



REQUIREMENTS FOR THE FORMATION OF HARDINESS IN CHILDREN

Ezoza Mannabova

Doctoral Student, International Islamic Academy of Uzbekistan

ANNOTATION

In every age period of a person, there are some internal resources that allow you to optimally cope with life's difficulties, however, these resources may remain unclaimed if attention is not promptly focused on their identification and development. This article presents information on the process of formation of the phenomenon of hardiness in young school age and adolescents.

KEY WORDS. *Hardiness, Self-confidence, Young school age, Adolescent, Communication skills, Coping skills, Self-regulation skills*

Age-related changes in the manifestations of hardiness are associated, first of all, with social factors: family upbringing, the influence of positive examples of adult hardiness, learning to control one's temperament and developing one's character.

Knowing the mechanisms of development of psychological structures, one can pay attention to sensitive periods in the development of one or another psychological property associated with the manifestation of hardiness, and note the different manifestations of the phenomenon of hardiness in different age periods. This can be used in the development of developmental programs for children and adolescents. It is important for a growing person to be shown his capabilities, help him comprehend them, choose what is right for himself, formulate a goal, and only then this leads to action in the chosen direction¹.

1. High adaptability. Such children are socially competent and know how to behave at ease, both in the company of their peers and among adults. They know how to win others over
2. Self-confidence. Difficulties only encourage them. Unforeseen situations do not bother you.
3. Independence. Such people live by their own mind. Although they listen carefully to the advice of adults, they know how not to fall under their influence.
4. Striving for achievements. Such children strive to demonstrate to others their high performance in school, sports success, artistic or musical abilities. Success brings them joy. They are convinced from their own experience that they can change the conditions that surround them.
5. Limited contacts. Usually their friendships and family ties are not very abundant. They establish only a few stable and ongoing contacts with other people. A small

number of connections contributes to their sense of safety and security².

When considering the development of hardiness in a child, it is important to note the role of a significant adult. The adult creates a developmental environment that promotes the activation of the child's psychological resources. An adult acts as an intermediary between the child and a set of social values, attitudes, norms, forms of relationships and activities.

The development of all psychological functions of a child helps to form adequate self-esteem, which will allow him to master various strategies for coping with difficulties, tactics for self-regulation of his own emotional state, and through skills of interaction with others, develop communicative competence.

The child develops an attitude towards active interaction with the world, inclusion in situations of overcoming difficulties, regulates his emotions (significant components of the development of resilient behavior is the formation of the "I can" locus, which is mediated by the development of habits and skills that are optimal for age)³.

Research conducted by S. Maddi showed a stable connection between the level of hardiness and the conditions of early childhood development. It was revealed that the formation of hardiness can be positively influenced by: stress in early childhood (financial difficulties, parental divorces, frequent moves); sense of purpose in life; nurturing confidence, maintaining high standards. The development of hardiness in childhood was negatively affected by: lack of support and encouragement from loved ones; lack of sense of purpose; lack of involvement in various activities, school life, alienation from significant adults.

¹ Фролов Ю.И. Психология подростка. Хрестоматия. М., 1997.

² Крайг Г. Психология развития. Учеб. пособие. Грейс Крайг, Дон Бокум; науч.ред.пер на рус.яз, ТВ.Прохоренко – 9-е изд. – СПб.: Питер, 2004.

³ Фролов Ю.И. Психология подростка. Хрестоматия. М., 1997.



Based on the above, it becomes clear that in childhood it is necessary to develop:

Intellectual Skills: positive analysis of difficult life situations; role-playing games - "playing out" situations of stress; broadening one's horizons and internal culture.

Communication Skills: social support; requests; the ability to say "no"; adequate response to fair and unfair criticism.

Coping Skills: self-acceptance and self-esteem; self confidence; volitional efforts.

The behavioral aspect of hardiness in adolescents is associated, first of all, with active-aggressive methods of self-defense and defense of one's opinion, which corresponds to typical adolescent reactions and is an important stage in socialization. In adolescence, a person's ability to resist external circumstances is based primarily on a "strong" character and manifests itself in hyperthymic behavior. In the process of growing up, the connection between hardiness and spontaneity and aggressiveness weakens⁴. Removing aggressive self-affirmation is possible through the inclusion of a teenager in meaningful activities that bring him a sense of confidence, relieving emotional tension.

The formation of life stability of adolescents and young men necessarily includes the development of value systems. Among teenagers, "cheerfulness", "education", "rationalism", "courage in defending one's opinions and views", "strong will" - as a certain preset of the cultural ideal of perceiving life - reach the level of the most significant values.

The time perspective is necessary for a young person for his own self-realization (connected with the development of the motivational sphere). In adolescence, the content of the time perspective is determined by two factors: individual aspirations, desires and expectations of the immediate environment - parents, peers⁵. Adolescents from the "risk group" have a less developed time perspective and a feeling of a "shortened future"⁶.

In adolescence when critical life situations related to interpersonal relationships arise (love, misunderstanding of loved ones, betrayal of friends, loneliness), semantic self-regulation associated with the generation of meaning is not yet sufficiently developed, so it is difficult for adolescents to re-aware, re-evaluate a complex, conflict situation in order to find a new meaning in everything that happens.

In adolescence self-regulation skills come to the fore in the development of hardiness behavior, which gradually begin to be controlled by meanings (self-control). The internal resource of children and adolescents, which helps them successfully

cope with life's difficulties, is associated with flexibility of thinking and characteristics of emotional response. This is manifested in the rapid development of new standards, mastery of skills, switching attention from one situation to another, and the protective work of the imagination. However, the importance of the child's internal resources cannot be overestimated. The importance of external factors of coping with difficult life situations for children is much greater than internal ones. It is the social and emotional support of significant people that is an important factor in childhood and adolescence for overcoming difficult life situations.

REFERENCES

1. Фролов Ю.И. Психология подростка. Хрестоматия. М., 1997.
2. Крайг Г. Психология развития. Учеб. пособие. Грейс Крайг, Дон Бокум; науч.ред.пер на рус.яз, ТВ.Прохоренко - 9-е изд. - СПб.: Питер, 2004.
3. Наливайко Т.В. Исследование жизнестойкости и ее связей со свойствами личности: дис. канд.психол.наук. Челябинск, 2006.
4. Гришина Н.В. Исследование индивидуальности: человек как субъект жизни. Психология индивидуальности: материалы III Всерос. науч.конф., Москва, 1-3 декабря 2010: в 2-х ч. / отв.ред. А.Б.Орлов: Изд. дом Гос. у-та Высшей школы экономики, 2010. - ч.1.
5. Свешиникова С.Л. Значение временной перспективы в развитии индивидуальности. Психология индивидуальности: материалы III Всерос. науч.конф., Москва в 2-х ч. // отв.ред. А.Б.Орлов: Изд. дом Гос. у-та Высшей школы экономики, 2010. - ч.2.

⁴ Наливайко Т.В. Исследование жизнестойкости и ее связей со свойствами личности: дис. канд.психол.наук. Челябинск, 2006.

⁵ Гришина Н.В. Исследование индивидуальности: человек как субъект жизни. Психология индивидуальности: материалы III Всерос. науч.конф., Москва, 1-3 декабря 2010: в 2-х ч. / отв.ред.

А.Б.Орлов: Изд. дом Гос. у-та Высшей школы экономики, 2010. - ч.1.

⁶ Свешиникова С.Л. Значение временной перспективы в развитии индивидуальности. Психология индивидуальности: материалы III Всерос. науч.конф., Москва в 2-х ч. // отв.ред. А.Б.Орлов: Изд. дом Гос. у-та Высшей школы экономики, 2010. - ч.2.