

## PSYCHOLOGY AND PSYCHIATRY

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### PSYCHOLOGICAL SIGNIFICANCE OF HARDINESS DEVELOPMENT FOR OVERCOMING THE CONSEQUENCES OF THE CORONAVIRUS PANDEMIC

***Abstract.** The psychological content of the phenomenon of hardiness, its main structural components, predictors and mechanisms of its formation are revealed. The main functions of hardiness are determined, its importance in the development of a teenage personality is analyzed. Hardiness is presented as an important factor of self-determination, adaptation and internal balance. It is emphasized that the main psychological feature of hardiness is that it helps to minimize the negative consequences of unfavorable external influences and turn them into new opportunities, to gain autonomy in their life. The problem of the need to transform the educational system, rethink the entire content of education and improve the educational process is raised. The emphasis is made on the fact that the implementation of new educational reforms should be based on taking into account the psychological component - the development of the hardiness of the individual.*

***Keywords:** coronavirus pandemic, hardiness, education, personality, development.*

The most urgent psychological need today is to overcome the negative consequences caused by the Covid 19 pandemic, namely: maintaining mental health, solving the problem of stress, reducing anxiety, optimizing socialization, providing constructive adaptation mechanisms, developing new favorable forms of behavior. The general algorithm for psychological support of this life situation is the introduction of psychological technology for the development of a person's hardiness.

Hardiness is an important personal quality that involves the ability to act effectively in the process of overcoming life's difficulties. The high level of hardiness and its individual structural components prevents the occurrence of internal stresses in difficult situations.

According to S. Maddi, it contains the following structural components:

– Commitment - the belief that being involved in what is happening gives the maximum opportunity to find something interesting for an individual.

– Control - a person's conviction that he chooses his own activity and is able to influence the outcome of what is happening, even if this influence is negligible and does not guarantee success.

– Challenge - a person's conviction that everything that happens to him contributes to his development through knowledge and life experience. This component allows an individual to remain open to the outside world and to accept the events that are taking place as a challenge and tests [1].

The pandemic actualized the socio-psychological discourse, as the psychological community turned to finding a model of vitality of the individual to minimize pandemic effects, to find those components that are able to reformat, to produce new opportunities for personal growth, to safer behavioral patterns.

The psychological technology for the development of hardiness is based on the psychological techniques of inventory (which contributes to the formation of a holistic picture of the life of an individual, in particular, the identification of new positive aspects that he acquired during the coronavirus pandemic) and the expansion of the system of goals for designing his own future, taking into account the new experience gained. Psychological assistance to the individual in conditions of losses in life is important both at the cognitive and emotional levels. Thus, the emotional support of a person makes it possible to withstand a difficult situation, to determine his own unique experience of overcoming it and, accordingly, to find ways to optimize it.

Life events, depending on the psychological processing of different life circumstances, cause different reactions in the individual, structure reality in accordance with the depth of the problem. The constant choice by a person of the

usual ways of responding to difficult life situations, due to the desire for comfort and safety, after a while leads to the unambiguity of his relationship with the world, to a life position characterized by a feeling of his own helplessness and becoming a victim. And vice versa, the choice of hardiness strategies, viable style of overcoming difficult life situations, on the contrary, speaks of courage, stimulates a person, promotes constant self-renewal, existential development, expanding his ideas about the world and a better understanding of his relationship with it and stimulates creativity.

The individual is able to adapt to unfavorable conditions, to rethink reality only by forming a mechanism of patience, reflection and creativity. Reliance on reflection, the ability to make a non-standard, creative decision that can overcome a difficult life situation, contributes to the development of the value-semantic sphere of the individual, influence the process of self-education of the individual, the formation of his worldview. In this regard, it can be argued that difficult life situations, in particular the COVID-19 pandemic, are an important development factor for every personality, it forms a person who is able to withstand difficulties, achieve goals, self-actualize and independently build his life path.

Hardiness is formed throughout life, however, it is adolescence, which is decisive and critical in its content, is the most sensitive period of its development. Due to the fact that most of the time adolescents spend at school, the development of hardiness during the educational process is of particular importance. It will not only help to improve the educational process but will also allow to educate and prepare the young generation for adult life, will make it possible to make adjustments, improve the future generation, thereby improving the hardiness, social structure and well-being of the whole society.

Psychological technology for the development of the hardiness of the individual is an important tool for the overall improvement of the modern education system. First, it is one of the main factors in the reform of education that can ensure the process of creating a safe educational environment in which participants in the educational process will feel physical, psychological, informational and social security, comfort and well-being. The educational environment is perceived as dangerous, students do not feel protected from ridicule, insults and humiliation from

classmates and teachers. Such a feeling of insecurity of educational participants prevents the formation of a favorable socio-psychological school climate, which in turn inhibits their overall development, affects the quality and results of educational activities. The ways of communication of a teacher with students have a very large potential of influence, which is able to determine not only the actual well-being of the child at the moments of communication itself but also the further development of his most important psychological properties - attitude towards himself, self-esteem, self-confidence, respect for others, the ability to maintain positive and constructive relationships with others. In this regard, there is a need to obtain expert knowledge and skills to form a coordinated teacher-student action, which, in turn, provides a fundamental basis for effective activity in the educational process. Thus, through the efforts of psychologists, teachers will be able to support students in the process of their formation and development. The psychological technology for the development of resilience will provide a sense of psychological security, which will be based on constructive, non-conflict interaction, will help prevent cases of aggression among all participants in the educational process, minimize the degree of tension in the interpersonal relationships of the team, and help form an effective model of personal behavior.

Second, under the influence of the psychological technology for the development of hardiness, it will be possible to develop an appropriate range of humanistic values, which in turn will help to raise a decent personality with constructive psychological attitudes, a desire for improvement and self-realization. Since the school is not only a social institution in which a student acquires knowledge but also a center in which a person learns to interact in a team, it is an important need to form the skills of constructive interpersonal interaction. The psychological technology for the development of hardiness will help to eliminate conflicts between different participants in the educational process, the problems of bullying and violence in the school environment, which most often become an obstacle to the development of a child's development.

Third, the difficult socioeconomic conditions in which the Ukrainian society finds itself - Russian aggression, economic recession, the COVID-19 pandemic,

political instability necessitate the provision of qualified assistance to participants in the educational process in overcoming various kinds of psychological trauma, stress and post-stress disorders, difficulties in social adaptation in the new conditions of living and learning, prevention of conflicts, various forms of deviant behavior and other problems of a personal and microsocial nature. Psychological technology for the development of hardiness can form a complex of psychological traits, namely: an active life position; stress resistance, optimism and self-efficacy; the ability to build social relationships; independence and responsibility; self-control; the presence of ambitions and aspirations, a positive orientation towards the future. It will help maintain positive adaptation, despite significant experience in stressful situations, well-being despite all the troubles, competent functioning under stress conditions, provide a constructive assessment of difficult events, the ability to overcome life's difficulties and problems, cope well with difficult situations.

Fourth, psychological technology for the development of hardiness is a fundamental mechanism for obtaining general psychological literacy. Currently, the educational process requires improvement and development, namely the full implementation of a system of psychological and socio-pedagogical support for the activities of all participants in the educational process. It requires not only the ability to determine the characteristics of the individual development of students and the use of effective tools but also the correction of the content and directions of this development in the educational process. The implementation of psychological technology for the development of hardiness is accompanied by an increase in the awareness of adolescents in the field of psychology, human relations, communication optimization techniques and conflict resolution mechanisms.

Thus, the psychological technology for the development of hardiness will be an important step towards reforming the education system, increasing the possibilities for effective adolescent development, rethinking the content of the educational process in accordance with the requirements of modern standards and the individual needs of its participants. It is one of the leading mechanisms for improving the quality of the system of educational services, which can improve the educational process by applying new technologies and optimizing the methods of

educational interaction. And most importantly, it will ensure the psychological safety of the participants in the educational process, balance the affective and overall intellectual productivity.

Consequently, the hardiness of the individual acts as a leading resource of psychological safety in difficult life situations of modern reality, it is of great psychological importance, since it protects a person, providing full psychological health, emotional stability and the ability to remain productive in his life, gives a feeling of inner harmony. Hardiness is an integrative personality trait that allows one to successfully cope with stressful situations while maintaining optimal performance and inner balance. It ensures the openness of new experiences and the readiness of the individual to cope with any situation. It is closely related to a future orientation that stimulates a person to further development, self-efficacy, psychological well-being, successful adaptation and the creation of his own life project.

#### **References:**

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