

THE DYNAMICS OF THE DEVELOPMENT OF HARDINESS IN FUTURE TEACHERS AND PSYCHOLOGISTS

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Abstract

Hardiness is a significant resource for future teacher's and psychologist's professional activity in a modern situation of uncertainty. One of the important characteristics of the personality of a teacher and psychologist, which allows him to cope with stress, is resilience. The hardiness of teachers and psychologists influences the success of professional activities and the learning process of students. The article reflects the results of a generalizing study, the purpose of which was the study and description of hardiness as an internal resource of the professional activity of future teachers and psychologists.

Keywords: Hardiness, personal resources, development, future teacher's and psychologist's professional activity, future teachers, future psychologists.

Introduction

The conditions in which the vital activity of a modern person takes place is often rightly called extreme, stimulating the development of stress. This leads to a general decrease in the sense of safety and security of a modern person. The problem of human behavior in life situations has recently become very relevant, which is explained by the information saturation and the acceleration of the rhythm of life of a modern person. A new society has emerged, which makes new demands. Responsibility for one's life, for its success, lies with the person himself. In order to occupy a leading position in a group, to realize one's capabilities, to feel significant, it is necessary to develop problem-solving skills, acquire such a

quality, a personality trait that would allow for effective self-realization.

All this necessitates the study of the phenomenon of hardiness, which was proposed by the American psychologist S. Maddy, and which he understands as a pattern of the structure of attitudes and skills that allows transforming changes in the surrounding reality into human capabilities.

The creation of a stressful situation is facilitated by the first professional crisis associated with admission to an educational institution of young people. There is a change in the way of life, the educational system and the form of control are changing. Former students need to adapt to new conditions in a

short time. The success of the adaptation of students can be determined by the quality of the delivery of the first session.

Hardiness, being to a greater extent a socio-psychological property, arises in early childhood and manifests itself already in adolescence and as a result of its development under the influence of many factors, including social ones, contributes to the strengthening of the adolescent's position in the group. Based on individual and personal (natural) properties (extraversion, spontaneity, introversion and anxiety) that mediate social activity, to a greater extent manifests itself in the ability to create personally meaningful meanings in life and implement them in the context of a given social situation (Ovcharenko, 2013).

Hardiness is a pattern of the structure of attitudes and skills that allows you to turn changes in the surrounding reality into human capabilities. According to S. Maddy, it is the key to stress resistance and consists of:

- resilient, i.e. transformational coping;
- resilient attitude towards people around;
- resilient attitudes

Transformational coping includes:

- considering change as problems awaiting solution;
- taking the necessary cognitive and behavioral steps to effectively address the problem; cognitive steps include broadening the perspective when considering the problem and deepening the understanding of the essence of the problem;
- Extracting the maximum benefit from the experience of solving the problem: observations, findings, wisdom in order to grow and develop as individuals (Leontyev, 2006).

Student age is also characterized by the fact that during this period many optima of the development of intellectual and physical forces are achieved. But quite often the "scissors" between these possibilities and their actual realization appear simultaneously. Continuously increasing creative possibilities, the development of intellectual and physical

forces, which are accompanied by a flourishing of external attractiveness, hide in themselves the illusion that this increase in strength will continue "forever", that the whole better life is still ahead, that everything that has been planned can be easily achieved (Maddy, 2002).

Modern reality confronts us with various challenges and situations of uncertainty (Zinchenko, 2007; Kornilova, 2009). Intensive reforming of a number of professional spheres, in particular, educational, leads to the fact that high requirements are imposed on the resource base of a professional (Zhiganov, 2007). The values and meanings of the teaching profession are being tested by time. The work of a teacher has both immediate and delayed results. It is largely based on a vocation, a certain professional mission, and not on prestige and material benefits (Frizen, 2018). All this leads to the fact that the implementation of the professional activity of teachers often requires high hardiness (Loginova, 2009; Fominova, 2012). In particular, the hardiness of a leader-leader can be considered as an important variable affecting the effectiveness of the teaching staff (Zhukova & Nestik, 2013; Klimov, 2012).

The student period is the most favorable period for the formation of a person's hardiness, since hardiness can help improve the physical and mental health of young people when overcoming crises and realizing oneself as a specialist in future professional activities (Yermentayeva, 2018a; 2018b).

Therefore, the problem of the hardiness of the individual becomes especially relevant and comes to the fore in scientific comprehension, and its further study is beyond doubt.

Thus, there is an objective need to study the content of students' hardiness in relation to their personal resources, conditioned by the peculiarities of temperament, localization of control, with the nature of coping behavior in stressful situations. This study, dedicated to the identification of the psychological content of hardiness in the process of studying at a university, the search for relationships between the hardiness of the individual, its components and personality traits brings to the disclosure of the determinants and criteria of hardiness, the determination of the impact of hardiness on the processes of adaptation to new learning

conditions at the university, the development of practical recommendations on working with students with a hardiness deficit.

This is especially important for future psychologists and educators. The profession of a psychologist and teacher requires flexibility, plasticity, because working with the inner world of another person requires a certain level of skill. Hardiness is necessary for future psychologists and educators in order to avoid various destructive personality changes as a result of professional burnout, which is often characteristic of representatives of this particular profession.

In these conditions, it is necessary to consider hardiness as a key resource for overcoming, a belief system, as the ability and willingness of the subject to take an interest in situations of increased complexity, control them, manage them, be able to perceive negative events as experience and successfully cope with them.

The intensity of modern life, instability of the present, uncertainty in the future negatively affects the state of physical and mental health of young people, as evidenced by a number of researchers, such as G.V. Zharkov, G.Yu. Lyubimova, N.V. Malyutina, L.F. Mirzayanov, B.C. Mukhina, N.P. Fetiskin, L.A. Terekhina, and others. Stress factors of the educational environment, which psychologists study, violate psychological safety, which, in turn, leads to "borderline states" and the growth of mental and psychosomatic diseases among students, it was investigated by such scientists as G.G. Arakelov, V.V. Arshinova, K.A. Abulkhanova-Slavskaya, A.G. Asmolov, I. A. Baeva, F.B. Berezin, S.A. Gaponova, V.V. Glebov, G.E. Zhdanova, E.P. Ilyin, M.M. Kashapov, L.M. Mitina, E.S. Romanova, V.V. Rubtsov, A.V. Torkhova, N.L. Shlykov, and others. In addition, the period of study at a university often coincides with age crises: the transition from adolescence to maturity, a crisis of maturity, which was considered in the works of R.A. Akhmerov, E.V. Burmistrova, G.V. Zharkov, G.Yu. Lyubimov, V.I. Slobodchikov, Yu.P. Povarenkov, A.R. Yermentayeva, et al. The destructive effect of stress factors, inability to overcome obstacles, low hardiness can lead to inadequate reactions, to the formation of destructive attitudes, this was proved in the works of B.G. Ananyev, I. V. Dubrovina, G.V. Zharkov, A.V. Kaptsov, L.S. Kolmogorov,

M.A. Odintsov, Yu.L. Sorokin, M.V. Salvggova, Kh.T. Sheriazdanova, and others.

In theoretical terms, the problem of student hardiness and its relationship with personality traits and resource components has not been sufficiently developed. There is still no consensus about what hardiness is. This phenomenon in scientific literature is often replaced by various terms, such as hardiness, life-creation, maturity, and others, therefore, special attention is required to clarify the concept itself.

According to our information, there are no studies that would reveal the manifestation of hardiness when experiencing crises of educational activity in the process of studying at a university. No studies were found that would imply a comparative analysis of the manifestation of hardiness and its structural components in students of various forms of education and professional orientation.

Materials and Methods

At the moment, modern society makes very high demands on a university graduate. When applying for a job, not only the theoretical and practical knowledge of a specialist is assessed, but also the social and creative activity of the individual, the ability to overcome difficult life situations, make independent decisions, harmony and stress resistance are assessed. Also, such a person must have certain spiritual and moral values. In fact, such a person must be resilient.

Hardiness is a trait characterized by a measure of overcoming given circumstances by a person, and, ultimately, overcoming a person himself (Leontyev, Mazur & Soslanda, 2001). Studying at a university is a sensitive period in terms of the formation of hardiness as a trait of a student's personality.

The period of study at the university is the time associated with the implementation in the professional and personal sphere. A time of achievement, thanks to which the future is shaped. Student age falls on the age stage of adolescence, and during this period the personality does not yet possess all the necessary qualities necessary for further harmonious development. In the conditions of

the modern rhythm of life, students find themselves in stressful and crisis situations, from which it is sometimes very difficult for them to get out as a psychologically healthy person. Most often, after such situations, young people experience a reassessment of values, and their attitude towards themselves and the world as a whole change. In the absence of ways to overcome difficulties, the student has psychological problems in the form of negative experiences, disturbances in interpersonal relationships, a decrease in self-esteem, personality stability (A.A. Bodalev, A.A. Derkach, V.G. Aseev, M.F. Sekach, etc.) (Sova, 2009). Thus, the development of vital hardiness to crisis situations becomes important.

The theoretical aspects of the problem of hardiness have been studied by various psychologists and sociologists such as S. Kobassa, S. Maddi, S. Kakh, D. Kutel, D. Weibi, D.A. Leontyev, L.A. Aleksandrova, D.M. Sotnichenko, A.I. Laktionova, A.R. Yermontayeva, G.T. Topanova (2015), and others. In Russian psychology, the development of this problem is associated with research on coping with difficult situations (A.V. Libin, E.V. Libina), the meaning of life and acme (V.E. Chudnovsky), with the problem of life creation (D.A. Leontyev), personal-situational interaction (E.Yu. Korzhova), self-realization of personality (L.A. Korostyleva), self-regulation of personality activity (A.K. Osnitsky, V.I. Morosanova) (Nalivaiko, 2006). So, according to L.A. Korostyleva (2001), hardiness plays a significant role in the self-realization of an individual in the main spheres of life: professional and marital-family relations.

As you know, the concept of "hardiness" is introduced into psychology by S. Maddi (2002). According to the researcher, hardiness includes three relatively independent components: involvement, control, risk taking.

Commitment is defined as "the belief that being involved in what is happening gives the maximum chance to find something worthwhile and interesting for the individual" (Leontyev, 2006). A person with a developed component of involvement enjoys their own activities. In contrast, the absence of such a conviction creates a feeling of rejection, a feeling of being "outside" life.

Control is the belief that the fight allows you to influence the outcome of what happens, even if this influence is not absolute and success is not guaranteed. The opposite is the feeling of one's own helplessness. A person with a highly developed control component feels that he chooses his own activity, his own path.

Taking a risk (challenge) testifies to a person's conviction that everything that happens to him contributes to his development due to the knowledge gained from experience, whether positive or negative. A person who sees life as a way of gaining experience is ready to act in the absence of reliable guarantees of success, at his own peril and risk, considering the desire for simple comfort and safety to impoverish the life of an individual. Risk acceptance is based on the idea of development through active assimilation of knowledge from experience and their subsequent use (Fominova, 2012).

It should be noted that the components of hardiness develop in childhood and adolescence, although they can be developed later. Based on the analysis of scientific literature, we concluded that the majority of students should have a high level of development of hardiness, characteristic of their age period (Likhacheva, 2014).

The development of hardiness in future psychologists is one of the most important tasks of their personal and professional development. Hardiness is one of the main qualities that allow a practical psychologist in the process of professionalization to avoid possible personal deformation and other destructive personality manifestations, including the development of burnout syndrome (Yudina, 2011). Thus, studies of the hardiness of future psychologists are relevant and have practical significance.

The student period is considered in psychology to be the central period of the formation of a person, personality in general, the manifestation of a wide variety of interests, among which professional interests are the most important (Loginova, 2010). Modern students (especially 3rd year students) are experiencing their formation and development through the superposition of a number of crises: age crises; crises of individual life, which include crises of unfulfillment, emptiness, hopelessness; vocational training crises; external, global, existential, associated with the

instability of the present and the uncertainty of the future (Loginova, 2010). At the same time, it is during the student days that the formation of hardiness and resilient coping with stress occurs. The hardiness of the individual in educational and professional activities can contribute to improving the physical and mental health of young people, successful adaptation in stressful situations, successful self-actualization and personal fulfillment (Yudina, 2011).

Maddy S. also identifies two ways of personal development: conformist and individualist. The individualist has his own meaning, responsibility for his life path, the ability to control biological and social needs, to choose spirituality and a qualitatively high level of pleasure. The individualist is characterized by a high level of hardiness, in contrast to the conformist. Maddy notes that due to personal growth, over time, a person begins to think deeper, becomes more complex and individualized (Maddy, 2002). The profession of a counselor psychologist presupposes an individualistic development of the personality, moreover, in the course of professionalization, this quality is enhanced and contributes to the formation of individualistic attitudes and the formation of hardiness in the clients with whom the psychologist works.

People with a developed component of involvement get more pleasure from their own activities. Insufficiently expressed involvement leads to persistent dissatisfaction with their activities, a feeling of their insignificance and the syndrome of emotional burnout, which is typical for many individuals working in the management system (Yudina, 2011).

Student age, according to B.G. Ananyev (1980), is a sensitive period for the development of the basic sociogenic potential of a person. Higher education has a huge impact on the human psyche, the development of his personality. During their studies at the university, in the presence of favorable conditions, students develop all levels of the psyche. They determine the direction of a person's mind, i.e. form a mentality that characterizes the professional orientation of the individual. Successful study at a university requires a fairly high level of general intellectual development, in particular, perception, ideas, memory, thinking, attention,

erudition, breadth of cognitive interests, the level of proficiency in a certain range of logical operations, etc. With a slight decrease in this level, compensation is possible due to increased motivation or efficiency, perseverance, thoroughness and accuracy in educational activities. But there is also a limit to such a decrease, at which compensatory mechanisms do not help, and the student can be expelled (Ovcharenko, 2013).

A necessary condition for the successful activity of a student is the development of new features of studying at a university, which eliminates the feeling of internal discomfort and blocks the possibility of conflict with the environment. During the initial courses, the student collective is formed, the skills and abilities of the rational organization of mental activity are formed, the vocation to the chosen profession is realized, the optimal mode of work, leisure and life is developed, a system of work on self-education and self-education of professionally significant personality traits is established (Kurlyand, Khmelyuk & Semenova, 2009).

The following main difficulties are usually identified in the adaptation of freshmen to the university: negative experiences associated with the departure of yesterday's students from the school collective with their mutual help and moral support; uncertainty of the motivation for choosing a profession, insufficient psychological preparation for it; inability to carry out psychological self-regulation of behavior and activity, aggravated by the lack of habit of daily control of teachers; search for the optimal work and rest regime in new conditions; the establishment of everyday life and self-service, especially when moving from home to a hostel; finally, the lack of skills for independent work, inability to take notes, work with primary sources, dictionaries, reference books, indexes (Elkonin, 2012).

All these difficulties are different in origin. Some of them are objectively inevitable, others are subjective in nature and are associated with poor training, defects in upbringing in the family and school.

The social adaptation of students at the university is divided into:

- o professional adaptation, which means adaptation to the nature, content, conditions

and organization of the educational process, the development of skills of independence in educational and scientific work;

- socio-psychological adaptation - the adaptation of the individual to the group, relationships with it, the development of their own style of behavior (Ananyev, 1980).

In other words, "the adaptive ability is understood as the ability of a person to adapt to various environmental requirements (both social and physical) without feeling internal discomfort and without conflict with the environment" (Berak & Shibaeva, 2010).

Adaptation is a prerequisite for vigorous activity and a necessary condition for its effectiveness. This is the positive value of adaptation for the successful functioning of an individual in a particular social role.

The success of student learning depends on many factors, among which one of the most important is its intellectual development as an indicator of mental activity and attention - the function of regulating cognitive activity.

Freshmen do not always successfully acquire knowledge, not at all because they received poor preparation in secondary school, but because they have not formed such personality traits as readiness for learning, the ability to study independently, to control and evaluate themselves, to own their individual characteristics of cognitive activity, the ability to properly distribute their working time for self-preparation (Halperin, 2011).

Accustomed to the daily care and supervision at school, some freshmen are unable to make elementary decisions. They have insufficiently trained skills of self-education and self-education.

It is known that the teaching methods at the university differ sharply from the school ones, since in the secondary school the educational process is structured in such a way that it constantly encourages the student to study, makes him work regularly, otherwise a lot of debts will appear very quickly. Yesterday's schoolboy finds himself in a different situation, having crossed the threshold of the university: lectures, seminars, tests, exams. When the seminars begin, it turns out that one cannot always prepare for them. In general, you do not

need to learn something, decide, remember something every day. As a result, an opinion often arises about the seeming ease of studying at a university in the first semester, the confidence is formed that it is possible to catch up and master everything before the session, and a careless attitude to learning arises. The reckoning comes at the session (Slepkan, 2005).

Many freshmen at the beginning of their studies experience great difficulties associated with the lack of skills for independent educational work, they do not know how to take notes of lectures, work with textbooks, find and acquire knowledge from primary sources, analyze large amounts of information, clearly and clearly express their thoughts (Skilbek, 2013).

Adaptation of students to the educational process (according to the study of the regulatory function of the psyche) ends at the end of the 2nd - the beginning of the 3rd academic semester.

One of the main tasks of working with freshmen is the development and implementation of methods for rationalizing and optimizing independent work.

The existing system of control over the independent work of students through seminars, practical and laboratory classes does not at all exclude passivity and evasion from meeting the relevant requirements on the part of some of the students (Talyzina & Karlov, 2009).

Great reserves for improving the quality of training of specialists opens up the improvement of control over students' knowledge. The system of monitoring progress at examination sessions often generates only storming, when a student for several days memorizes the main provisions of a given course written in a synopsis, and after the exam forgets them. It is no coincidence that some of the students do not know how to work with a book, to study systematically throughout the semester. To strengthen control over the study of students during each semester, three control weeks are established, for each of which the teacher is obliged to assign appropriate points to students (Krushelnitskaya, 2009).

Back in school, a kind of "troika psychology" is formed, the desire "to study without teaching."

This attitude is also being transferred to universities. The confidence that studying for "troikas" will not hurt to become a real specialist grows from course to course.

To develop tactics and strategies that ensure optimal adaptation of the student to the university, it is important to know the life plans and interests of the freshman, the ability to withstand difficulties, stress resistance, the system of dominant motives. A successful solution to this problem is associated with the development of the psychological service of the university (Vaschenko, 2010).

The adaptation process for each student is different. Young men and women with work experience adapt easier and faster to the conditions of student life and everyday life, yesterday's schoolchildren - to academic work. The task of the student group is not to search for an average option for including students in new types of activity, but to create conditions for general optimal activity (Kuzminsky, 2005).

In all universities, a system of events is usually specially planned to facilitate the adaptation of freshmen to the conditions of the university. The most important activities include: work on the formation and recruitment of academic groups; ritual "Initiation into students" and reading the course "Introduction to the specialty"; group speeches by leading teachers; acquaintance with the history of the university and the graduates who made it famous; organization of counseling centers in the hostel by teachers and first-year students; the introduction of monthly certification, which allows you to control the independent work of students, to provide them with the necessary assistance in time (Zaichenko, 2013).

Results and Discussion

For teachers with reduced indicators of hardiness, its overall indicator is associated with the meaningfulness of life, satisfaction with the past and relationships with relatives. For the productive implementation of activities, the experience of achievements, productive relationships with their close environment are important for them. Lack of hardiness and meaningfulness of life can become the reason for the dominance of a fatalistic life orientation and a decrease in the effectiveness of activities

against the background of experienced difficulties and failures. Involvement is associated with the meaningfulness of life and satisfaction with the present: understanding the current tasks of professional activity and the presence of success in it can provide the teachers of this group with emotional involvement in the educational process, personal responsibility for its progress and results. The idea of life as controlled is associated with its meaningfulness and productivity. However, in our opinion, in comparison with the first group, the hardiness resource among the respondents of the second group is practically not associated with relying on themselves, their resources, subjectivity. Risk-taking is associated with dissatisfaction with material security and the hedonism of the present. In our opinion, an attempt to change the life situation without reliable guarantees of success with reduced self-reliance (life goals and meanings) is not so much rational as emotional, spontaneous.

Our results are generally consistent with S. Maddy's idea of using transformational coping in case of pronounced hardiness, and regressive coping with reduced hardiness. So, teachers with different levels of hardiness tend to use it to varying degrees as an internal resource for life fulfillment.

Thus, hardiness is associated with a stable experience by a person of his actions and events happening around him as interesting and joyful (involvement), as the results of personal choice and initiative (control) and as an important incentive to assimilate new things (risk). At the same time, hardiness is more associated with the transformation of difficulties into advantages through a more proactive and active intervention in events (Leontyev, 2006).

To summarize, we can say that "hardiness" is a special pattern of attitudes and skills of a person, which make it possible to transform life situations into new opportunities for him (Maddy & Koshaba-Maddy, 2002). This special pattern determines, in our opinion, the advisability of including hardiness in the structure of a person's innovative potential. Hardiness to the greatest extent corresponds to the phenomena of a person's over-situational activity, his going beyond the established attitudes and behavioral stereotypes.

In addition, in the works of Western researchers it is shown that hardiness is associated with a person's success in various fields of activity, especially against a background of stress. It characterizes the measure of a person's ability to withstand a stressful situation, while maintaining internal balance and not reducing the success of their activities. Hardiness prevents the emergence of internal instability and emotional instability in stressful situations due to persistent coping with stressful factors and perceiving them as less significant. Moreover, a resilient person is able, even under stress, to find and use new opportunities that will ensure his progress towards his goals. Because of this, hardiness turns out to be a key personality variable that mediates the influence of stress factors (including chronic ones) on the success of professional activity, as well as on somatic and mental health. Hardiness promotes self-regulation of activity not only under stress, but also under conditions of monotonous activity. Moreover, hardiness contributes to effective performance also in those conditions in which stressful events are replaced by long waiting and periods of monotonous activity (Nalivaiko, 2006; Alexandrova, 2004).

An analysis of studies by foreign psychologists has shown that hardiness, in addition to health and meaningfulness of life, is positively associated with tolerance to the unknown, low anxiety, self-efficacy and social interest. Hardiness makes people feel less threatening in life and respond to them with more positive emotions. The high social interest inherent in a resilient person (a sense of community, solidarity) contributes to his maximum involvement in social relations with others and in life events (Alexandrova, 2004).

When we studied the literature, we found out that hardiness is especially relevant in adolescence, which is the student body. A sharp breakdown of the long-term habitual work stereotype often sometimes leads to nervous breakdowns and stress reactions. The progress of today's students depends on how yesterday's students cope with life's problems. Mastering the full range of social roles of an adult occurs through the ability to overcome difficulties in the educational process.

The time of study at the university coincides with the second period of adolescence or the

first period of maturity, which is characterized by the complexity of the formation of personality traits. A characteristic feature of moral development at this age is the strengthening of the conscious motives of behavior. The qualities that were lacking in full in the senior grades - purposefulness, decisiveness, persistence, independence, initiative, the ability to control oneself and the situation - are noticeably strengthening.

In the course of studying the literature, we also found out that hardiness has three components: "involvement", "control", "risk taking". These components can be developed during adolescence. Acceptance, support and approval are essential to developing engagement. For the development of the control component, it is important to support the initiative, the desire to cope with tasks of increasing complexity on the verge of their capabilities. For the development of risk taking, the richness of impressions, variability and heterogeneity of the environment are important.

The mechanisms of psychological defense, to which everyone resorts unconsciously at the initial stages of difficulties, coping strategies as habitual ways of conscious functioning in solving problems and hardiness as a person's positive attitude to change are all internal resources that allow us to cope with anxiety in a situation of uncertainty. Hardiness, in contrast to psychological defense and coping strategies, is a more effective resource for stress resistance. Hardiness involves actions aimed at coping with a stressful situation, and at the same time changing the nature of relationships - an increase in interest in the world in general and the people around them in particular. These two aspects form a system that protects against excessive anxiety and loss of health. Hardiness is an essential resource that each of us can rely on when choosing a future in a changing world.

Conclusions

Hardiness, being to a greater extent a socio-psychological property, arises in early childhood and is strengthened in adolescence and, as a result of its development under the influence of many factors, including social, contributes to the high-quality academic performance of students.

The results of the study allow us to say that, being a resource for development, hardiness has a direct impact on the success of an individual in conditions of increased complexity, which is the situation of education in a university. The most viable is the student who has reached a high level of hardiness in development, relying on intrapsychic and interpsychic resources, the least viable - showing minimal reliance on resources, helplessness, life satisfaction with low indicators of adaptability and productivity of life, uneven development of all structural components of this phenomenon. Optimization and increase in the level of hardiness of university students, as the study showed, is possible with the effective use of the resource potential within the framework of creating the psychological and pedagogical conditions of the educational process.

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