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DISPOSITIONS OF PROTECTIVE AND COPING BEHAVIOR OF **PERSONALITY**

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ABSTRACT

This article is devoted to the problem of personality disposition. Dispositions manifest themselves everywhere in various spheres of human life. Their manifestation in the educational environment has a certain specificity, which largely determines the characteristics of behavior and the quality of educational activities. The article presents the results of the study.

KEYWORDS

Personality, disposition, activity, educational activity, incentive, study, choice, conflict, goal, formation, situation.

NTRODUCTION

Personal disposition individual's is the predisposition to certain behavior in specific conditions, the ability to make a choice of activity. Disposition is an inescapable desire for a goal state, motivating, directing and conditioning. The opportunity to gain pleasure from a particular "stimulus" situation appears to a person as a goal. It is not always realized by him. The disposition is

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formed in the very situation of behavior in interaction by the need, the fixed dispositions previously formed on its basis and those personal potentials (skills, abilities, abilities, etc.) that can be realized in this situation.

LITERATURE AND METHODOLOGY

Behavioral disposition is a stable predisposition of an individual to act in a certain way under stressful environmental conditions. Dispositions manifest themselves everywhere in various spheres of human life. Their manifestation in the educational environment has a certain specificity. which largely determines the characteristics of behavior and the quality of educational activities. The problem has not been sufficiently studied. Yurkova I.G. in his dissertation work he argues that personality dispositions (perception of life path over time and work orientations) are quite stable and change little in the first stages of professionalization and career growth, which allows us to consider them as primary in relation to changes in job status.

Davydova considers L.V. the semantic dispositions of an individual as the basis for a strategy of action in a conflict situation. O.S.

Windecker considers dispositional achievement motivation as a multidimensional phenomenon that includes at least two components in its structure: adaptation motivation and transcendence motivation. Based on the results of the empirical study, it is concluded that achievement motivation is associated with existential fulfillment from its transcendental component

Results. Experience in developing a methodology for diagnosing dispositions of protective and coping behavior already exists, but its current tools are aimed at identifying the construct under study exclusively in urban situations and are not suitable for use in an educational organization. We bring to your attention the author's methodology that diagnoses the manifestations of dispositions of protective and coping behavior of students in an educational environment, which can be applied to both high school students and students. In order to solve these problems, we undertook psychometric design research based on general technology of development test work, adapted to the task at hand and including expecting the following procedures:

1) theoretical and methodological analysis of the phenomenological field of definitions (i.e.,

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definitions of concepts) of the phenomena of protective and coping behavior, where, when clarifying the data, the most optimal theoretical classification of protective and coping behavior for creation of psychodiagnostic tools based on the description of the dispositions of protective and coping behavior;

- 2) construction and testing of a personality questionnaire. A total of 62 students were involved in the process of constructing and testing the methodology.
- 1. Stage of selection of questionnaire items. Respondents were asked to freely answer the questions: "In what situations during the learning process did you have to defend yourself?"; "What tension in the educational causes vou environment?" In compliance with the principle of anonymity, informants were asked to provide examples of real situations to illustrate their answers. All answers and examples were processed by the method of content analysis (qualitative and quantitative analysis of the content of texts in order to identify or measure various facts and trends reflected in these texts), based on the results of which 37 most typical situations were selected, on the basis of which the

points of the original version of the questionnaire were formulated.

2. Expert assessment stage. Discussion. The selected stressful situations served as the basis for creating a questionnaire in which experts were asked to assess the real intensity of the educational process on a five-point scale (from 0 to 4). The resulting numerous relationships reflect the features of the dispositions of protective and coping behavior and indicate high criterion-related competitive validity characteristic of the technique that reflects the correspondence of the diagnostic results to the predictions of the respondent's behavior). Thus, it can be argued that the proposed questionnaire for diagnosing dispositions of protective and coping behavior in educational environment has sufficient external validity.

By blocking information, the student tries not to stand out from others, often ignores and does not assimilate the educational material. A student who prefers to display the "Control" disposition is distinguished by high discipline, responsibility and organizational skills. A student with a dominant disposition "Transformation" is characterized by active self-realization educational and creative activity, he differs from

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others in his high motivation for learning. One of the most destructive dispositions for the student and the educational environment surrounding him is change.

Distance. Its danger lies in the fact that the student has a high readiness for an aggressive reaction (directed externally or towards himself) to any stressful situation that arises in the educational environment. Conclusions. In the process of psychometric design, we developed a methodology designed to diagnose dispositions of protective and coping behavior in the educational environment among students. Students from various courses of study took part in different stages of designing the questionnaire. The questionnaire can be widely used in the educational process. Based on the above, we can say that with the growth of future specialists, not only new qualities, abilities, skills and abilities are found, formed and manifested, but also some deformed **qualities** and personality characteristics are corrected.

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