RESEARCH ARTICLES

The Interrelationship between Coping Strategies and Socio-Psychological Competency of University Students' Personality

La interrelación entre las estrategias de afrontamiento y la competencia sociopsicológica de la personalidad de los estudiantes universitarios

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Summary

In contemporary society characterized by socio-economic and political instability, the problem of studying the factors and mechanisms that contribute to the constructive resolution of life difficulties and counteracting their negative consequences is very important. This paper contains the results of an empirical study of the characteristics and relationships of students' coping behavior with different levels of their socio-psychological competency. The research methods comprised the following: theoretical analysis, empirical research (testing), qualitative analysis of the obtained data, mathematical and statistical data processing (SPSS Statistics, Excel). The characteristics of indicators of socio-psychological competency were determined with the use of the technique for assessing socio-communicative competency, as well as a questionnaire that reveals the possibility of using socio-psychological skills by a person in difficult life situations. To study coping behavior, the following were used: "The ways of coping questionnaire" and "The youth coping scale". The validity and reliability of the research results was ensured by the initial methodological positions, the use of tested tools, representativeness of the research sample, as well as mathematical processing of data with the help of software package for statistical analysis. The conclusions have been drawn that the basis of constructive mechanisms to overcome difficult life situations is a high level of formation of professional skills and abilities, introversion, motivation to achieve success, high intellectual development, moral standards, a high level of development of communication skills. It is these mechanisms that make it possible to resolve problem situations and tasks at work in a productive way. Their absence or a low level of development contributes to the dominance of situational methods of overcoming difficult life situations that impede professional formation and personal development.

Keywords: coping behavior, coping strategies, socio-psychological competency, personal development.

Resumen

En la sociedad contemporánea caracterizada por la inestabilidad socio-económica y política, el problema de estudiar los factores y mecanismos que contribuyen a la resolución constructiva de las dificultades de la vida y contrarrestar sus consecuencias negativas es muy importante. Este artículo contiene los resultados de un estudio empírico de las características y relaciones de la conducta de afrontamiento de los estudiantes con diferentes niveles de su competencia socio-psicológica. Los métodos de investigación comprendieron los siguientes: análisis teórico, investigación empírica (testing), análisis cualitativo de los datos obtenidos, procesamiento de datos matemáticos y estadísticos (SPSS Statistics, Excel). Las características de los indicadores de competencia socio-psicológica se determinaron con el uso de la técnica de evaluación de la competencia socio-comunicativa, así como un cuestionario que revela la posibilidad de utilizar habilidades socio-psicológicas por parte de una persona en situaciones difíciles de la vida. Para estudiar el comportamiento de afrontamiento, se utilizaron los siguientes: "Cuestionario de formas de afrontamiento" y "La escala de afrontamiento de los jóvenes". La validez y confiabilidad de los resultados de la investigación fue asegurada por las posiciones metodológicas iniciales, el uso de herramientas probadas, la representatividad de la muestra de investigación, así como el procesamiento matemático de los datos con la ayuda de un paquete de software para análisis estadístico. Se han extraído las conclusiones de que la base de los mecanismos constructivos para superar situaciones difíciles de la vida es un alto nivel de formación de habilidades y habilidades profesionales, introversión, motivación para alcanzar el éxito, alto desarrollo intelectual, estándares morales, un alto nivel de desarrollo de las habilidades comunicativas. . Son estos mecanismos los que permiten resolver situaciones problemáticas y tareas en el trabajo de forma productiva. Su ausencia o bajo nivel de desarrollo contribuye al dominio de métodos situacionales de superación de situaciones difíciles de la vida que impiden la formación profesional y el desarrollo personal.

Palabras clave: comportamiento de afrontamiento, estrategias de afrontamiento, competencia socio-psicológica, desarrollo personal.

Introduction

The growing interest expressed by researchers in the study of man in the context of complex life situations poses a question of factors that contribute to the constructive resolution of life difficulties and counteracting

their negative consequences. In this regard, in recent years, a large number of works have been published in psychology that consider the personal determinants of preventing and overcoming problem situations in various spheres of life. At the same time, the intellectual abilities of an individual (Kholodnaya, 2008; Khazova, 2010; Libina, 2008) and such personal qualities as activity, internality, structural-level characteristics of the I-concept, features of self-regulation, etc. (Kryukova, 2004; Sergienko, 2009; Golovanevskaya, 2003) are frequently mentioned as resources of coping behavior.

Empirical evidence about the influence of socio-psychological factors on the implementation of overcoming behavior is less presented in the psychological literature. In this connection, one can point out to a few works only where the conditions that allow one to effectively cope with difficulties include the ability to seek and accept social support (Silantieva, 2010), especially interpersonal relationships with other significant people (Kryukova, 2004; Petrova, 2008). At the same time, the significance of the socio-psychological qualities of the personality seems to be important for enhancing the success of coping behavior. Such qualities ensure effective communication - the ability to orient oneself in social situations, the ability to determine and understand the motives and actions of others, their emotional states, the ability to predict the development of situations of interpersonal communication and apply skills to make an impact on people. According to many researchers (Bodalev, 2005; Kunitsyna, 1995; Petrovskaya, 1989; Rybakova, 2009), this list of qualities can be considered as structural components of socio-psychological competency.

In this regard, the study of socio-psychological competency of a person as a resource of coping behavior which he can mobilize to adapt to rapidly changing conditions of life is, in our opinion, of significant importance to modern psychology of overcoming behavior.

Literature Review

At present, Russia, as an inseparable part of the modern world, is going through a very distinct period of political and social upheaval. One can identify several tendencies that are characteristic of our society and the world as a whole: accelerating technological progress, sharply heightened competition, the struggle for equal opportunities of various social groups, etc. These global tendencies affect some individuals in different ways. Some see this as a development prospect, but for others, these processes are a threat to personal integrity and cultural identity (Salakhova et.al., 2019).

Adapting systems are as various and differed as the stressors that go before them. From Folkman and Lazarus' Ways of Coping Questionnaire and Charles Carver and partners' Coping Orientation of Problem Experience, some normal methodologies or classifications for adapting reactions are tolerating the circumstance or one's job in it, dynamic/confrontive adapting to eliminate the stressor or oneself from the stressor, expectant adapting pointed toward a normal however wild occasion, evading/getting away from the stressor or related sensations of misery, denying the issue or sentiments, withdrawing intellectually or typically (quitting any pretense of), separating/isolating from the circumstance or limiting its importance, arranging the means to take care of the issue, reevaluating the stressor as a good or development situated insight, looking for social help (examined later), controlling one's feelings or trusting that a suitable time will act, utilizing substances to dull sentiments, smothering contending exercises until the issue dies down, going to religion, utilizing humor, and venting feelings. an activity, a progression of activities, or a perspective utilized in gathering a distressing or disagreeable circumstance or in altering one's response to such a circumstance. Adapting methodologies ordinarily include a cognizant and direct way to deal with issues, rather than guard components.

People likewise participate in proactive adapting. These future-and activity arranged practices can set up an individual for explicit stressors, yet additionally for those that are probably going to emerge in the ordinary course of life. Proactive adapting incorporates building and fortifying all assets (e.g., from pragmatic and scholastic information, encounters, and adequate numbers and changed sorts of social contacts; see additionally direct impacts theory of social help). Also, proactive adapting includes picking up aptitudes and capacities to evaluate the changing climate all the more precisely, from indications of a potential stressor, to suitable methodologies and asset use, to criticism on a given circumstance. In spite of the fact that it is difficult to make causal cases, future-arranged adapting will in general be related with positive results, for example, objective accomplishment and lower levels of pain. In any case, too incredible an accentuation on the future

might be an indication of hypervigilance, which has been connected to negative results, for example, nervousness and helpless data preparing (Maslach et al., 1985).

Likewise with different parts of adapting, research orders procedures by type, for example, issue centered adapting or feeling centered adapting. One necessities to remember, in any case, that individuals' considerations, emotions, and practices only occasionally fit into dark or-white classifications, for example, those needed for quantitative investigation. For instance, a man reacts to being laid off by systems administration with companions to learn of other open positions. Systems administration is dynamic adapting and arranging, the two of which are issue centered. Systems administration with companions, in any case, likely adds the advantage of help from others to diminish his uneasiness, which is feeling centered. This delineation additionally shows that regularly the best technique for adapting is a blend of issue centered and feeling centered procedures. Regardless of whether it is a solitary methodology or a couple of instituted together, this methodology can both lessen the effect of the stressor and the negative feelings it might inspire. However, there is nobody all inclusive adapting technique that will be viable in all circumstances. Adapting procedures that diminish trouble in one circumstance might be ineffectual or even adverse to the person in another.

Essentially, one should remember that exacting naming of most methodologies and other adapting practices can bring about wrong understandings. This is particularly obvious when endeavoring to classify reactions as viable or incapable. Only here and there is an adapting reaction all great or all terrible, and one should well consider the numerous particulars of the circumstance and the objectives of the person before making firm determinations. For instance, considering the time span during which the technique is utilized (e.g., the length of the stressor) might be useful in evaluating its adequacy. Forswearing or substance use (not to be mixed up with misuse or utilization of illegal medications) might be versatile in the prompt result of a horrible accident. Notwithstanding, these methodologies quickly crumble as insightful decisions for adapting over the long haul and should be supplanted with reactions that are more proper as time advances. Thus, when the laid-off man returns home, he may have a couple of lagers to wash down his distresses, yet proceeding with this conduct would no uncertainty intensify the issue.

Explicit adapting procedures (e.g., 'consider various approaches to tackle the issue,' 'disclose to myself it doesn't make a difference') are for the most part assembled into an assortment of adapting subtypes to depict classes of teenagers' adapting reactions. Instances of normal subtypes are critical thinking, data chasing, psychological rebuilding, passionate articulation or ventilation, interruption, removing, evasion, unrealistic reasoning, acknowledgment, looking for social help, and forswearing. Be that as it may, adapting procedures are not seen basically as an enormous assortment of potential reactions to stressors with self-assertive groupings. Or maybe, adapting subtypes, and much more extensive measurements that involve sets of these subtypes, are inferred dependent on applied models of adapting. Analysts at that point utilize measurable strategies, for example, 'factor investigation's to decide if the calculated model that bunches together adapting subtypes is proper. We currently look at the most widely recognized models of adapting that have been applied in the young adult adapting writing.

Richard Lazarus and Susan Folkman hypothesized that adapting could be separated dependent on its capacity, into issue centered adapting and feeling centered adapting. Issue centered adapting incorporates those systems that include following up on the climate (e.g., looking for help from others to take care of the issue) or oneself (e.g., intellectual rebuilding). Feeling centered adapting incorporates those techniques used to control one's unpleasant feelings (e.g., utilizing substances, enthusiastic ventilation). One examination found that more established, when contrasted with more youthful young people, would in general utilize more feeling centered adapting methodologies, though age was not identified with the utilization of issue centered techniques. Pundits of the issue centered versus feeling centered adapting structure contend that these two measurements are excessively wide and a few procedures may reflect the two kinds of capacities (e.g., looking for help from others might be utilized in the administration of taking care of the issue or to relieve one's sentiments). Likewise, methodologies that speak to totally different kinds of adapting and might be related with totally different results have been subsumed under a similar general classification. For instance, some contend that the clarification for the finding that feeling centered adapting is regularly connected with negative results might be ascribed to the overrepresentation of negative feeling centered things (e.g., cry about it, substance use) that speak to this classification instead of conceivably good feeling centered adapting techniques (e.g., journaling, offering

sentiments to somebody) that could be incorporated as feeling centered methodologies. Be that as it may, regardless of its constraints, this early arrangement gave a helpful venturing off point for future conceptualizations of adapting. What's more, Richard Lazarus was one of the main therapists to examine adapting as a progressing, dynamic cycle.

Susan Roth and Lawrence Cohen later conceptualized adapting as far as the bearing of the adapting reactions corresponding to the danger or stressor. Approach adapting is any conduct, psychological, or enthusiastic movement that is coordinated toward a danger (e.g., critical thinking or looking for data). Shirking is any conduct, intellectual, or enthusiastic action coordinated away from a danger (e.g., disavowal, withdrawal). All in all, utilization of more methodology and less shirking adapting has been related with more certain results. Yet, a few procedures gathered under shirking adapting may differ in their adequacy. For instance, both psychological shirking (e.g., not considering the stressor) and interruption (e.g., participate in different exercises to try not to consider the issue) are both evasion systems. However, dodging considerations and emotions related with an occasion may build the person's pain over the long haul, though interruption (particularly interruption strategies that include participating in social exercises with others) might be viable in managing especially exceptional sentiments and may serve to diminish trouble. Moreover, pundits of this model contend that one can't generally confirm that more methodology and less evasion adapting is ideal in all cases.

Evasion methodologies like interruption may have the advantage of forestalling the trouble level from getting excessively overpowering; this may be generally suitable in the early phases in response to an extreme stressor. Approach systems have the advantages of taking into account proper move to be made after pain levels have died down to some degree and when suitable move can be made. Along these lines, in a perfect world, most adapting specialists concur that it is ideal to have an adaptable adapting style which may include utilizing procedures from various measurements across the adapting cycle, contingent upon the current requests of the situation. A later and extensive model, the Responses to Stress model, created by Bruce Compas and partners, recognizes among three significant adapting measurements, with each measurement contained more explicit adapting subtypes. The principal measurement is intentional adapting (i.e., adapting reactions that include cognizant exertion, e.g., critical thinking, intellectual rebuilding) versus compulsory adapting (i.e., irritably based and molded responses, e.g., passionate desensitizing, rumination, meddling considerations). The subsequent measurement includes reactions of commitment (i.e., reactions coordinated toward a stressor or one's response to a stressor, e.g., critical thinking) versus withdrawal (i.e., reactions coordinated away from a stressor or one's response to a stressor, e.g., interruption) (Carver et al., 1989).

Willful adapting reactions can be recognized further along a third measurement: essential control adapting procedures (i.e., those methodologies focused on straightforwardly modifying target conditions, e.g., critical thinking, passionate articulation) versus auxiliary control adapting techniques (i.e., those systems zeroed in on variation to the issue, e.g., acknowledgment, intellectual rebuilding). Willful adapting reactions inside this structure are seen as objective guided endeavors to look after, increment, or modify one's command over the climate or oneself. As adapting models have gotten more explained, adapting research is ceaselessly pushing toward the perspective on adapting as a multifaceted cycle as opposed to adapting subtypes as totally unrelated classifications. Late adapting research likewise reflects mindfulness that adapting to a stressor is a powerful cycle that includes adaptability in techniques across the adapting cycle, contingent upon the flow requests of the circumstance (Digman, J. M. & Inouye, 1986).

Nowadays, during the period of socio-historical upheavals, the breakdown of the former way of life, the reevaluation of values, the number of difficult life situations has significantly increased. The current historical situation is the reason for the emergence of many intractable problems that people have not previously encountered in their lives (Bulgakov et al., 2018; Efimova et al., 2018; Salakhova et al., 2018a).

We are convinced that hardiness is precisely the answer to the demands of the environment and situation. This construct allows one to turn stressful changes that happen to a person into new opportunities for him (Kunitsyna, 1995; Rogov, 1999).

Adapting, a fundamental cycle essential to transformation and endurance, portrays how individuals identify, evaluate, manage, and gain from distressing experiences. Many years of examination in the social and clinical sciences have analyzed adapting in numerous spaces across the life expectancy. Standard examination,

zeroing in on estimation of individual contrasts and corresponds of adapting, recommends that adapting can cushion or worsen the impacts of weight on mental and actual wellbeing and working, just as straightforwardly shape the advancement of psychopathology and strength. New bearings incorporate development of formative hypotheses, estimation plots that increase self-report polls, and plans that catch adapting measures. Adapting style measures ask people how they ordinarily adapt to issues. The dichotomized idea of adapting styles loans itself well to psychometric evaluation. The factor structures of adapting style inventories are for the most part steady, and the variables relate well with mental results. Given that adapting may not be entirely steady, nonetheless, their environmental legitimacy is fairly sketchy.

Cycle measures request that people select a new issue and show how they adapted to that sort of issue. Tragically, measure gauges regularly have to some degree "chaotic" psychometrics, and their factor structures might be precarious. This makes examination across circumstances or over the long run dangerous.

Here and there a more exact picture can be gotten utilizing various appraisals, either through every day journals or through occasion testing for the duration of the day. Albeit a few researchers have reprimanded the psychometric properties of these measures (regularly comprising of just a single thing for every methodology), these sorts of strategies might be particularly valuable with regards to adapting to persistent stressors since they grant inside subject investigations that may yield solid connections among adapting and results (Costa & McCrae, 1988).

Adapting intercedes between forerunner upsetting occasions and troubling outcomes. An adapting style is an ordinary way of standing up to an upsetting circumstance and managing it. There are three essential adapting styles: task-arranged, feeling focused, and shirking focused (Endler 1997). Errand arranged adapting comprises of endeavors pointed toward taking care of the issue. Feeling focused adapting includes enthusiastic responses; and evasion arranged adapting includes exercises and perceptions pointed toward staying away from the distressing circumstance and can be of an interruption or social redirection nature. One can likewise conceptualize and examine adapting regarding how people react to explicit upsetting circumstances, for example, adapting to a sickness (see Stressful Medical Procedures, Coping with). Adapting is characterized as what individuals do to attempt to limit pressure and is usually found in wellbeing brain science as issue centered, that is, aimed at decreasing the dangers and misfortunes of the ailment, or feeling zeroed in, to be specific aimed at lessening the negative passionate outcomes. Maybe the most popular proportion of adapting is the methods of Coping Questionnaire, created by Folkman and Lazarus (1980). They utilized factor-insightful techniques to set up the dimensional structure, yet later examinations have delivered various numbers and kinds of components.

Various adapting styles have been distinguished and estimated and differentiates are made among avoidant and consideration adapting, among dynamic and inactive adapting, and among conduct and intellectual adapting. The COPE (Carver, Scheier, and Weintraub, 1989) endeavors to speak to these parts of adapting in a multidimensional stock giving scores on 13 reasonably particular kinds of adapting. Further, the measure can be utilized to evaluate adapting style, a dispositional proportion of routine methods of adapting, or to survey adapting methodology, the techniques for adapting used to address a particular stressor, for example, a current ailment. The disservice of the exhaustiveness of the measure is that it is very long, seems dull, and can appear to be oppressive to individuals who are sick. Carver (1997) has thusly distributed an abbreviated rendition which has demonstrated more adequate while holding the multidimensional highlights of the measure.

Different measures address explicit types of adapting, for instance, Miller's (1987) proportion of observing and blunting, or they manage explicit clinical conditions, for example, Watson et al's. (1988) appraisal of adapting styles utilized by individuals with disease.

Specialists picking a proportion of adapting need to think about the similarity of the measures with their hypothetical point of view, the scope of scores accessible, the worthiness of the measure to their clinical gathering and, conceivably, the need to gauge adapting to the disease, yet in addition adapting to distressing types of medical services.

The theory of S. Maddi about the special personal quality of "hardiness" arose in connection with his development of the problems of the creative potential of the person and the regulation of stress. According to S. Maddi, hardiness as an internal resource which has a structure of attitudes and skills that make it possible to

turn stressful situations into new opportunities of development (Maddi et al., 2002). This structure comprises the following attitudes:

−commitment (participation in social interaction, constant contact with others, a state of cooperation);

−control (the desire to influence life events as opposed to a feeling of helplessness which sets the significance of reliability);

−challenge (taking life risk as opposed to safety and reducing stress, which generates the value of creativity) (Golovanevskaya, 2003; Kunitsyna, 1995).

We define hardiness as a set of personality traits and behavioral reactions that allow a person to constructively (that is, productively in terms of personality development) solve a difficult life situation (Kryukova, 2004).

We identified motivational-personal and activity components as the constituents of hardiness.
The motivational-personal component includes:
1. temperament;
2. locus of control;
3. the presence of goals in life;
4. self-appraisal and self-esteem.
In the activity component, we identified:
1. constructive behavior;
2. exploratory activity;
3. social support;
4. emotional response.

The identified components, in our opinion, are consistent with the attitudes of commitment, control and challenge outlined by S. Maddi et al. (2002).

Hardiness serves as a catalyst in behavior that allows us to transform any negative influences on our behavior into new opportunities. The attitude of commitment means that regardless of how well the certain circumstances of my life shape up, life is worth living. "Life in itself is important, and I also represent an interest and deserve to live" (Rogov, 1999). Commitment is an important characteristic in relation to oneself and the surrounding world and the nature of the interaction between them, which gives strength and motivates a person to realize, lead, have a sound mindset and behavior. It gives a possibility to feel significant and valuable enough to be fully involved in solving life problems, despite the presence of stressful factors and changes (Bodalev, 2005). In our opinion, the commitment approach identified by S. Maddi et al. (2002) is consistent with the concept of exploratory activity.

Exploratory activity, as it was shown in the works by V.S. Rotenberg and V.V. Arshavsky (1984), is the main component of behavior that determines the resistance of the organism to various harmful influences. Exploratory activity is an activity aimed at reducing or changing an unacceptable situation, or changing one's attitude to it, or maintaining a favorable situation despite the action of threatening factors and circumstances, in the absence of accurate forecast of the results of such activity. An uncertain forecast of the end results makes activity exploratory (Petrova, 2008; Kalinina & Volodina, 2009).

The definition of exploratory activity includes a reservation that this may be an activity aimed at changing the attitude to the situation. This is a very important circumstance, since a significant part of human activity takes place only at the psychological level, not manifesting itself in real actions - this includes understanding, planning, forecasting, reassessment, etc. Exploration is an important component of mental activity. Our world cannot be changed except by joining in an activity that expands our contexts and brings us a new understanding. We should do something, or our world will become static (Erofeeva et.al., 2019; Salakhova et.al., 2018b).

Hardy coping involves two aspects. One side is purely psychological, the other is active, aimed at achieving the goal. Therefore, the presence of goals in human life is one of the most important components of

hardiness. Meanwhile, "the impression of greatness, confidence and complexity, leading a successful person through life, originates also from a sense of purpose" (Libina, 2008). A person should clearly understand the future outcome of his efforts to choose an adequate method and means of achieving it. The presence of a goal which is significant for a person is an important personal resource, that is, an opportunity that helps a person in difficult times, gives inner support (Monina & Rannala, 2009).

The next attitude of hardiness identified by S. Maddi is control - means that "owing to the resources that I have or thanks to those resources that I do not have, but which I can create or get myself, I can cope with the problems standing in my way" (Rogov, 1999). Control motivates to search for ways to influence the results of stressful changes, as opposed to falling into a state of helplessness and passivity (Bodalev, 2005).

In our opinion, the most important are the beliefs of the individual about the controllability of current events, the dependence of what is happening on one's own efforts. The concept of locus of control proposed by J.B. Rotter (1966) is used to describe this aspect in the interaction of personality with the environment.

Locus of control reflects the basic ideas of a person about the external or internal localization of the source of influence on life events and, accordingly, the degree of perception of oneself as an active subject, capable of changing what is happening, serves as an acting force. People with marked external tendencies tend to take a passive-suffering stance, perceive what is happening to them as independent of personal qualities and efforts. With a high level of internality, a person, on the contrary, is convinced that his successes and failures are directly dependent on his actions, deeds and personal characteristics (Bonkalo & Gorohova, 2012). In general, the studies show that internality is more often combined with maturity of personality, adaptability to emotional stability, the ability to control oneself, responsibility, and externality is more often associated with difficulties in mental and social adaptation. Internality, being a kind of personal resource, is likely to help a person to overcome stress, while externality, on the contrary, is more often a destabilizing factor (Kryukova, 2004). The studies proved that people with an internal locus of control are characterized by a high level of self-regulation, allowing them to control negative emotions, impulsive actions and block the effect of psycho-traumatic effects on the consciousness. People of an external locus of control are characterized by a low level of self-regulation with all its accompanying features (Gorohova & Bezkrovnaya, 2018; Trifonova, 2013).

A cardinal personality trait of people with an internal locus of control that has great social significance is their sense of responsibility for their actions and the actions of other people. In contrast, people with an external locus of control do not consider themselves responsible even for their actions, which they interpret as imposed from the outside. It was experimentally determined that unstable people, along with lack of energy, powerlessness, alienation from their "I", have an external locus of control (Petrovskaya, 1989; Kalinina et.al., 2018).

The third attitude emphasized by S. Maddi, is challenge (risk taking) means a person's confidence that everything that happens to him helps him to develop. This component consists in perceiving life events by a person as a challenge and test for himself, allows a person to resist them, instead of trying to avoid any unpleasant impressions, on the contrary, to accept them and creatively process them, helps to remain open to the environment and society. This allows us to assert that social relations and characteristics of the social environment along with personality traits play an important role in the process of overcoming life difficulties (Maddy & Khoshaba, 1994).

Currently, social support is considered one of the most significant social factors affecting the effectiveness of overcoming difficult life situations. This seems quite logical and understandable already at the level of common sense: help and understanding of loved ones is one of the most obvious resources in overcoming problem situations for a person.

Social support is defined as "information that imbues the individual with confidence that he is not indifferent, that he is valued, loved, and that he is included in the system of interpersonal relationships". This information arises and is perceived in the process of social interaction, primarily in the relationship of the individual with others (Kryukova, 2004).

Hardiness is an internal resource of a person based on socio-psychological competency and within the person's power. Hardiness of a person determines and contributes to maintaining a person's physical, mental and social health, determines his attitudes and gives life value and meaning in any circumstances.

In our opinion, socio-psychological competency is a system of social skills and capabilities that ensure the ability of an individual to effectively interact with people around him in the course of interpersonal relationships, which is expressed in a person's ability to realize and control his social behavior, understand the behavior of others, implement ways of communication that are appropriate for the situation.

Proceeding from this definition, it can be assumed that a more extensive repertoire of coping strategies will be characteristic of people with a high level of socio-psychological competency, whereas they will choose more constructive ways of coping.

Materials and Methods

In order to study the characteristics of coping behavior of students with different levels of socio-psychological competency, we conducted an empirical study. The empirical base of the study included 300 students of the first and second year of study of Moscow Region State University, Moscow State University of Psychology & Education, Plekhanov Russian University of Economics (Moscow University), Moscow State University of Civil Engineering (National Research University) and Russian State Social University, enrolled in various courses and programs of training.

The research methods comprised: theoretical analysis, empirical research (testing), qualitative analysis of the obtained data, mathematical and statistical data processing (SPSS Statistics, Excel).

The characteristics of indicators of socio-psychological competency were determined with the use of the technique for assessing socio-communicative competency (Rogov, 1999), as well as a questionnaire revealing the possibilities of using socio-psychological skills by a person in difficult life situations. To study coping behavior, the following techniques adapted by T.L. Kryukova (2007) were used: "The ways of coping questionnaire" by S. Folkman and R. Lazarus (1984), "The youth coping scale" by E. Freidenberg et al. (2004).

The validity and reliability of the research results was ensured by the initial methodological positions, the use of tested tools, representativeness of the research sample, as well as mathematical processing of data with the use of software package for statistical analysis. The use of the aforesaid methods and approaches allowed us to achieve the objectives of the study completely.

Results and Discussion

The data of correlation and cluster analysis can be referred to the most interesting statistically verified results that are required to confirm the hypothesis.

According to the data of the correlation analysis carried out according to the Pearson method, the low level of social and communicative competency among the subjects is consistent with the choice of predominantly non-constructive ways of copying. Students who demonstrate insufficiently developed skills for effective interpersonal interaction are more likely to resort to aggressive confrontational coping ($r = 0.264$; $p \leq 0.01$), self-blame ($r = 0.302$; $p \leq 0.01$), anxiety ($r = 0.311$; $p \leq 0, 01$), escape from the problem ($r = 0.397$; $p \leq 0.01$). It is interesting that they quite often use the "affiliation" coping strategy ($r = 0.361$; $p \leq 0.01$), which reflects a person's increased interest in what others think about him and the desire to be accepted by them, i.e. a certain degree of dependence.

The interrelationships formed by the individual characteristics of socio-communicative competency and coping strategies also confirm this conclusion. Therefore, a high index of social and communicative awkwardness, which expresses inhibitions in communication, difficulties in making contacts, reduces the probability of contacting friends ($r = - 0.248$; $p \leq 0.05$), professional help ($r = -0.221$; $p \leq 0, 01$), active rest ($r = - 0.231$; $p \leq 0.05$) in case of difficulties, and, on the contrary, increases the risk of self-blame ($r = 0.222$; $p \leq 0.05$) and withdrawal ($r = 0.266$; $p \leq 0.01$). Difficulties in experiencing situations of uncertainty in

communication increase anxiety (r = 0.294; p ≤ 0.01), contribute to the rejection of any action to solve the problem, lead to painful conditions (r = 0.384; p ≤ 0.01), the avoidance of problems (r = 0.348; p ≤ 0.01), confrontation (r = 0.211; p ≤ 0.05). The lower a person has tolerance for frustration in situations of interpersonal interaction, the more often he shows hostility and aggressiveness towards others or, conversely, increased conformism (scales "confrontational coping" (r = 0.426; p ≤ 0.01) and "affiliation" (r = 0.415; p ≤ 0.01), respectively). Low frustration tolerance is also accompanied by a tendency to relaxation with the help of psychoactive substances, emotional breakdowns (r = 0.415; p ≤ 0.01) or a decrease in activity and development of painful conditions (r = 0.487; p ≤ 0.01).

Interesting data were also obtained in the analysis of correlation relationships formed by the indicator, reflecting the ability of students to apply socio-psychological skills in resolving life difficulties. First of all, it is necessary to note the presence of significant relationships between this variable and various manifestations of socially oriented coping. Thus, students who actively use their communication skills as a resource of overcoming behavior to a greater extent were inclined to seek social support (r = 0.354; p ≤ 0.01), to appeal to relatives and friends (r = 0.335; p ≤ 0, 01), the desire to get approval or advice (r = 0.268; p ≤ 0.01). In addition, they often resort to professional help from specialists (r = 0.287; p ≤ 0.01) or turn to religion in the hope of gaining spiritual support (r = 0.279; p ≤ 0.01). It is also interesting that a higher level of planning the problem solution is characteristic of such students (this was confirmed both by the Lazarus technique (r = 0.376; p ≤ 0.01) and by the Youth coping scale (r = 0.419; p ≤ 0, 01) and a more developed ability for its positive rethinking (r = 0.539; p ≤ 0.01).

Cluster analysis allowed us to divide students into groups taking account of typical combinations of coping methods and parameters of socio-psychological competency. As a result, four clusters were obtained, which in general confirm our hypothesis. Thus, seventeen per cent of the subjects were attributed to the first cluster, which are characterized by both a high level of general socio-communicative competency and a developed desire to apply it to solve difficult life situations. The ranking of coping methods in this group made it possible to identify the following sequence by the extent of preference: "positive reassessment", "problem solution", "active rest", "anxiety", "search for social support", "positive focus", "work, achievements", "self-control". This list allows us to state that students with a high level of socio-psychological competency use predominantly constructive coping strategies, the expressiveness of which in this group far exceeds the similar values in other clusters. It should also be noted that the subjects of the first group are characterized by a rather high level of confrontational coping, which can be manifested in the form of energy and assertiveness in communication, the use of offensive tactics.

The second cluster comprises 20% of the sample and is characterized by the lowest level of development of socio-psychological competency among all groups. Moreover, the most unfavorable communicative characteristics of these subjects are orientation toward avoiding communication failures, instability or uncertainty, and excessive striving for conformity. At a level higher than the average in the sample, the strategies "escape-avoidance", "non-coping" (refusal to take any action to solve the problem, painful conditions), "self-blame", "anxiety", "confrontational copying" are presented here. A significant place in overcoming behavior of these students is occupied by coping methods, which, according to different researchers, can have an ambiguous interpretation in terms of constructive coping (Kryukova, 2007). This is "spirituality", the search for support in religion (it can reflect both finding peace by reassessing values, and escape from problems in an illusory world), "distraction" (on the one hand, this is relaxation, shifting activities to alternative ones, on the other - stubborn avoidance of a problem solution), "search for social support" (successful involvement of the immediate environment in solving a problem, the ability to seek help and accept it can be opposed to excessive dependence on others, the desire to shift difficulties onto them).

The common feature typical of representatives of the third (30%) and fourth (33% of the sample) clusters is that, having a higher overall level of social and communicative competency, they use these skills to a much lesser extent as a resource of coping behavior.

Thus, the level of socio-communicative competency in cluster three exceeds that one in all other groups, and the desire to use it in the process of coping has only an average level. A distinctive feature of this cluster is the low representation of the vast majority of ways out of problem situations. Against this background, only

"the problem solution planning", "active rest" and "withdrawal" have a higher level. As an explanation of this fact, the following assumptions can be put forward: either such students experience the least problem load which is facilitated by well-developed socio-psychological competency, or are poorly aware of their difficulties, since they have an outward directed orientation.

In cluster four, the average level of social and communicative competency is combined with a low level of its use as a copying resource. In this group, the strategies of "ignoring" (deliberately blocking the problem, as if it does not exist) and "affiliation" (increased interest in what others think and actions aimed at obtaining their approval) are more pronounced than in other clusters.

Conclusion

The study of the interrelationship between coping strategies of students with various levels of their socio-psychological competency allowed us to draw the following conclusions. Summarizing the analysis of the content of the factor structure of students' coping strategies, we identify the principal tendencies. The following characteristics are closely connected to the level of development of the ability to overcome difficult life situations: motivation to achieve success, the level of self-acceptance and acceptance of others (social tolerance), communicative competence, which is realized in a compromise and responsive style of behavior in interpersonal communication, moral normativeness, mental and psychological stability and emotional comfort. In the course of the factor analysis a number of features have also been identified (personal and reactive anxiety, high social desirability, low self-esteem, motivation to avoid failures, a low level of development of communication skills), leading to destructive behavior of a person in difficult life situations. Thus, it can be stated that the constructive mechanisms to overcome difficult life situations are based on a high level of professional skills and abilities, introversion, motivation to achieve success, high intellectual development, moral normativeness, a high level of development of communication skills (Nebolsin, 2007). It is these mechanisms that allow to resolve problem situations and tasks at work in a productive way. Their absence or a low level of development contributes to the dominance of situational methods of overcoming difficult life situations that impede professional formation and personal development.

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