emphasized the importance of a person's self-reliance in difficult moments of life. Research has shown that hardiness is also positively interrelated with tolerance, low anxiety, self-efficacy and social interest in addition to health and meaningfulness in life. Owing to a personal construct as hardiness people evaluate their life challenges as less threatening and respond to them with more optimistic emotions. The high social interest inherent in a hardy person, a sense of community and solidarity, contributes to his maximum involvement in social relations with others and in life events (Leontiev & Rasskazova, 2006).

It is important to note the complexity of the manifestation of hardiness as a psychological phenomenon. The works of both foreign and domestic researchers note the role of all levels of the psyche in the formation of resilient behavior - from psychophysiological characteristics of a person (properties of the nervous system) to personal attitudes, meanings and life priorities (Fominova, 2012).

Despite the fact that there is a problem of finding universal factors and socio-psychological mechanisms of hardiness, one of the topical areas of research is to study certain features of the manifestation of hardiness inherent in specific groups of people in their unique life situation (Kalinina, 2011; Goloshumova et al., 2019b; Romanova et al., 2019; Salakhova et al., 2019).

Social factors connected with the type of professional activity and the specifics of vocational training play a role in the formation of a certain model of a hardiness-based attitude towards reality and resilient human behavior. There is a specific socio-value context behind each age and professional group which is reflected in the ways of the hardiness manifestation (Mitin et al., 2017; Mitina &

Mitin, 2018; Lekareva et al., 2018; Goloshumova et al., 2019a).

At present, the studies are being conducted on the components of hardiness in relation to individual and personal manifestations and age characteristics (Bogomaz & Balanov, 2009; Drobinina, 2007); the features of students' hardiness are explored who study in various courses and programs (Yudina, 2011; Kozhevnikova, 2017); who have various forms of education - full-time and part-time (Loginova, 2010); who study in various universities of our country.

Hardiness as a personality trait develops most actively in childhood, although, undoubtedly, as a socio-psychological construct, it develops in subsequent years. During adolescence and youth, which includes student age, developed life skills and social skills, creating a high level of “I can”, are of great importance for the development of hardiness; effective ways of thinking (divergent thinking); development of value-meaning components of an individual's personality.

Student age is a period of active formation of the personal sphere, K.D. Ushinsky (1974) called this age “the most decisive”, because it is this period, determining the future of a person, that is a very active time of intensive work on oneself.

MATERIALS AND METHODS

The modern methodology for studying the phenomenon of an individual's hardiness is connected with various areas of research into the human psyche: the existential-phenomenological approach, behavioral, cognitive, subject-activity one. According to these approaches, a phenomenology of hardiness is proposed, its structure and research methods are determined. In the course of our research, the following techniques were used: S. Maddi's (2007) personality hardiness test (adapted by D.A. Leontiev and E.I. Rasskazova, 2006); the technique of unfinished sentences, revealing understanding of the phenomenon of hardiness, cultural and social factors of support.

Experimental research base. The study embraced students from various faculties of 1-4 years of study at Moscow Pedagogical State University. The total number of participants in the study was 174 people (150 girls and 24 boys).

RESULTS AND DISCUSSION

Perception of the Concept of “Hardiness” by the Student Youth

The term “hardiness” is associated in its sound and meaning with concepts such as steadfastness, firmness, fortitude.

Various concepts are used in scientific research, when studying the psychological processes of a person's resistance to stress, ways of overcoming

Table 1. Students' perception of the phenomenon of hardiness

Categories of hardiness perception by students	%
1 Hardiness as <i>overcoming difficulties</i>	42
2 Hardiness as <i>demonstration of confidence in oneself</i>	18
3 Hardiness as <i>adaptation to a life situation, accepting a situation</i>	12
4 Hardiness as <i>adequate perception of a situation and adequate behavior</i>	10
5 Hardiness as <i>an optimal emotional state, the ability to enjoy life in all its manifestations</i>	6
6 Hardiness as <i>responsibility</i>	6
7 Hardiness as <i>loyalty to oneself and one's persuasions</i>	4
8 Hardiness as <i>"the ability to go beyond the limits of the ordinary"</i>	2

extreme situations, an aptitude for personal development in difficult life circumstances.

All of them, in part, are related to the concept of "hardiness" and, first of all, reflect the presence of existing internal capabilities of a person which he can use in various situations of life. Let us list the concepts most used in the scientific literature that are somehow related to the phenomenon of an individual's hardiness: adaptation, resource, will, psychological stability, personal potential, viability, life creation (Fominova, 2012).

It was of interest to study the peculiarities of perceiving the concept of "hardiness" by student youth. Each concept in the process of socio-cultural changes is filled with new meanings, which can be traced in explanatory dictionaries; each generation also brings its own meanings to the concepts already existing in the language. These studies make it possible to pay attention to certain aspects of perception and understanding of any phenomenon of social life or psychological properties of a specific social group.

To study students' perception of this term and concretize this term, the participants of the study were asked to complete the following sentences:

- Hardiness, to my mind, is....
- An example of hardiness for me is ... because ...

While analyzing unfinished sentences, important aspects were identified that concretize how young people perceive the problem of an individual's hardiness in the modern world, the development of this personal property, the role of social and cultural factors in the formation of a hardy person.

When studying young people's perception of the phenomenon of hardiness, it was noted that 48% of respondents associate hardiness with vitality of a person that opposes circumstances, the ability to overcome the difficulties of life effectively. The perception of hardiness by young men and women is primarily associated with the presence of "inner strength", "confidence in oneself" and "overcoming circumstances".

This perception is based on the concepts of "stability", "firmness", "confrontation", "overcoming". According to the results of our study, one can point out that girls perceive hardiness in a wider context, not so much as confrontation but understanding the situation, acceptance, and adequate behavior in this situation. They associate hardiness not only with the ability to resist circumstances, but also the ability to "adapt",

"endure difficulties with dignity", "accept the situation", which is associated with a more balanced reaction of the woman's psyche to stressful situations.

One can sense the aspect of a normative principle "to perceive failures adequately", "to react adequately", "to show responsibility", "the ability to make an adequate decision" in the answers of girls. It is possible to say that there is a tendency for girls to perceive hardiness as the ability to show standards in all spheres of mental life - perception, thinking, behavior.

It is worth paying attention to the perception of some students (2%) of hardiness in the context of "over situational activity" (the term proposed by V.A. Petrovsky, 2010). The position "over" the situation, over the difficulties, going beyond direct connections and relationships contributes to the construction of the highest levels of human life, this is the struggle against everything that lowers the level of a person. A person with his actions continuously blows up, changes the situation in which he finds himself, continuously going beyond himself at the same time. In the studies conducted by S.A. Bogomaz and D.Yu. Balanov (2009) the relationship is confirmed between students' ability to perform innovative activity and a high level of hardiness. The authors consider hardiness as a component of the innovative potential of an individual.

To concretize the understanding of the meaning of the term "hardiness" by students, they were asked to give examples of resilient behavior of people in different situations.

It was found that, first of all, for examples of resilient behavior, students turned to the specific behavior of relatives, close people. We have identified a certain tendency - a high level of indicators of students' hardiness correlated with a sufficient number of descriptions of resilient behavior, first of all, manifested in the family.

People who successfully overcome life difficulties - war heroes, Paralympians are also the examples of hardiness for student youth.

Students mention literary heroes, here most often they refer to military prose and real archetypes of literary heroes (B. Vasiliev - "His name is not on the lists"; M.A. Sholokhov "Man's destiny"), philosophical and religious works (some statements). Up to 20% of students did not complete these unfinished sentences. There is a saying "It would be good to rely on the example of hardiness, but I don't find..." (Vasiliev, 1974; Sholokhov, 2016).

Table 2. Results of comparative diagnostics of hardiness factors in the representative and normative samples

Factors	Representative sample	Normative sample
Commitment	37,2±7,39	37,64±8,08
Control	32,2±6,91	29,17±8,43
Challenge	17,96±4,31	13,91±4,39
General index of hardiness	87,36±15,27	80,72±18,53

The question arises about the role of the educational, humanitarian aspect in higher education, associated with the personal development of the future specialist.

Hardiness Indicators of the Student Youth

In the course of the study, data was obtained on the hardiness level of 3rd and 4th year students studying at the Faculty of Pedagogy and Psychology of Moscow State Pedagogical University.

The general scale of hardiness includes subscales aimed at diagnosing individual attitudes of hardiness - commitment, control and challenge (Leontiev & Rasskazova, 2006).

The first characteristic of attitudes of "hardiness", according to S. Maddi (2007), is "commitment" - an important characteristic in the activity of interaction with the outside world, which shows a person's ability to motivate himself, to realize his own goals, to demonstrate mental and physical health. A person with a developed component of commitment enjoys doing his own activity, in the process of which he feels his significance, value.

The second characteristic of the phenomenon of hardiness - control is the belief that struggle allows one to influence the outcome of what is happening, even if this influence is not absolute and success is not guaranteed. A person with a highly developed component of control feels his own ability to influence life events, to make his own choice.

The third characteristic - challenge is manifested in the persuasion of a person that everything that happens to him contributes to his development due to the knowledge gained from this experience. It is important to point out that for a person with a high level of challenge, negative experience is important and necessary; one should not shy away from it. At the same time, life is viewed as a way of gaining experience, a person is ready for new experiences, for risky behavior without reliable guarantees of success.

The comparison of the hardiness indicators obtained by us with the normative values of the Russian sample given by D.A. Leontiev when adapting the S. Maddi's (2002, 2007) test, indicates a higher average level of this characteristic in the studied sample of students (Leontiev & Rasskazova, 2006). The difference in indicators reaches 4.26 points. The standard deviation, on the contrary, is less than the indicated norms (by 3.26 points), which indicates a denser concentration of the values of hardiness around the obtained average level among Russian students. Such differences may be related to age, as the representative sample consisted

of young people, and the normative sample included all ages.

When studying the level and characteristics of students' hardiness, it was found that 40% of young men have a high level of hardiness, 40% - average and 20% - low. Girls have 31% of high hardiness, 46% of average and 23% of low.

It was interesting to study the factors mediating low and high indicators of students' hardiness.

Speaking about the peculiarities of attitudes that reduce the level of hardiness of students, it is worth paying attention to the fact that in our sample, reduced scores for hardiness correlated with reduced scores on the commitment scale.

It was found that 43% of the subjects showed insufficient activity and did not feel satisfaction from their activities (study, work); 46% of respondents believe that they lack persistence to finish what they had started; 30% say that sometimes everything they do seems useless to them. These indicators may testify to the difficulty of this group of students in organizing the process of their activities in such a way that this activity is as productive as possible, as well as the difficulty in the process of self-motivation.

Situations of social detachment lead to a decrease in the level of hardiness: according to 30% of the subjects, no one cares about them, they are not sufficiently involved in the process of interaction with others.

Twenty-six per cent of the respondents believe that life passes them by, that is, they are not only insufficiently involved in the process of interaction with other people, but also in the life process itself.

The data that 53% of all respondents have difficulty getting up in the morning; 43% get tired so that nothing can interest them is indicative of the reduced level of working capacity or suboptimal daily routine of students. We can also assume that these results indicate an increased workload of the educational process.

Boys and girls with low hardiness values turned out to be the most vulnerable in this parameter. Therefore, in order to concretize the situations that pose difficulties for students of this group, we have made an analysis of the differences in the answers of students with low and medium levels of hardiness precisely on the scale of "commitment".

Significant differences ($p \leq 0.01$) between these groups were identified when assessing specific situations that require a person to be active, initiative, involved in interacting with the world, with the following points in the test:

2. Sometimes it seems to me that nobody cares about me;

4. I am constantly busy, and I like it;

12. I try to be aware of everything that happens around me;

23. When someone complains that life is boring, it means that he simply does not know how to see interesting things;

29. As a rule, others listen to me attentively.

The results obtained indicate that reduced commitment among subjects with low indices for this factor is manifested not only in a decrease in general activity and efficiency, but also in a feeling of colorlessness and uninteresting life. Moreover, students with a low level of hardiness, on the one hand, deny that they themselves do not know how to see interesting things, on the other hand, they note that they do not try to keep abreast of what is happening around them and they are half-hearted in their activities.

In addition, students with a low level of hardiness are of the opinion that they are underestimated, and no one cares about them, which indicates some tension in the communication sphere. This tension can be explained by the increased emotional sensitivity of students who have shown a low level of hardiness. In the statements of Maddi's test, in projective techniques, there is an increased dependence of students of this group on the opinions of other people, a heightened emotional reaction to the behavior of others, to the results of their activities (Maddi, 2002; 2007).

Based on the generalized data after the qualitative analysis of the results of the Maddi's test, projective techniques, the main features of attitudes were found that have an effect on the reduced hardiness scores in 20% of students, which may affect their psychological well-being, the success of social interaction and the success of the learning process (Maddi, 2002; 2007). It is necessary to highlight the attitudes connected with real facts, as well as with the students' experience of these real manifestations:

1. perceiving oneself as unworthy of the attention of other people, and, at the same time, the presence of a feeling of underestimation of one's personality by the people around;

2. insufficient activity and perseverance to complete affairs, and the experience that they are not respected exactly for this quality;

3. an attitude that the events of their life are beyond their control or it is difficult for them to exercise this control;

4. the opinion that their life is incomplete and colorless, but they themselves do not make any attempt to change this situation;

5. they believe that their past greatly influences the current difficulties of life, they often return in their thoughts to past failures, but not to draw conclusions for

a successful future, but to relive their own failure once again.

Thus, we can state that the general level of hardiness among students of a pedagogical university is within the normal range. In a quantitative analysis, we found that for boys the levels of all components of hardiness (generalized indicator of hardiness, commitment, control, challenge) do not differ significantly from the components of girls' hardiness, although there was a tendency towards higher scores.

We identified several significant qualitative differences in the groups of boys and girls. Some tendency towards a lower general level of girls' hardiness is associated with a set of insignificant differences in those aspects of resistance to stress that are associated with the attitude towards their commitment to the process of overcoming a difficult situation. This becomes clear when we analyze the perceptions of hardiness among boys and girls. If in young men hardiness is associated, first of all, with stability, resistance, pressure, effort, then hardiness is associated with adaptation, acceptance of the situation among girls.

In the course of the study, the general trends were observed that unite all students (boys and girls, students of different years, students with different levels of hardiness), and connected with a decline in hardiness: severe fatigue that influences a decrease in interest; difficulties in a situation of changing plans. This can be a signal both of a general decline in the health level of the student youth, and of an unresolved problem of the optimal time distribution spent on work and rest of students.

Special attention was paid to the group of students with low scores in the general hardiness indicator. A deep analysis of the data obtained and answers in the proposed techniques makes it possible to plan psychological work in the framework of academic subjects related to the development of optimal life attitudes to one's own capabilities, the development of life skills, social inclusion, and motivation for creative activity.

A person's hardiness is reflected in his views and attitudes, principles of behavior, manifests itself in his social and cognitive activities, is connected with a coping type of behavior in difficult life situations.

It was of interest to analyze the coping strategies of students of a pedagogical university.

Hardiness and Peculiarity of Emotional Self-Regulation of Students

One of the mechanisms for the development of resilient human behavior is the use of productive coping with stressors, including active strategies that can be developed during the learning process (Maddi, 2007).

At present, there is a fairly large number of researches works in which the relationship between

hardiness of the individual and the tactics of coping behavior in difficult situations has been studied.

The relationship of hardiness with style self-regulation of behavior and self-realization of personality among students of different social status, gender and age, living in cities of different population sizes was studied by T.V. Nalivaiko (2018). In the thesis of M.V. Loginova (2010), it was proved that students with a lack of hardiness are characterized by high internal emotional tension, are prone to self-accusations in a stressful situation, they use significantly less "task-oriented" coping. The author has found a direct correlation between hardiness and problem-solving coping; an inverse correlation of hardiness with coping focused on emotional response.

Thus, we can talk about the constructiveness and non-constructiveness of coping behavior by people with different levels of hardiness. At the same time, it is important to note the existing plasticity of the psyche of adolescence and the role of teaching social skills that help to strengthen the components of hardiness of an individual's personality. The personality traits of each person are also of great importance both in the spontaneous manifestation of coping behavior, and in its conscious construction.

In our studies, we addressed the concretization of the emotional self-regulation of students from the first to the fourth year. The results of this work were analyzed in line with the concept of the development of hardiness of a young person in the process of studying at a university.

Despite the fact that the majority of students are in a state of optimal anxiety which plays a positive role in the adaptive activity of a person, it is important to point out the situations that are recognized as tense by most of them (55%). It is anxiety about imaginary troubles, fear of future difficulties, a tendency of self-accusation. It is important to note that according to the test answers, and according to the qualitative analysis of unfinished sentences, students' lack of confidence in their own abilities is the most important reason for their experiences of anxiety.

It was found that up to 50% of first-year students are prone to self-accusation in difficult situations without sufficient grounds and they tend to have "childish" behavior, the desire for sympathy and pity from other people, that is, such psychological defense as regression begins to emerge.

Thirty per cent of first-year students had the tactics of leaving as the most typical in a difficult situation, and 25% of students showed the tactics of inaction and emotional release (crying) in disturbing situations. At the same time, 25% of freshmen in a situation of frustration try to rethink events, and 10% of them are ready to act actively to change the situation.

Thus, ineffective methods of coping with difficulties in the first year prevail over effective tactics - cognitive

and behavioral coping. These behavioral tactics reduce the student's hardiness, undermine the success of his socio-psychological adaptation at the university.

However, we see a different picture already in the second and third year - the predominance of cognitive-behavioral reactions in difficult situations (situation analysis, active actions, communication) reaches 80%. Students use search activity in difficult situations (information on the Internet, seeking support from close or knowledgeable people, professionals); self-analysis is observed as work on emotional self-regulation (writing a diary, recording successes and failures, etc.), switching over to creative activity (drawing, dancing, listening to music, reading, etc.), philosophical thinking is observed in 10% of the second and third year students (philosophy of the Stoics, building your own philosophical maxims). Emotional reactions (screaming, crying, worrying) are noted by only 15% of students in this group.

The data from other researchers (Kozhevnikova, 2017; Yudina, 2011; Loginova, 2010, etc.) about the positive dynamics of the hardiness indicators of students in the process of university education gives us an optimistic view of the hardiness development of a person's personality in the process of life. Tendencies towards an increase in all indicators of hardiness were detected, especially the indicator of challenge among senior students, which is associated with the readiness of the university graduate to make optimal use of his life experience, the willingness to actively act even in a situation without reliable guarantees of success (Kozhevnikova, 2017).

The mechanism of this change can be supposed by comparing the data on the hardiness indicators among students enrolled in the program of counseling psychologists and managers (Yudina, 2011). The specificity of training for counseling psychologists allows one to expand the range of the challenge scale which is characterized as the level of openness to experience, the use of life events for their own development. Analyzing professional literature, students of a pedagogical university are able to actualize their potential personal abilities to successfully and effectively cope with difficult life situations. The developing ability to carry out introspection allows one to rethink and change the perception of traumatic situations, to regulate one's emotional state more effectively.

It is very important that the students of a pedagogical university have cultural and professional qualities for the development of hardiness.

CONCLUSION

Hardiness as a multidimensional construct of the psyche is determined by skills, habits, personal qualities, attitudes that are both innate and developed in the process of life which contribute to the preservation of

physical and psychological health in the most difficult situations of life.

The individual characteristics of a person to resist stressful life situations are influenced by social, cultural and historical factors of the environment where he lives through the system of training, education, and the system of professionalization.

Students of a pedagogical institution of higher education, as representatives of student youth, joined the study of the psychological aspects of their own hardiness. The analysis of the results showed quite high average statistical values for all components of hardiness - commitment to leading an active social life; control over the events of one's own life; challenge - in this group of young people.

The groups of students with different levels of the general indicator of hardiness were identified, the features of life attitudes and patterns of behavior were determined in situations of stress among students with low, medium and high levels of hardiness. The greatest

importance in the manifestation of the ability to resist stress effectively, to detect innovative activity in difficult situations is associated with the component of commitment which determines a person's satisfaction with his own life activity, a sense of involvement in life events, coping strategies aimed at solving a problem, the presence of meaning attitudes towards the value of life as the process itself.

In the process of overcoming life difficulties in each age period, a person can both gain new experience, expand the range of behavioral repertoire, and show the inadequacy of his behavior, reduce his own adaptive capabilities.

The data analysis of students' test results with high and low hardiness indicators enable teachers of a pedagogical university in the course of lectures and practical classes to pay attention to significant informational, behavioral aspects that mediate the effective, creative attitude and behavior of future teachers in difficult life situations.

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