

## THE MAIN APPROACHES TO THE STUDY OF THE DIFFICULT LIFE SITUATION IN SOCIO-PSYCHOLOGICAL RESEARCH

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### ABSTRACT

The article discloses the relevance of psychological research of students in difficult life situations studying in higher education institutions in Uzbekistan, outlines the main approaches to the study of difficult life situations in social and psychological research. Theoretical analysis of such concepts as "situation", "life situation", "difficult life situation", presents the classification of types of difficult life situations considered in the works of scientists. The author's formulation of the concept of "difficult life situation" is given. The conclusion is made that it is expedient to study a difficult life situation of students from the point of view of the system approach, and also that the main difficult life situations are considered those which are connected with orphanhood, disability, domestic violence, etc. Recommendations on the direction in which to conduct further research are given.

**Keywords:** Situation, life situation, difficult life situation, adaptation, coping behavior, domestic violence, disability, orphanhood.

### INTRODUCTION

Competition in the labor market, intensive development of information technologies, fundamental changes in the economic, political, socio-cultural spheres of society, globalization processes place high demands on the training of highly qualified personnel for all spheres of society. This, in turn, increases the responsibility of university teaching staff and students, which is often expressed in the increase of nervous and mental stress, stress, anxiety, violation of their adaptation to changing environmental conditions, deterioration of somatic and psychological health, etc.

In these conditions, the issue of creating equal conditions and opportunities for participation in the life of the society, obtaining education for all its members: both physically and psychologically healthy, well-to-do individuals, and for those who are in a difficult life situation (DLS), namely, individuals with disabilities, disabilities, orphans, victims of domestic violence, etc., is relevant. The Government of Uzbekistan is carrying out targeted activities in this area. Thus, in 2017, the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, issued Decree No. UP-5270 of 1 December 2017 on measures to radically improve the system of State support for persons with disabilities, according to which "the system of inclusive education and employment of persons with disabilities will be improved to ensure their involvement and active participation in the social and economic life of society"; "intensification of research in the area of State support for persons with disabilities...". On the basis of this document, persons with disabilities, starting from the 2018/2019 academic year, have the opportunity to enter higher education within the additional quota. Thanks to such support of the state, in the 2018/2019 academic year, 996 applicants with disabilities were admitted to the budget places in universities of Uzbekistan [43].

Such activity of the government is aimed, first of all, at ensuring the transition of a person in a difficult life situation from a consumer attitude to life, paternalistic attitudes to the state to an active, creative way of life. However, ensuring the effectiveness of the state's perspective decisions requires qualitative and comprehensive personal studies in the housing and utilities sector. A special place in this approach is occupied by psychological studies of students in the DLS. Despite a large number of studies dedicated to the study of university students both in Uzbekistan and abroad, students in DLS are a poorly researched group of students. Analysis of scientific sources has shown that social and psychological peculiarities of their coping behavior, adaptation, psychological well-being, meaningful orientations, social networks, etc. are not sufficiently studied. Conducting research in this direction will help, in our view, to solve a number of socio-psychological, as well as economic issues.

The urgency of the problem shows the need for scientific analysis, theoretical understanding of the concepts of "situation", "life situation", "difficult life situation" due to the complexity of the nature of this phenomenon in such a category of persons as students in the DLS. It is necessary to identify similar in importance, in meaning to the above concepts in order to correctly interpret the phenomena; to determine the range of issues that can be described with these expressions; to study different approaches to their classification in socio-psychological research. According to N.G. Osukhova, "a clear definition of the meaning of the term "situation" gives a key to understanding and predicting the behavior of a person in the process of his interaction with the environment in a given period. What is more influential on behavior in this or that situation - subjective (personal, personal) or objective (situational) factors? [27, 9].

Comprehension of the categories under consideration will make it possible to avoid, according to the fair remark of N.G. Osukhova, "technological treatment of the human soul", "psychological paramedics", in which helping not to understand the holistic nature of psychological suffering of a person, applies well-learned "technological actions". And also, as suggested by F. J. Zimbardo, it is possible to plan "effective social impacts that can expand the capabilities of man and society" [27].

For this purpose, as noted by N. G. Osukhova, it is necessary to have "in-depth knowledge of theory and theoretical reflection", which will create conditions for multilateral research of students in difficult life situations, requiring the development of psychodiagnostic methods for their study, special psychological and pedagogical assistance; practical psychological methods of influence in the course of the educational process, within the framework of the activities of the psychological assistance service of the university in such a way as to ensure social and psychological stability, well-being of students in the DLS, full Self-rehabilitation is expressed in the active conscious organization of self-help and its own constant readiness to come to the aid of others, the use of its unique situation for personal and creative growth, as well as social support in the conditions of interpersonal interaction and joint activities.

It should be noted that the majority of studies devoted, for example, to persons with disabilities, actualize the need for state and public social protection and care, namely, to bear the burden of responsibility for their lives [21, p. 57]. Nevertheless, a number of studies have raised the issue of developing positive coping strategies, increasing viability, subjective well-being, quality of life, adaptability, assertiveness, etc. [16; 19; 38].

Analysis of the concept of "situation" is updated by the fact that, as S.A. Trifonova (2004), who has generalized numerous researches on the problem of social situations, noticed: "1)

development of any person proceeds in actual situations through which we meet the world, form our concepts of peace and develop our specific ways of behaviour; 2) behaviour can only exist in connection with certain situational events and cannot be understood and explained in isolation from the situation". [32, 3].

### **The main part**

Methodological traditions for the holistic study of the situation and its psychological understanding were laid down by Kurt Levin (1948) and his followers, focusing on the impact of group life on personal behavior. D. Magnusson deals with the situation in Sweden. In Germany, the problem of the situation is developed by H. Tomae, K. Graumann, T. Herrmann, D. Dörmel and N. Fisseni. In Russia, psychology of the situation was studied by L.S. Vygotsky, B.G. Ananyev, S.L. Rubinstein, A.N. Leontyev, L.I. Bojovich, K.S. Albukhanova-Slavskaya, L.F. Burlachuk, N.G. Osukhova, E.Yu. Korjova, V.N. Voronin, V.N. Knyazev, N.V. Grishina, E.A. Annenkova, etc. In Uzbekistan, the problems of the situation from a psychological point of view are poorly studied.

Theoretical analysis of sources on difficult life situation revealed ambiguity, lack of systematic approach in the interpretation of the concept, blurred meaning of its meaning. The reason for this, as L.I. Ansiferova rightly pointed out, is that there is a fragmented approach to research, as well as a simplified consideration of FTZ as a life circumstance "requiring from individual such actions and conditions that are on the border of his adaptive capabilities or even exceed his reserves" [7, 3-19].

The difficult life situation was mainly studied by social work scientists: abroad - G. Bernler, L. Yunsson, O.N. Bessonova, V.G. Bocharova, I.V. Geitz, I.A. Grigorieva, N.A. Grishanova, I.G. Zainyshev, I.M. Lavrenenko, F.A. Mustaeva, V.A. Nikitin, J.Rawls, A.S. Sorvina, I.G. Kuzina and others.

In domestic scientific sources, the concept of "difficult life situation" is poorly developed, in psychological research, this problem is not given sufficient attention. Probably in this connection even in legislative acts about social protection of the population this concept is not precisely defined, however in documents the types of difficult situations are stated. For example, the Law of the Republic of Uzbekistan "On guarantees of the rights of the child" states that "socially vulnerable children are children who are in a difficult life situation due to existing circumstances and need special protection and support from the state and society". The document contains difficult life situations: "Disability, deficiencies of physical and (or) mental development; orphanhood; lack of parental care; upbringing in specialized children's institutions, low-income families; lack of a certain place of residence; criminal responsibility and being in penal institutions; to be victims of violence and exploitation, armed conflicts and natural disasters; the need for special protection and support from the state and society" [13].

It is advisable to specify in such documents the exact definition of DLS, rather than just listing their types, as their list cannot cover the entire range of situations in a rapidly changing world and makes it difficult to provide the needy with effective timely, targeted social assistance and support from social services, state and public bodies. Also, the wording of the definition of the concept will open up new directions for scientific research, will make it possible to avoid ambiguity, distortion of meaning, and substitution of concepts.

Summarizing the above, we can say that a difficult life situation is an objectively disturbing situation that a person cannot overcome independently. However, in this formulation, it is

necessary to highlight the psychological component, where the subject of research is not an objective situation in itself, but its subjective reflection in the inner plan of the human psyche.

N.G. Osukhova believes that the main factor in determining the life situation as difficult is the violation of adaptation to this situation, which is expressed in the difficulty of satisfying their basic needs of life, using internal models and external ways of behavior, developed in previous periods of life [27].

M.S. Magomed-Eminova (1996) claims that in difficult situations, there is a violation of activity, established relations, with negative emotions and experiences, discomfort. This circumstance often leads to unfavorable consequences for personal development. It can be said that an objective situation unfavorable for a person, refracting subjectively, leads to negative emotional and behavioral changes. In case of repeated repetition of such a reaction, it can acquire stable forms, i.e. turn into a property of a person [23, 26-35].

E.N. Tumanova (2002) defines any difficult situation for a person as an individual phenomenon due to the fact that its difficulty is set by the person himself depending on his perception, assessment and interpretation, the subjective significance of the situation [33, 69].

Scientists of the Department of Psychology of the Kostroma State University (Russia), which in recent years under the guidance of Professor T.L. Kryukova develop the peculiarities of coping behavior, believe that the criterion of the difficulty of a situation is its subjective perception by a person. The difficulty of a situation is determined by the strategy of coping behavior chosen by a person [15, 147-153]. Difficult situations are determined, according to the indications of the objective scale, - from traumatic to daily life difficulties (microstressors) by R. Lazarus and K. Oldwijen.

The term "difficult life situation", as noted by E.V. Bityutskaya, can be an integrative concept, uniting common signs of what is called a tense situation, crisis, extreme situation, etc. in different sources. At the same time, the author of the concept of cognitive assessment of DLS notes, "the question of criteria for describing difficult situations becomes fundamentally important". [5, 87 – 93]. According to the results of her research, DLS is characterized by two types of attributes: general and specific. The general signs of DLS are: "significance, anxiety, and increased spending of own resources". Private signs: "Negligence, the uncertainty of the situation, the need for rapid response to its conditions, difficulties in forecasting, difficulties in decision-making, assessment of their knowledge and experience as insufficient. She also notes that affective, pronounced emotional states (loss of self-control, ability to act rationally) are more likely to occur in critical, extreme situations than in DLS [1].

According to T.P. Kharkova (2011), difficult life situations are "an integral part of socialization processes, because they are generally common, not always traumatize a person, and favour development when there are constructive changes that contribute to achieving new forms of balance in relations with the external environment. Such situations place increased demands on the abilities and capabilities of a person, on his or her potential and stimulate his or her activity" [39].

As noted by G.Y. Martyanova (2013), a difficult situation can be said if "the system of personal relations and its self-relation begin to be characterized by imbalance, the mismatch between aspirations, values, goals and opportunities for their implementation". [24, 74]

Shmelev I.M. (2017) notes that the term "difficult life situation" is understood as "such a situation in which internal resources of advancement to the goal, additional in relation to individual standards, are actualized and realized" [42].

Classifying difficult life situations, K. Muzdybayev (1983) singles out the following types of difficulties: duration (chronic, short-term), intensity, degree of manageability of events (controlled, uncontrollable), size of loss or threat, as well as the level of influence [24].

A specific classification of categories of "difficult life situations" was developed by F.E. Vasilyuk [9]. Studying critical (crisis) situations, this researcher introduced two typologies: the critical situations themselves and life worlds. Critical F.E. Vasilyuk calls the situations when the subject is unable to realize the inner necessities of his life (motives, aspirations, values, etc.) impossible. At the same time, F.E. Vasilyuk considers stress, frustration, conflict and crisis to be the main types of situations of impossibility [9].

Critical life situations, according to D.A. Leontief, represent "a certain limit beyond which one cannot move without resolving contradictions". In these situations, he believes, semantic transformations are necessary, which are "a condition for preserving the psychological value of the individual in the long run positive disintegration of established regulatory structures and their reintegration on a new basis" [18].

Considering DLS, L.I. Antsiferova distinguishes three types: 1) everyday troubles; 2) negative events related to different periods of life and age changes (failure to enter university, demotion, resignation); 3) unexpected misfortunes and sorrows (dangerous illness, irreparable damage, tragic loss) [3].

M. Tyshkova notices that this difficult situation can occur in the case of imbalance in the system of relations between a person and his surroundings, or when there is a discrepancy "between aspirations, values, goals and opportunities for their implementation or the qualities of the person. According to M. Tyshkova, the following types of difficult situations causing stress are different: difficult life situations (illness, danger, disability); difficult situations related to social interaction; difficult situations related to the performance of a task [34].

A.A. Nesterova (2004) highlights three levels of experience of DLS: individual, family and community. It points out that the tradition of studying by foreign and domestic researchers of overcoming DLS is based on the consideration of it mainly at the individual level (styles of coping behavior, endurance, viability) [26]. As noted by A.A. Seregina (2007), in an effort to get out of this situation, the individual uses various strategies, both destructive, which lead to anxiety, a sense of helplessness and hopelessness, and giving life a special meaning, which makes life meaningful and harmonious [31].

Swedish researchers G. Bernler and L. Yunsson proposed their classification of difficult life situations, which was based on two criteria: "possibility- impossibility to solve the problem" and "functional state of the system" [4]. They singled out four variants of the answer to life difficulties depending on the resources of a person or a group of people, which are expressed in varying degrees of complexity of deviations in the functioning of a person: 1. Temporary deviation in a person's behavior, limited in time (lack of resources: material, time, fatigue, lack or excess of information, etc.). 2. Chronic deviations - neuroses, excessive aspiration to stability, rigidity (stagnation) of ways of action and behavior, internal prohibition to ask for help from other people. 3. Crisis - functional insufficiency of an individual or a system caused

by radical change of a life situation (sharp social changes and personal catastrophes). At the same time, the individual does not see any possibilities of perestroika, and because of this the initial phase of the crisis is marked by obedience and doom. 4. The breakdown is a person's standing in a long-term difficult situation, which can be characterized as a chronic or permanent crisis. This requires changes in both external and internal conditions.

S.P. Politova, N.I. Ismailova "managed to prove the initial hypothesis that prolonged stay in a difficult life situation is accompanied by an increase in the number of pseudo-compensations and passive mechanisms of psychological protection, while the number of coping strategies used by a person decreases. This means that a person loses the possibility of active transformation of a situation, limiting himself to a change in its mental representation" [28].

## CONCLUSION

On the basis of the analysis, it can be concluded that despite a large number of studies, the researchers approach the concept of "difficult life situation" is not unambiguous, there is a great deal of discrepancy in the understanding of the phenomenon in question. Some scientists are suitable in terms of temporal difficulties, others in terms of the degree of tension that arises at one point or another in life under the influence of severe shocks, hardships and difficult events. We agree with the opinion of S.P. Politova and N.I. Ismailova, who argue that "those who are in a difficult life situation all the time" remain outside the attention of scientists [28]. For example, disabled people from childhood who have lost their ability to work and have received disability of I - III groups, orphans, persons who experience domestic violence for a long time. Due to the fact that it is this category of subjects that will be the subject of further research, summarizing the approaches to DLS, formulated such concepts as life situation, difficult life situation.

Further on, we will proceed from such a position, in which, when it comes to the life situation, it should be understood "as a condition of human life" (T.D. Vasilenko) [12].

Thus, from our point of view, life situations are those that, as a condition of human life, are characterized by dynamism, multi-component, unlimited in time and space, determine the behavior of a person in different life circumstances at a particular period of the life cycle, affect the emotional, cognitive, behavioral, existential aspects of the psyche of a person, go beyond the limits of his life, including other people.

Further research will also adhere to the Swedish Researchers G. Bernler and L. Yunsson's understanding of DLS, which describes it as "standing in a long-term difficult situation, which can be characterized as a chronic or permanent crisis" [4].

We believe that a difficult life situation should be studied as a long-term phenomenon from the point of view of the system approach, as it provides an opportunity to comprehensively study the situation, identify all the factors of violations and positive changes in the life of an individual in relation to the inner world of the person and the external environment, which includes living conditions, relationships, significant people, social environment, etc. Thus, we believe that a difficult life situation can be defined as a condition of a person's life, as a long-term open system, in which the ability to meet their basic life needs, intentions, aspirations and values with the help of the experience formed in the previous period of life, cognitive, emotional, behavioral features of the human psyche due to limited possibilities of health, is violated or becomes impossible as a result of the influence of the environment or internal

psychological conditions In these life circumstances, in the absence of comprehensive development, as well as the formation of non-adaptive cognitive, emotional, behavioral characteristics of the human psyche is a long-term experience of difficulties that cause impairment of the ability or inability to meet their basic needs, intentions, aspirations and values in life. Therefore, when there are ample opportunities for higher education for people with disabilities, disabled people, orphans, etc., the study of their strategies of behavior in complex life situations, which are saturated with student life, their psychological features are an urgent task of psychological science in today's world.

In the conditions of intensive development of technologies, economic crisis, rapid changes in the social and political life of the society, research could become promising directions in the study of students in a difficult life situation, as a special category of future specialists with a powerful potential, able not only to adapt to existing conditions, but also to be in the forefront of democratic development, innovative transformations not only in Uzbekistan, but also in the world, provided that the attitude of others towards them is built up correctly, it would be possible to study their coping behavior, peculiarities of psychological wellbeing, adaptation resources of the psyche, personal and subjective factors in their perception of the life situation as difficult, etc. The results of the research could serve to develop an effective model of psychological assistance service, organization of psychological, pedagogical, social and economic support depending on the needs of students in DLS, career centers in universities for such students, as well as to develop the scientific basis for training, retraining, professional development of specialists to work with students in DLS in the context of inclusive education, ensuring gender equality, prevention of all types of harassment, violence, etc.

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