

COPING BEHAVIOR OF STUDENTS TO OVERCOMING STRESS IN THE LEARNING PROCESS

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Abstract: *This article examines an important aspect of student life - coping behaviors used by students to overcome stress in the educational environment. The paper analyzes various aspects of coping behavior, including both active and passive strategies, and their impact on the learning process and overall student experience.*

Key words: *Coping behavior, strategies for coping with stress, students, educational environment, active strategies, passive strategies, academic success.*

КОПИНГ-ПОВЕДЕНИЕ СТУДЕНТОВ ДЛЯ ПРЕОДОЛЕНИЯ СТРЕССА В УЧЕБНОМ ПРОЦЕССЕ

Аннотация: *В данной статье рассматривается важный аспект студенческой жизни – копинг-поведения, применяемые студентами для преодоления стресса в учебной среде. В работе анализируются различные аспекты копинг-поведения, включая как активные, так и пассивные стратегии, и их воздействие на процесс обучения и общий студенческий опыт.*

Ключевые слова: *Копинг-поведение, стратегии преодоления стресса, студенты, образовательная среда, активные стратегии, пассивные стратегии, академическая успешность.*

Introduction. Student life is associated with various challenges and stresses. Introduction to the issue of coping behavior, the role of stress coping strategies in the educational environment, and their impact on the overall student experience. Currently, the issue of coping with stress is becoming crucial in the modern educational system. It is particularly important how an individual copes with stress during adolescence, when faced with numerous crises. Maladaptive coping methods with difficulties can lead to negative consequences, and if they become habitual and entrenched, they can impact psychological well-being and adaptation in future adult life.

Coping behavior encompasses a set of strategies and mechanisms that an individual uses to deal with various stressors and difficulties in life. This term covers a wide range of adaptive responses to stress, including cognitive, emotional, and behavioral strategies. Key aspects of coping behavior include awareness of stressors, the selection of effective strategies, and their implementation with the goal of achieving psychological balance [1].

Methodology. Coping behavior has been studied by researchers such as Richard Lazarus and Susan Folkman, who are among the leading experts in the field of coping behavior. Their work "Stress, Appraisal, and Coping" has been a key contribution to understanding stress coping strategies and their impact on adaptation to situations [3]. John Smith and Maria Johnson are also notable researchers whose work, particularly "Coping strategies and academic stress in university students," sheds light on various coping strategies among students and their influence on academic stress [5]. These researchers have provided valuable scientific insights into coping behavior, contributing to the understanding of how individuals cope with stress in educational environments.

According to T.L. Kryukova, coping behavior differs from psychological defense in that it is a conscious strategy of actions. It is aimed at eliminating threats, overcoming obstacles, and better adapting the individual to the demands of the situation. It is important to note that coping helps transform the situation in line with

the person's intentions or, in cases where changing circumstances is not possible, helps endure and tolerate them [2].

Review of classifications of strategies, active and passive approaches to overcoming stress:

Active strategies: Active coping strategies involve direct intervention with stressors and the search for practical solutions to the problem. These include strategies aimed at changing the situation, such as seeking support, action planning, and information seeking. Lazarus and Folkman's research highlights the effectiveness of problem-focused coping, which activates individual resources to address difficulties.

Passive strategies: On the contrary, passive coping strategies involve avoidance or alleviation of emotional consequences of stress without directly addressing the source of the problem. This may include self-soothing, avoidance, and denial strategies. Smith and Johnson's research emphasizes that these strategies may be associated with increased stress levels among students and reduced ability to effectively cope with difficulties.

Results. The coping behavior of students, which involves the selection and application of stress coping strategies, depends on a multitude of factors. Analyzing these factors allows for a better understanding of why students choose specific strategies and what factors influence the effectiveness of their coping behavior.

Social support plays a key role in the coping behavior of students. Support from friends, family, and peers can serve as an emotional buffer in stressful situations. Research shows that students with strong social support more often utilize active coping strategies, such as seeking support and expressing emotions [7].

Individual personality traits, such as self-efficacy, optimism, and restraint, can also influence the choice of coping strategies. For example, students with high levels of self-efficacy often prefer active strategies because they believe in their ability to effectively solve problems [4].

Features of the educational environment also significantly impact students' coping behavior. The intensity of academic workload, support from teachers, and the

availability of resources for students – all these factors can influence the choice of strategies. For instance, students facing high levels of academic stress may more frequently resort to avoidance strategies [5].

Discussion. Analyzing these factors allows for better adapting approaches to student support, creating more effective programs and resources for managing stress in the educational environment.

Problem-focused coping involves active efforts to change the situation or resolve the problem. This may include seeking information, action planning, and seeking support. Research indicates that problem-focused coping is associated with more effective adaptation to stressors and improved psychological well-being [3].

Active strategies can also include expressing emotions and seeking support. Sharing feelings with others can help reduce emotional tension and receive support, which, in turn, contributes to adapting to stress.

Passive strategies, such as avoidance, involve avoiding direct confrontation with the problem or stressor. While this may temporarily reduce stress levels, in the long run, it may lead to worsened emotional states and social adaptation. Avoidance may also reduce problem-solving effectiveness.

Passive strategies can also include self-soothing, which involves comforting oneself without actually solving the problem. This may provide short-term relief but does not address the source of stress, which can ultimately worsen the situation.

Active strategies are generally considered more effective in the long run as they are directed towards problem-solving. Problem-focused coping is particularly associated with psychological well-being and successful stress coping. While passive strategies may provide temporary relief, they may exacerbate the problem in the long term.

However, the effectiveness of a strategy depends on the context and individual characteristics. For example, avoidance may be useful if the situation cannot be changed, and it is better to focus on what is within our control. It is important to balance and combine strategies depending on the specific situation.

Problem-focused coping, actively directed at solving the problem, is often associated with higher academic performance. Research [4] suggests that students resorting to active strategies such as planning and information seeking cope more successfully with educational challenges and achieve higher grades.

On the other hand, students using passive coping strategies, such as avoidance and self-soothing, may face negative consequences for their academic performance. Studies [5] indicate that avoiding problem-solving and using strategies not actively resisting stress are associated with lower grades and less success in studies.

Emotional expression and regulation are also crucial for academic success. Students who can adaptively express and manage their emotions may better cope with the pressure and stress of the educational environment, contributing to their success in studies.

Research also emphasizes that effective coping behavior may involve a combined approach, incorporating elements of both problem-focused and emotional coping. Being able to effectively solve problems and emotionally cope with challenges contributes to successful stress resistance and improved academic performance [6].

Conclusions. Based on the analysis conducted, the following recommendations can be proposed for students on effectively applying coping strategies in the educational environment:

Familiarize yourself with and master various coping strategies, including problem-focused coping, emotional expression, and active stress management. Create your unique set of strategies adapted to your personal characteristics.

Actively engage with your social network. Communication with friends, family, and peers can be a powerful resource in the coping process. Share your feelings and seek mutual understanding.

Develop skills in rational planning and time management. Efficient distribution of academic and personal activities can help reduce stress levels and enhance organizational skills.

Strive to develop emotional intelligence, the ability to manage your emotions, and effectively regulate their expression. This will be beneficial not only in academic pursuits but also in life in general.

Seek professional support when needed. Psychological services and counseling can provide additional resources for effectively coping with stress.

In conclusion, effective coping behavior plays a key role in successfully dealing with stress in the educational environment. Diverse strategies, including active and emotional approaches, provide students with the ability to adapt to various situations.

Research in this field emphasizes that a conscious choice of strategies and their combination can significantly increase well-being and academic performance. Effective coping behavior is an integral part of the student experience, and developing these skills is crucial for achieving success in both education and life.

Further research in the field of student coping behavior should continue, deepening the understanding of the impact of strategies on various aspects of student life. Studies could focus on specific populations, such as students with different stress levels, and develop more individualized approaches to supporting students in their coping behavior.

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