



**ВЕСТНИК
ИНТЕГРАТИВНОЙ
ПСИХОЛОГИИ**

**SPECIFICITY OF DEFENSE MECHANISMS IN
ADOLESCENTS IN EXTREME SITUATIONS**

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Abstract. This article is based on scientific observations on the mechanisms of protection in adolescents in extreme situations, the manifestations of coping behavior, and mainly the psychological views of foreign psychologists in this regard. The relationship between the two is analyzed, the conclusion is made based on the results obtained through the research method of studying the problem.

Key words: coping behavior, coping strategy, coping, defense mechanism, "two factor" theory, "conquest behavior", coping strategy, sensory psychological protection, perceptual psychological protection, psychological protection of the individual.

Аннотация. Данная статья основана на научных наблюдениях за механизмами защиты подростков в экстремальных ситуациях, проявлениях совладающего поведения и, главным образом, на психологических взглядах зарубежных психологов в этой области. Проанализирована взаимосвязь между ними, сделан вывод. На основе результатов, полученных на основе исследовательского метода изучения проблемы.

Ключевые слова: копинг-поведение, копинг-стратегия, копинг, защитный механизм, теория «двух факторов», «завоевательное поведение», копинг-стратегия, сенсорная психологическая защита, перцептивная психологическая защита, психологическая защита личности.

The problem of Coping behavior has always been one of the most pressing problems facing humanity. After all, the social development of a person in all respects, his activity and self-development in the quality of a person depend largely on this process.

If the members of the society have enough information about their psychological possibilities, achievements and shortcomings of a certain circle, this will allow them to easily cope with the various difficulties that they face in life, to make more productive use of their opportunities, to form a deeper, positive and peculiar picture about themselves.

In everyday life, there is Dynamics, complexity and dependence, therefore, a person must constantly overcome difficulties and oppositions of various manifestations, adapt to the situation, find the best way to complexity. This leads to the fact that a person makes productive use of all the resources he needs, as a result of which he himself adapts to the situation and feels more or less protected. Coping behavior consists in the ability of a person to demand a complicated difficult situation. Enga acquisition manifests itself dynamic cognition, as well as the power of personality behavior, directing external or internal forces, in which there is a threat assessment.

Coping behavior in psychology arose in the 2 half of the XX century. Coping behavior is derived from the English language "cope, to cope" – meaning to overcome, to take the Enga. The first to this term is L.Murphy used it in 1962 year in children during the crisis period to learn how to cope with the problem. The A.Maslau, however, introduced this term in science. In general, coping behavior is characterized by the readiness of the individual to solve life problems.

It manifests itself in the use of opportunities, means to overcome problems, which are characterized by the elimination of stressful behavior.

Relying on the opinion of many foreign specialists, we can say that coping behavior has a variety of strategies and methods, which people use only when they are faced with life-threatening situations. There are many different classifications of coping behavior in color, it is analyzed according to several research directions. We will consider a few of them. R one of the leading experts who have studied coping techniques. S. According to Lazarus, there are two global types of coping strategies: (stress relief method) – take the problem with the goal, take the sub-goal.

The type of problem that receives an abundance, is directed to rational solution of a difficult situation, in their behavior there is a tendency to independently analyze the situation, to seek help from others, to seek information from additional sources.

As for the subspecies of the plural, they solve the situation emotionally when coping with stress, they have absolutely no desire to do specific work, think about the problem, they take out their grief in the form of alcohol, sleep, food, compensating for it with negative emotions means. They use passive strategies more intensively in restoring their emotional balance, if a person does not have any knowledge of the situation or can not take advantage of real opportunities, the pressure of the stressor decreases.

It is known that the concept of “overcoming life problems” itself plays a different role. First of all, this is a constantly changing process. T. Olls and S. Shifman they believe that this process can be divided into three stages.

The first stage is a warning. At this stage of activity, a person eliminates the complexity of approaching again by eliminating the vital negative.

The second stage is to solve the problem directly. Bunda uses cognitive and behavioral power to solve a specific problem.

The third stage is the critical approach of a person to the results of the phenomenon. The goal of this stage is to decrease the strokes you can take, return to the previous normal state faster. This is the stage of recovery.

Added to the comments, coping behavior manifests itself in the individual's reaction to the stress response to himself. This means that whenever a person feels stress, he tries to overcome it in terms of cognitive and behavioral problems in a problematic situation. This approach does not take into account the everyday and previously achieved aspects of the subject's behavior, taking into account the aspects of overcoming the usual negative sides. For example, this approach is an exception to the possibility of an individual avoiding stress. Also, this requirement can not be looked at as overcoming a life problem until a person reacts with stress.

The concept of "coping strategy" is also broadly analyzed as the management of process resources. According to estimates, the elimination of life complexities is carried out by mobilizing the resources of the individual in essence.

In overcoming the stressful situation, empirical materials with a different determinant and effective negative were obtained. Indeed, all the work within the framework of coping behavior relies on a deeply empirical character. Thus, together with colleagues from Folkman and Lazarus, they developed the “ability to cope” technique that determines the response of the individual to an unpleasant 67 phenomenon. Orliori analysis motivated to divide into 8 discrete strategies:

Ψ **The strategy of overcoming the insistence** - unpleasant and hateful problem in relations, the person tries to overcome the situation by means of aggressive force.

Ψ **Distance keeping strategy** - an individ separates their problems from the blunder they are trying to unify about.

Ψ **Self - control strategy**-covers personal births and attempts to control their affairs.

Ψ **Strategy - the individ has the power to seek information**, material and emotional support from society.

Ψ **The strategy for obtaining insight**-the result of the problem caused by his role, the previous answer involves trying not to repeat his mistakes again.

Ψ **Strategy of escape** - man has the power to gather and escape from the problematic situation halos to become a hero.

Ψ **A planned solution strategy** is to build a plan and increase it by trying to reach the AMA.

Ψ **A positive evaluation strategy** is the use of positive terms in overcoming difficulty, in interpreting action and its positive reception by a person.

The strategies used in the above 8 life complex situations are completely different from each other according to the individual's goal acquisition. In order to correct such situations, the person either attacks those around him, either tries to get help from them, either tries to avoid this situation, either distinguishes the problem to himself, either tries to assess the situation positively, or tries to focus all his attention on the emotional state and the personality (keeps his feelings in order not to make mistakes in the Although in fact these strategies are a few exceptions, sometimes they complement each other. The results of the practice showed that every second person who faced a problem situation was using multiple coping strategies at the same time. A number of researchers estimated that the effective use of several methods in eliminating the negative phenomenon would give the opportunity to master practical steps. Strategies in avoidance and re-positive evaluation strategies noeffektiv strategies out-of-date re-positive evaluation strategies are a trap in crisis time, giving positive importance to a complex situation in such a situation paves the way for the occurrence of emotional stress while reducing distress. Along with this, this artificial attitude distracts us from the problem that we need to solve practically. And the strategy of escape is clearly manifested in the process of decadence.

Lazarus R. coping behavior as a passive psychological protection, depending on the parameters of the protection mexanizm and coping mexanizm differenciasiya-laband determined:

1) **Temporary orientation**. According to the rule of protection, the situation is resolved "now", the acute situation will have nothing to do with the next situation, that is, the acute psychological protection will serve the acute psychological comfort.

2) **Instrumental orientation**. Bunda defensively "thinks" only about herself, if her interests tenderly-in the direction of the surrounding, too, she will discuss her interests in the first place.

3) **Objective-functional significance**. Whether bundamm can control the function of disturbances in relations with the environment and people (coping behavior) or, only, it performs the function of controlling the emotional state (protection mexanizm)

4) **Modality of Management**. Whether the role of the action in the search for information is directly realized, whether the reflection (coping is related to behavior) or occurs under pressure, etc.the G.

V for psychological protection and limiting perceived coping strategies. The A. Tashlikov presents his turn-by-turn analysis scheme.

1. **Inersialism.** The mechanism of psychological protection is not adapted to the rigid situation requirement. And the perceived technique of self-control will be low-key and adapted to the situation.

2. **Direct and delayed effects.** Psychological defenses try to reduce the emotional tension that occurs as rapidly as possible. But through the use of control, which a person understands, he can also lead to more grief and, even, sometimes, to compression.

3. **Tactical and strategic effects.** Psychological defenses can only arouse tension in the conversational process, according to kaltabinlik, ("printsipi" here and now"), Bunda coping strategies are considered on the account of perspective (perspective).

4. **Objective different** dimensions in perception of the situation. Psychological defenses lead to an incorrect perception of the real state. Self-control is associated with real perception and the ability to be in an object relationship.

When coping strategies and methods differ from protections, the constructive asset implies necessity and is an attempt to avoid dislike through the situation. In psychology there is a subject of coping, which carries out the reconstruction of vital situations according to its goals according to its intended optimal behavior in the study of emotional attachment and rational regularity in man on the territory of a particular study.

When coping strategy and its methods differ from protective machinations, constructive active necessity is implied and is an attempt to avoid dislike through the situation. In psychology there is a subject of coping, which carries out the reconstruction of vital situations according to its goals, according to its intended optimal behavior in the study of emotional attachment and rational regularity in man on the territory of a special study.

Coping behavior in stressful situations of the individual is of great importance for the response reaction in stressful situations to a certain extent. It will be necessary to take this process seriously, especially in adolescence. Taking into account this, it was envisaged to study empirically the Social Psychological omillarni associated with the proportionality between coping behavior in adolescents and response reaction in stressful situations and to analyze its results on the basis of conditionally accepted criteria. To carry out this task, research methodology was chosen (detailed information on the application of these methods was recorded in Chapter Two).

It is also worth noting that sometimes every teenager can have difficulty in a certain sense to give an adequate assessment of their capabilities in stressful situations. In our opinion, such a difficulty can be explained by the fact that he does not have enough imagination about stressful situations in his time.

Now we proceed directly to the analysis of empirical data obtained using these methods.

1- table.

Average general indicators of the manifestation of a response reaction in stressful situations in adolescents (P. Norman, D. F. Endler, D. The A. James, M. I. Parker; T. The A. Adapted variant of kryukova) (before the experiment)

Shapes Participants	Form 5 n=340				Form 9 n=340			
	Boys		Girls		Boys		Girls	
	¹ =173		² =137 ⁿ		¹ =183 ⁿ		² =157 ⁿ	
Coping to solving the problem	37	21	23	17	76	41	43	37
Emotional copings	59	34	54	40	45	25	53	34
Coping in the direction of escape	77	45	59	43	62	34	61	39
A) Rejection of the avoidance scale, the distraction scale	31	60	36	39	29	47	37	61
Б) The scale of social distancing from the scale of avoidance	46	40	23	61	33	53	24	39

2- table.

Average general indicators of the manifestation of a response reaction in stressful situations in adolescents (Adapted variant of P.Norman, D. F.Endler, D.The A.James, M.I.Parker; T. A. Kryukova) (after the experiment)

Shapes Participants	Form 5 n=340				Form 9 n=340			
	Boys		Girls		Boys		Girls	
	¹ =173		² =137 ⁿ		¹ =183 ⁿ		² =157 ⁿ	
Coping to solving the problem	77	44	57	42	76	41	68	43
Emotional copings	62	36	51	37	45	25	48	31
Coping in the direction of escape	34	20	29	21	62	34	41	26
A) Rejection of the avoidance scale, the distraction scale	19	43	36	61	41	66	17	41
Б) The scale of social distancing from the scale of avoidance	25	57	23	39	21	34	24	59

It is worth noting that at first the results were obtained by well-known psychologists S.Norman, D. F.Endler, D.A.James, M.I.Parker a special three-scale (coping

directed to task resolution, absorption and escape (a) rejection from within the escape scale, diversion sub-scale, B) social distraction sub-scale from within the escape scale), developed, was determined on the basis of the application of a set of methods and with the help of additional statistical criteria confirming the validity of all empirical evidence. For this purpose, theoretical and practical views on certain scientific literature were taken as a basis.

Analysis of behavioral indicators of stress-induced anxiety in stressful situations in adolescents plays an important role in ensuring the social psychological development of the personality of a teenager. It is also natural that gender and age factors also play a special role in the course of this process. In this regard, separate studies have been carried out in adolescents to learn more about the behavior of stress-inducing behavior and its possibilities, which are characteristic of adolescents.

Each result obtained was included in the system of criteria and points received in a special order, which allowed to have the following information: base coping strategies such as problem solving, expectation of social support, avoidance of problem.

Each result obtained in these directions was combined on the basis of the purpose of the study and studied in a general order.

The results of the methodology used by D.Amirhan with the modification of the so-called “strategies for coping in stressful situations” have made it possible to obtain very important empirical data on the strategies for coping with stressful situations in adolescents, as we have noted above. This information will enable adolescents to know their perceptions about stress-avoidance strategies in stressful situations and to identify ways to properly approach the adolescent psychologically through these perceptions. From the figures in the presented table, the same thing is known that we can see that there are different manifestations of stress-inducing strategies between 5-and 9-graders, that is, at the beginning and end of adolescence. In particular, for students of the 5th grade of general secondary schools (n=310, boys-n1=173, girls - n2=137), the strategy for solving the problem in stressful situations in boys is 22%, in girls this indicator is indicated 15%, in girls this case came to the 9th grade (n=340, boys - n1=183, girls - n2=157), that is, if the strategy for solving the According to the strategy of social support in stressful situations, the figure showed 47% in 5 class guys, 53% in girls, 27% in 9-class guys, and 46% in girls. Indeed, both in guys and in girls, we can see that the figure is lower in the 5th grade than in the 9th grade.

3-table.

Secondary general indicators of manifestation of strategies for prevention in stressful situations in adolescents (According to D.Amirhan methodology) (after the experiment)

Shapes Participants	Form 5 n=340				Form 9 n=340			
	Boys		Girls		Boys		Girls	
	n1=173	%	n2=137		n1=183	%	n2=157	%
Coping to solving the problem	77	44	57	42	76	41	68	43
Emotional copings	62	36	51	37	45	25	48	31

Coping in the direction of escape	34	20	29	21	62	34	41	26
A) Rejection of the avoidance scale, the distraction scale	19	43	36	61	41	66	17	41
Б) The scale of social distancing from the scale of avoidance	25	57	23	39	21	34	24	59

In general, when analyzing the average general and comparative typical indicators of the proportion of anxiety characteristics and psychological protection options in a person, it is shown that both personal and reactive anxiety levels are higher in Grade 5 students than in Grade 9 students.

2. Manifestation of a response reaction in stressful situations in adolescents (S.Norman, D.F.Endler, D.A.James, M.I.Parker; T. A. Kryukova's in the data obtained on adapted variant), it was shown that the manifestation of stress-inducing indicators, in most cases, was due to the determination and estimation of the content of social distractions from within the escape scale of coping (a) rejection from within the escape scale, the distraction subscale, B) the quality of social distractions from within the escape scale At the moment, this "attachment" has confirmed that in stressful situations it is possible to pass on the basis of causative strategies and self-adequate individual emotional evaluation of the individual.

3. D.The study of the scale of indicators on the manifestation of strategies for coping in stressful situations in adolescents studied on the basis of amirhan methodology created the opportunity to explore new empirical data for the beginning of adolescence (5th grade) and the last stage of adolescence (9th grade students).

This means that the heads of educational institutions, school teachers, psychologists, class leaders and parents are required to properly conduct educational work, taking into account this situation. It is worth noting that otherwise, in extreme situations, the psychological protective capabilities of the individual may decrease.

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ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗВИТИЯ КРЕАТИВНОСТИ СТУДЕНТОВ ПОСРЕДСТВОМ АРТ-ТЕРАПИИ

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Главной целью системы образования во всем мире является предоставление учащимся знаний, исходя из требований новой среды, обеспечение их активности во всех сферах общественных отношений, творчества учащихся и молодежи, способных создавать новые идеи и находить решения проблем в любой ситуации. В научно-практических исследованиях Университета Мельбурна (Австралия) особое внимание уделяется вопросам творчества человека, его эмоционального состояния, интеллекта и их взаимосвязи с обществом. В частности, такие международные программы, как PISA, SCAMPER, STEAM, PIRLS проводят свои исследования уровней развития креативности учащихся в системе образования всех стран. Кроме того, сегодня в условиях бурного развития науки и техники все этапы непрерывного образования, в том числе, в обеспечении результативности и качества высшего образования особое значение придается развитию уровней творчества, логичности, осмысленности и творческих способностей обучающихся. Поэтому вопрос о психологических аспектах развития творческих способностей учащихся остается актуальным.

Развитие общества в мире во многом определяется его интеллектуальными возможностями. Потому что страна с высокоразвитым научным потенциалом всегда будет впереди во всех областях. Внимание к молодежи занимает важное место в историческом развитии государства. В

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