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Dependence of student's educational activity meanings on the peculiarities of coping behavior

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Abstract

Formation of subject of educational system depends on the meaning which students include in the educational activity (Tashimova F. 2010). The problem of personal sense of learning and its determinants were considered in works of H.I. Lijmets (Lijmets H.I., 1982). He determined that cognitive meaning is characteristic of only 25 % of all students. Thereby, it is interesting which meanings are produced by University students and what kind of factors determine them. We proceed from the hypothesis that meanings are determined by actualized system of educational requirements, which depend on their coping peculiarities. Used research methods: According to hypothesis following methods were used in the research: 1. Frydenberg, E., Lewis, R. Adolescent (Coping Scale - ACS), adopted by Krjukova T.N. (Krjukova T.N., 2004); methodic "Meaning of behavior" (Tashimova F.S., 1995). Processing was carried out by means of factor and objective analysis. As a result four groups of students with different meanings of educational activities were pointed out: 1st group - self-affirmation; 2nd group - cognition; 3rd group - communication; 4th group - achievement. It was pointed out that the meaning of self-affirmation is provided with mobile coping style, which is characterized by high orientation on problem solving and a high level of self-control (egoism, selfishness). The meaning of cognition is typical for students with a harmonious style of coping, where the process of overcoming and protection are in equilibrium. The communicative meaning is stimulated by egocentric style of coping, determined by the prevalence of psychological defense mechanisms (Withdrawal, Johanna's complex). In this group of students educational process compensates egocentrism by provision of communication. The meaning of achievement (obtaining a diploma) is identified by sociocentric coping style, in which dominates focus on receiving assistance from other people.

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1. Introduction

Formation of subject of educational system depends on the meaning which students include in the educational activity. Meaning -is an integrated system of needs, born in the space of the relationships of subject with other people (Tashimova F.S., Rizulla A.R., 2012) The problem of personal sense of learning and its determinants were considered in works of H.I. Lijmets (Lijmets H.I., 1982). He determined that cognitive meaning is characteristic of only 25 % of all students. Thereby, it is interesting which meanings are produced by University students and what kind of factors determine them.

We proceed from the hypothesis that meanings are determined by actualized system of educational requirements, which depend on their coping peculiarities.

2. Methods

According to hypothesis following methods were used in the research: 1. Fraydenberg, E. Lewis, R. Adolescent (Coping Scale - ACS), adapted by T.L. Krjukova (Krjukova T.L., 2004); 2. Method “Meaning of behavior” by F.S. Tashimova (Tashimova F.S., 2010).

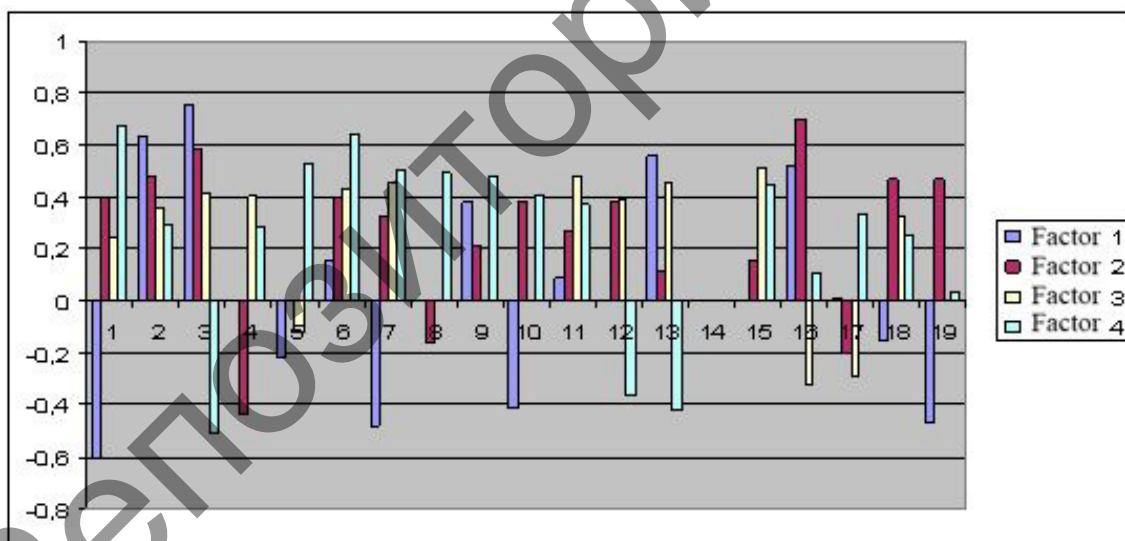
3. Subjects

There were 252 students investigated in general. In data analyzing were used: the factor analysis, a method of the main components and calculate the average.

4. Results

Now consider what coping styles are applicable to these groups. In this regard, we consider the results of factor analysis by the method of “Youth Coping - the scale” of Fraydenberg E. and Lewis R., adapted by T.L. Krjukova.

Table 1. Illustrated reflection of the factors



Determining factors of the students represented by the following indicators, which reflect those or other coping strategies:

The factor 1 is presented by the following indicators reflecting those or other coping strategy: Focusing on the problems decision (0,635). Needs for social support, discussion of a problem with other people on purpose to secure with their approval and support - (- 607); Persistent work and achievements - (0,583); Dispassionateness, unwillingness to devote others in the cares – (0,561); Self-accusations, the strict relation to, sensation of a private problems responsibility - (0,522); Ignoring, conscious blocking of a problem (-0,491); Productive leisure (playing

sports, health maintenance - (- 0,472); Orientation to religious support – (0,405). A discharge (tears, aggression, alcohol, drugs) – (0,382)

The factor 2 is presented by indicators with following factorial scales: Success in study and achievements – (0,752); the Optimistic view on actual problem – (0,698); Considering of a problem from different points of view and the decision (0,499); the Rate on close friends – (0, 482); Active resting (playing sports, health maintenance) – (0,470). Derivations, entertainments in a society – (0,467); the Organization of public actions – (0,379); Anxiety and uneasiness on consequences – (-0,437); Self-accusations, responsibility acceptance on itself (0,385);

The greatest loadings in the factor 3 have following indicators:

Dispassionateness, refusal to devote others in the cares – (0,554); the Discharge – (tears, aggression, alcohol, drugs) - (0,537); Orientation to religious support – (0,513); Hopes of a happy occurrence – (0,455); Success in study and achievements - (0,413); Anxiety, uneasiness for consequences – (0,403); Self-accusations, responsibility acceptance on itself – (0,390); problem Ignoring, their conscious blocking (0,308).

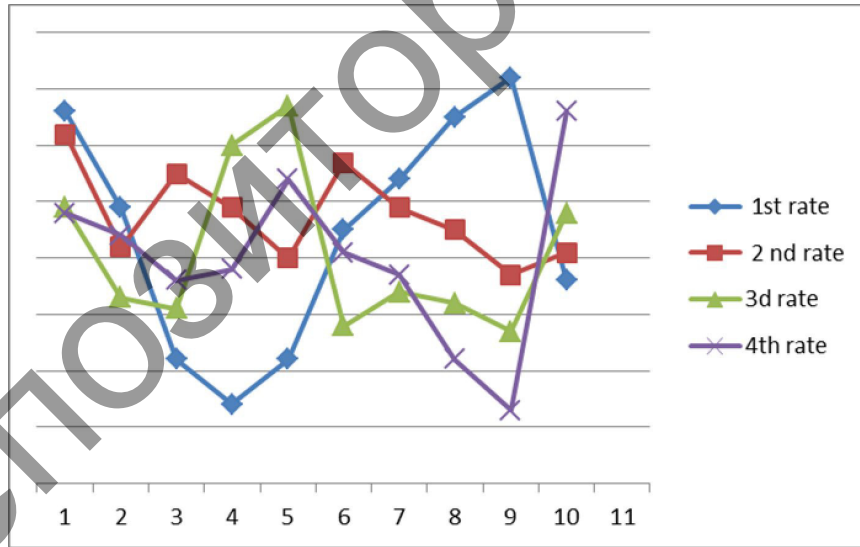
The factor 4 is presented by following indicators: Requirement for social support – (0,674); Feeling of an accessory and search of their approval – (0,642); the Support on close friends – (0,533); Success in study and achievements – (-0,507); Hope of a happy occurrence – (0,504); Refusal of actions, up to painful conditions – (0,491); problem Ignoring, its conscious blocking – (- 0,473); Dispassionateness, refusal to devote others in the cares – (- 455); Orientation to religious support – (0,446).

As a result, ranking as the success of the training was allocated to four groups of students. Group 1 -5 points. Second group of -4.5 b. Group 3 - 4.2. The fourth group - 4,0b.

Now let's consider the results of factor analysis according to the meth method "Meaning of behavior" by F.S. Tashimova. As a result, ranking as the success of the training was allocated to four groups of students. Group 1 -5 points. Second group of -4.5 b. Group 3 - 4.2. The fourth group - 4,0b.

Now let's consider the results of factor analysis according to the meth method "Meaning of behavior" by F.S. Tashimova.

Table 2. Illustrated reflection of the factors



- 1st rate – mobile style student’s educational activity meaning
- 2nd rate – harmonious style student’s educational activity meaning
- 3d rate – egocentric style student’s educational activity meaning
- 4th rate – sociocentric style student’s educational activity meaning

Factor reflecting the meaning of the studying of students who have mobile style of coping is presented by the relation the following needs: Promote the establishment of their own positions (0.72); Stimulates self-education (0.66); Provides recognition of other (0.65); Stimulates independence and responsibility (0.54); Stimulates result-orientation (0.49); Stimulates needs in creativity (0.45). Mentioned meaning of educational activity can be defined as self-assertion which is not related with tolerance and building positive relationships with others.

Factor reflecting the meaning of the studying of students who have harmonious style of coping is presented by the relation the following needs: Stimulates self-education (0.62); Stimulates needs in creativity (0.57); Provides empathy and understanding of others (0.55); Stimulates independence and responsibility (0.49); Provides recognition of other (0.45). Mentioned meaning of educational activity can be defined as knowledge, directed for training activities, and understanding of the psychology of other people.

Factor reflecting the meaning of the studying of students who have egocentric style of coping is presented by the relation the following needs: Stimulates the need to establish a positive relationship with the other (0.67); Stimulates tolerant attitude towards others positions (0.60); Stimulates self-education (0.49); Stimulates to achieve prestigious posts (0.48). Mentioned meaning of educational activity can be defined as a communicative related with overcoming the problems just focus on your inner world. Education beyond students of this group is a tool of “Going beyond yourself and mastering communication skills”.

Factor reflecting the meaning of the studying of students who have sociocentric style of coping is presented by the relation the following needs: Stimulates to achieve socially important positions (0.66); Stimulates the need to establish a positive relationship with the other (0.54); Stimulates self-education (0.48); Stimulates result-orientation (0.44); Stimulates tolerant attitude towards others positions (0.39). Mentioned meaning of educational activity can be defined as aimed at achieving social and meaningful posts. It means that studying, in this group, is not so much cognitive function as a means to achieve it.

5. Discussion

The analysis of indicators allows ascertaining that students are defined by different styles of coping behavior. Reflecting mobility and independence in the decision of the life problems, assuming dispassionateness from intervention of others prevail. In this case, dispassionateness strategy can be understood as high concentrations on purposes achievement and concentration on the problems decision, own responsibility connected with comprehension for result. That is, dispassionateness in this case, reflects deepness in a problem solution, self-sufficiency of the subject focused on personal growth.

The given factor reflects high enough level of subject's self-regulation, more using the overcoming of difficult reality situations strategy, at the limited system of coping ways of protective character. The egotism is most used defense mechanisms as a high level of self-control. Pressure from high concentration overcomes by different defense mechanisms, such as discharge (tears, aggression, more often, directed on itself). Unfortunately, the given factor reflects some ignoring of body care problems, directed on restoring of the forces connected with active rest. According to above, it is possible to tell that the given strategy parity allows to define the given factor as problem-oriented coping style, corresponded with “mobile” style. The system of needs, providing self-assertion is actualized in students with mobile style of coping in educational activity.

The analysis of second factor indicators allows us to ascertain it as orientation on own system self-effectiveness in overcoming of difficult reality situations, also as an account, and correlation to meaningful positions of others. That is, they are capable on joint activity while decision of difficult reality situations, in difference of the group 1 students, who focused only on themselves. Besides, the indicators analysis allows us to ascertain students' successful regulation of achievements processes and comfort, and also overcoming and expedient protection. The indicators analysis allows to give a name of the given factor, as reflecting “harmonious” coping style. The system of needs, providing cognition in itself is actualized in students with harmonious style of coping in educational activity.

The analysis of the third factor indicators allows to ascertain a dominating role of dispassionateness. However dispassionateness in the given factor connected not much with concentration on the problems decision, how many on necessity of a discharge. In this case, dispassionateness acts as the protective strategy connected with “leaving” to internal world. Dispassionateness from the surrounding social world stimulates the importance of the intimate interlocutor in the name of god by which support students of the given group are guided. Besides, the orientation to a miracle has important value for them. Despite sufficient level of success in studying, their internal world is often shaken from uncertainty, from self-accusations that stimulates not much as problem solution, as its blocking. Uncertainty also generates an Ions complex. Thus, in the given coping style the defense strategy defines the role of

dispassionateness from others. In this connection, we named the given factor as emotionally-focused or reflecting “egocentric” coping style. The system of needs, providing communicative meaning is actualized in students with egocentric style of coping in educational activity.

The analysis of the fourth factor indicators allows to conclude significant relation of the subject with others and orientation to their support in process of life difficulties overcoming. According to research results there is a little underestimated comprehension of own self-efficiency. Overcoming is perceived as the situation decision with the “whole world” that reflects the prevalence such strategy as running from responsibility, orientation to the help of others. Results allow to name the given factor as socially-focused coping style or “sociocentric”. The system of needs, providing the achievements of socially important positions is actualized in students with sociocentric style of coping in educational activity.

6. Conclusion

Thus, different styles of students’ coping behavior produce specific system of requirements for educational activity. Particularly, it was pointed out that the meaning of self-affirmation is provided with mobile coping style, which is characterized by high orientation on problem solving and a high level of self-control (egoism, selfishness). The meaning of cognition is typical for students with a harmonious style of coping, where the process of overcoming and protection are in equilibrium. The communicative meaning is stimulated by egocentric style of coping, determined by the prevalence of psychological defense mechanisms (Withdrawal, Johanna's complex). In this group of students educational process compensates egocentrism by provision of communication. The meaning of achievement (obtaining a diploma) is identified by sociocentric coping style, in which dominates focus on receiving assistance from other people. In this case, the socially important positions in future also serves as a supportor protection for the person in the social world.

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