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TÍTULO: El desarrollo de la resiliencia de los estudiantes universitarios: futuros consejeros de campamentos en las condiciones de una actividad especialmente organizada.

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RESUMEN: El documento está dedicado a la descripción del desarrollo de la resiliencia de los estudiantes universitarios: futuros consejeros de campamentos en una actividad especialmente organizada en el marco de la operación del Centro de Coordinación del Distrito para la Formación y Apoyo de Consejeros de Campamentos en el Distrito Federal del Lejano Oriente de la Federación Rusia. La resiliencia se considera como un sistema de creencias de una persona sobre sí misma, sobre el mundo, sobre la relación con el mundo, que evita la aparición de tensión interna en situaciones de estrés y ayuda a enfrentar el estrés. Los autores del artículo presentan una descripción del experimento organizado en el formato de entrenamiento socio-psicológico.

PALABRAS CLAVES: desarrollo de la resiliencia, estudiantes, futuros instructores de campamento, Universidad, contexto.

TITLE: The development of hardiness of university students: future camp counselors in the conditions of a specially organized activity.

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ABSTRACT: The paper is devoted to the description of the development of hardiness of university students – future camp counselors in a specially organized activity in the framework of operation of the District Coordination Center for Training and Support of Camp Counselors in the Far East Federal District of the Russian Federation. Hardiness is considered as a system of beliefs of a person about himself, about the world, about the relationship with the world, which prevents the emergence of internal tension in stressful situations and helps to cope with stress. The authors of the paper present a description of the experiment organized in the format of socio-psychological training.

KEY WORDS: development of hardiness, students, future camp counselors, university, context.

INTRODUCTION.

The research is relevant due to the fact that the readiness and ability to cope with various difficult life situations and adverse life circumstances are extremely necessary for a modern person living in unstable political, socio-economic, psychological and pedagogical contexts.

Psychological stability and ability for coping behaviour are in demand among specialists in many spheres of activity, and the sphere of camp counseling activity is not an exception. A camp counselor often has to carry out his functions in the conditions of a hurry, complicated and even critical environmental conditions. The effectiveness of the pedagogical activity of a camp

counselor, who should be focused on coping with stress quickly and effectively, detect and use the resources to ensure productive self-realization in rather difficult conditions, directly depends on the resilience.

It should be noted that in general, the peculiarities of the protective properties of the human psyche are a particularly relevant topic, given that the methods of coping and psychological protection are active throughout the whole life of a person, and the way of ensuring an adequate response of a particular person in stressful situations largely depends on the protective properties.

The concept of hardiness is naturally associated with the names of such scientists as S. Maddi and S. Khoshaba (1994), who drew attention to the fact that endurance and resilience are the components of integrative quality allowing a person to resist stress and maintain inner harmony, physical and mental health (Maddi, 2002, Maddi & Hightower, 1999).

In Russian psychology, the phenomenon of hardiness has been under study relatively recently and is associated with the names of modern researchers-psychologists (Bekhter & Filatova, 2018; Bekhter, 2017; Zakernichnaya, 2016; Leontiev & Rasskazova, 2006; Nikitina, 2017; Omarova, 2018; Oschepkov, 2017; Savinova, 2018; Semenova, 2017; Startseva, 2017; Fominova, 2017; Suprunova, 2016).

In general, hardiness and the distinct manifestation of its individual components prevent the creation of excessive internal tension that occurs in stressful situations due to the sustainable response to stress, and the perception of these things as less significant (Kurina, 2018; Makushina & Krivova, 2018; Pisarev, 2018; Smolyar, 2016; Filippova, 2018; kosarevskaya & Bekreneva, 2017). This is especially true in the field of professional activity in the system "man-man" in a constantly changing psychological environment, in particular, in the pedagogical activity of camp counselors.

In connection with the presented ideas, we focused on the problem of developing the hardiness of university students – future camp counselors in a specially organized activity.

DEVELOPMENT.

Discussion.

The term "hardiness" was introduced by S. Maddi and S. Khoshaba (1994), and it means "strength", "endurance". According to S. Maddi (2002), hardiness is a system of human beliefs about himself, about the world, about relations with the world, which prevents the emergence of internal tension in stressful situations, and also contributes to coping with stress.

In Russian psychology, the problem of hardiness has developed in the framework of the study of strategies for coping with difficult life situations and post-traumatic stress disorder (Kabanchenko, 2017, Koretskaya, 2016, Kruglova & Budanova, 2018).

D.A. Leontiev and E.I. Rasskazova (2006) considers hardiness as a psychological phenomenon, which being a personal potential, is characterized by a measure of individual's overcoming of himself and the given circumstances. Hardiness is manifested through openness to the new, interests, beliefs in the readiness to cope with difficult life situation.

As noted by E.M. Kravtsova (2017), Russian researchers note that the psychological hardiness of the individual is

- A certain resource that can be in demand in a difficult, stressful situation.
- An integral psychological property of personality, developing on the basis of active interaction with life situations.
- An integral ability for socio-psychological adaptation.

According to S.V. Kuznetsova and A.A. Tumanova (2017), in foreign research the attention is paid to the study of hardiness in the framework of the overall assessment of human mental health. Hardy behaviour is characterized as an effective overcoming of crisis situations, gathering strength, acting without extremes, focusing on the protection of one's own health and personal potential.

In the analysis of the possibilities of using and adapting the hardiness test of S. Maddi (2002), D.A. Leontiev and E.I. Rasskazova (2006) describe the main manifestations of hardiness. These manifestations given in the form of the main goals help to solve existential-meaningful, affective-regulatory problems and problems of social interaction. These include:

1. The ability to see and accept reality as it is. Hardiness involves the recognition of real capabilities by a person, the acceptance of the reality of his own vulnerability.
2. The ability to find meaning in different aspects of reality, the creation of meaning. When being exposed to stress factors, the person needs to use hardiness as a way of creating his own, unique meaning of interaction with this world rich in stressors in order to be able to face them effectively.
3. Bricolage is a special ingenuity, the ability to find solutions to problems in the conditions of the absence of the necessary or familiar tools and materials. Hardy people seem to make the most out of everything that surrounds them, coming up with an unexpected application for familiar things.

According to D.A. Leontiev and E.I. Rasskazova (2006), psychological hardiness can be understood as a holistic system of human perceptions about himself and the world, which includes three components:

1. Commitment as an active life position, involving the inclusion in different types of activity, which greatly increases the possibility for an individual to find a sphere of self-realization and self-affirmation in socially favorable living conditions.

2. Control as a position on the manifestation of personal control in the choice of life path and influence on events and their results, which reduces the risk of submissiveness and conformity in an unfavorable social environment, gives confidence in their own strength, helps to defend their position and increases self-esteem.

3. Challenge as a willingness to take a justified risk for the sake of personal development through the acquisition of new knowledge and experience, to focus on the present and the future, and not on the past in case of taking erroneous actions.

The manifestation of all three components is important for maintaining health and optimal level of efficiency and activity in stressful conditions. The research of S. Maddi (2002) was devoted to proving this hypothesis.

One of the first studies of S. Maddi (2002) was carried out in a large telecommunications company, where a stressful situation arose, which provoked a reaction of distress, somatic diseases and mental disorders among many employees.

The research conducted by S. Maddi (2002) revealed a clear inverse relationship between the manifestation of the components of hardiness and the probability of serious illness within a year after the occurrence of a stressful situation among the company managers. These data indicate not only the importance of the components of hardiness in the prevention of stress disorders, but also the systemic nature of their interaction, the total effect of which exceeds the sum of the effects of each separate component.

In numerous studies, it has been proved that psychological hardiness contributes to the individual's productive coping with stressful situations without reducing the quality of life. This largely determines the subjective well-being of the individual (Klimontova & Chepurko, 2016, Kuznetsova, 2017, Luchevskaya, 2016, Pollock, 1989, Waterman et al., 2010, Seligman & Csikszentmihalyi, 2000).

Methods.

The objective of the research is to identify and describe the possibility of developing the hardiness of university students – future camp counselors in the conditions of a specially organized activity.

Research objectives are to:

- Select diagnostic tools for conducting empirical research.
- Develop a programme for the development of hardiness of university students – future camp counselors in the conditions of a specially organized activity.
- Perform the testing of the developed programme and to identify its effectiveness.

The methods of empirical research were observation, oral and written questioning and testing.

The empirical research was conducted on the basis of Pacific National University. 20 students – future camp counselors participated in the research (10 students were part of the control group, 10 students were part of the experimental group).

The experimental research, in the framework of which the developed programme was tested, was conducted over the period of four weeks in November-December 2018.

The empirical research was conducted in stages.

At the first (ascertaining) stage of empirical research, the level of development of the hardiness of students studying at the pedagogical institute of the Pacific State University was revealed.

The study used the hardiness test of S. Maddi adapted by D.A. Leontiev and E.I. Rasskazova (2006).

The results of the ascertaining experiment showed a rather low result of the development of hardiness and its components. In this regard, there was a need to develop and implement a programme focused on the development of hardiness of students – future camp counselors.

At the second (developmental) stage of empirical research, a programme of developing hardiness among university students – future camp counselors – was developed and tested. The experimental work was carried out in the format of socio-psychological training aimed at enhancing the development of the components of hardiness, as well as the development of reflexive abilities and skills of the participants of the experiment.

At the third (control) stage of the empirical study, a comparative analysis of the results obtained before and after the experimental work was carried out.

Results of the project.

At the ascertaining stage of the study, the students were divided into two groups: control and experimental.

As can be seen from table 1, the participants of the research with low indicators of the phenomenon under study and its components are concentrated in the experimental group.

In the control group, the indicators of the level of hardiness of all students are average and above average: the indicators of the scale "risk taking" are in the range from 15 to 24 points, indicators of the scale "control" are in the range from 21 to 32 points, indicators of the scale "involvement" are in the range from 40 to 59 points. In general, the overall indicators of hardiness of the participants of the control group range from 78 to 108 points.

The data presented in table 1 also indicate that the hardiness indicators are low and average in the experimental group. Only 20% of the participants of the research of the experimental group have indicators that are at the level between the average and low value.

Table 1. The manifestation of hardiness indicators of the students of the control and experimental groups according to the hardiness test of S. Maddi (adaptation by D.A. Leontiev) at the ascertaining stage of empirical research.

No.	Control group.						No.	Experimental group.					
	Surname, Name, Patronymic	Age	Hardiness	Involvement	Control	Risk Taking		Surname, Name, Patronymic	Age	Hardiness	Involvement	Control	Risk Taking
1	G.B.S.	18	85	45	22	18	1	Zh.P.R.	19	59	31	20	8
2	L.L.M.	19	95	51	25	19	2	P.A.M.	20	58	30	21	7
3	O.D.A.	20	91	41	29	21	3	S.E.M.	20	56	28	19	9
4	P.B.A.	19	79	42	21	16	4	F.A.M.	19	55	29	18	8
5	R.A.A.	18	78	40	23	15	5	R.O.S.	18	58	26	20	12
6	A.T.M.	19	95	49	28	18	6	U.G.K.	19	55	25	19	11
7	L.E.P.	19	105	59	27	19	7	P.S.S.	19	60	30	21	9
8	R.V.S.	19	93	51	21	21	8	I.S.A.	20	65	31	17	17
9	T.K.M.	20	108	56	32	20	9	N.A.G.	19	61	26	20	15
10	B.L.A.	19	102	49	29	24	10	S.A.V.	19	64	29	21	14

The programme developed by the authors of the research was aimed at achieving the objective – the increase of the level of hardiness of students – future camp counselors in the conditions of a specially organized activity.

Achieving this purpose involved solving several interrelated objectives:

1. Activation of development of all components of hardiness among the students – future camp counselors.
2. Activation of development of skills of constructive interaction (teamwork, behaviour in a conflict situation, creating a favorable socio-psychological climate in the group).
3. Activation of development of positive self-consciousness, emotional intelligence, empathy, reflection, ability to coping behaviour among the university students – future camp counselors through the inclusion of students in the value-reflective activity.

Taking into account the fact that the majority of participants had rarely participated in group lessons with the elements of the training, the work was structured as follows: games, exercises and a limited number of discussions (reflexive activity) were actively used; further, the number of discussions increased in the training; at the final stage of the training work, the discussion time was significantly increased. Active understanding and discussion of feelings, experiences arising in the training work in the group, in our view, is the most important part of the implementation of the developed programme for future camp counselors.

The programme consisted of several blocks:

- 1) information block.
- 2) training of non-standard (creative) solutions to difficult life situations.
- 3) block of lessons on the development of reflection and the ability to goal-setting.

The following methods and forms of work were used in the process of testing the programme: group discussion, work in mini-groups, role-playing games, practical exercises, presentations, solving problem situations, brainstorming, elements of art therapy and body-oriented therapy. The chosen methods and techniques corresponded to the goals, objectives, content of the programme and age psychological characteristics of the participants of the experimental work.

In the training work focused on the development of hardiness, the following exercises were used: "My Problems", "I'm Not Like Everyone Else, and We Are All Different", "Stop! Think! Go for It!", "Assessment of Resources and Obstacles", "I Worry", "Appreciate the Present", "Difficult Life Situation", "My Choice" and others.

The psychodiagnostic data obtained at the end of the experimental work are presented in table 2.

Table 2. The manifestation of hardiness indicators of the students of the control and experimental groups according to the hardiness test of S. Maddi (adaptation by D.A. Leontiev) at the control stage of empirical research.

No.	Control group						No.	Experimental group					
	Surname, Name, Patronymic	Age	Hardiness	Involvement	Control	Risk Taking		Surname, Name, Patronymic	Age	Hardiness	Involvement	Control	Risk taking
1	G.B.S.	18	85	45	22	18	1	Zh.P.R.	19	63	32	23	8
2	L.L.M.	19	95	51	25	19	2	P.A.M.	20	63	32	22	9
3	O.D.A.	20	91	41	29	21	3	S.E.M.	20	64	34	21	9
4	P.B.A.	19	79	42	21	16	4	F.A.M.	19	62	35	19	8
5	R.A.A.	18	78	40	23	15	5	R.O.S.	18	69	29	25	15
6	A.T.M.	19	95	49	28	18	6	U.G.K.	19	62	29	21	12
7	L.E.P.	19	105	59	27	19	7	P.S.S.	19	77	33	34	10
8	R.V.S.	19	93	51	21	21	8	I.S.A.	20	83	37	21	17
9	T.K.M.	20	108	56	32	20	9	N.A.G.	19	70	33	22	15
10	B.L.A.	19	102	49	29	24	10	S.A.V.	19	72	35	23	14

Psychodiagnostic data obtained at the control stage of the research indicate significant positive dynamics in the development of hardiness of the participants of the experimental group.

Each participant of the experimental group was able to get the amount of points greater than the threshold value for the indicator of hardiness of 62 points.

It should be noted that for all participants of the socio-psychological training, the dynamics on a scale of "Involvement" was positive.

CONCLUSIONS.

Within the framework of the conducted research, it is possible to speak about rather high efficiency of the experimental work focused on development of hardiness of students – future camp counselors in the conditions of a specially organized activity.

In our work, we relied on the idea that currently, particular attention is to be given to the preparation for the fulfillment of a person in difficult life conditions. It is important to be considered in connection with the fact that in conditions of too intense or unexpected stress effects, human resources may be insufficient to overcome the situation, which can provoke different options for "response" to the life situation until the appearance of physiological disorders and complete disorganization of life. This is also true for the activities of camp counselors, who may face various difficulties in their teaching activities and can be deeply frustrated.

The important effects of the work carried out, in our view, are:

- The development of the ability to cope with stress and negative emotions through creative self-expression.
- Self-awareness, one's personal characteristics.
- The development of readiness and ability to organize and manage positive communication.
- The development of the ability to build trust with other people, the development of skills of working in the team.

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