

Cognitive activity and students' coping strategies

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Motivation and Aim: Various aspects of the allostatic load of students in educational activities have been studied as factors in the effectiveness of the educational process for a long time [1]. The study of behavioral strategies and cognitive features of first year students is essential [2]. Characteristic features of students majoring in psychology are manifested both in coping with the stress of the educational process [3] and in their professional skills [4].

Methods and Algorithms: There studied mistakes in the course of nonspecific cognitive activity (an analogue of educational activity) and in coping strategies of first year students majoring in psychology (group 1) and of first year students who study psychology majoring in nonpsychological subjects (group 2).

Results: It is shown that both groups do not differ statistically in intelligence, however, students from group 1 while performing cognitive activity make more mistakes than students from group 2 ($p < 0.05$). 37.5 % of group 1 have tiredness and 62.5 % of group 1 have different types of fatigue. 31.1 % of group 2 have work stress, 43.2 % of group 2 have tiredness and 25.7 % of group 2 have different types of fatigue. Group 2 uses all copying strategies except the emotionally-oriented strategy of "self-control" (<40T-score). Group 1 also uses all copying strategies but the most preferred (>60T-score) are the search for social support (problem-oriented) and positive re-evaluation (emotionally-oriented).

Conclusion: Coping strategies of small efficiency (emotionally-oriented ones) of the first year students go along with many their mistakes in cognitive activity. There is no one among the first year students majoring in psychology who has work stress (minimum state that is suitable for effective cognitive activity) – all students from group 1 have tiredness or different types of fatigue. Students majoring in psychology need additional courses to develop skills for effective coping with stress during the first year study.

References

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