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TO THE QUESTION ON COPING STUDY IMPORTANCE

Tkachenko Elena Viktorovna

cand.med.sci., assistant

Sokolenko Valentina Nikolayevna

cand.biol.sci., associate professor

Mamazhonov Abdalla

student

Ukrainian medical stomatological academy Poltava, Ukraine

Sartipi Hamed Nosratolla

Dentist Tehran city, Iran

The review article deals to the question of coping behavioral strategies study importance in Psychology, Pedagogy, Medicine different branches while emphasizing the fact that coping behavioral strategy has positive effect on human upbringing, health, treatment, study while avoiding – the negative one.

Key words: coping behavioral strategy, avoiding, family psychology.

Stressors influence can be mitigated by effective coping strategies usage. It is known that abundant, chronic stress can result into row of pathological conditions which are considered as civilization diseases. Representation about the non-specific in a disease reached its special development in the conception of Hanz Selyeh about stress. He states that various stimuli (heat, coldness, toxin, pain) always cause standard, nonspecific reaction. Stress together with other four pathogenetic factors such as parabiosis, pathological dominanta, cortical-visceral bonds, neuro-trophyc function are non-specific themselves but give disease different clinical pictures in a combination one with another. It is known that every disease represents integrity of the specific and the non-specific, the special and the common. It creates the actuality of studying the coping strategies.

Adapted coping response inventories are necessary to be created and the Iranian Version established by Tarbiat Modarres University Psychology chair head, professor Maria Aguilar Vafaei with her followers represents a brilliant example of it in part for the college students [1, p.489-513]. The Swedish compiled their own version for the patients with progressive muscular diseases for coping with health-related problems [2, p.368-375]. The Dutch adapted the coping questionnaire ways [3, p.337-352], the Spanish [4, p.1938-1054], in New Zealand (in the students) [5, p.81-101], in Spain (in adolescents) [6, p.657-676], Australia – shortened form [7, p.161-170] and for Sudanese children refugees in Australia [8, p.383-388], the USA (for children refugees) [9, p.259-269], Ethiopia and Kenia (for Sudanian boys refugees) [10, p.203-211], in England [11, p.41-55].

Except progressive muscular diseases, such coping strategies and inventories were established for HIV-positive men [12, p.237-244], in part in Japan [13, p.113-118], bronchial asthma in the American children and the ones from Iceland [14, p.338-350], for parents of children sick in cancer (Iranian version) [15, p.237-260] and for cancerous adult young patients [16, p.315-326], for mothers of children with learning disabilities [17, p.205-221], at parental alcoholism [18, p.247-257], for the patients with spinal cord [19, p.157-159] and brain injury [20, p.113-122], for the postcoronary heart diseases patients (in India) [21, p.234-238], for the patients with noninsulin-dependent diabetes mellitus (in Portugal) [22, p.312-318], at children's stress (the Indian version), for the patients with Parkinson's disease [23, p.101-107], for stroke patients and their caregivers, at boarderline states (in Netherlands) [24, p.237-251], ADHD in Iranian children (paternal coping) [25, p.283-293], distinguishing the American children's coping at aversive dental treatment [26, p.236-246], the Irish children's while their anesthetizing during decay process development [27, p.30-36], in dental orthodontics in the Romanian patients with fear of being rejected by peers, conflicts with adults (parents, teachers) especially at defect affecting patients' facials

attractiveness [28, p.147-149]. There are works about coping in the American patients at surgical preparating [29, p.435-439; 30, p.1237-1243].

As a whole children's coping dispositional and situational assessment with coping alternative models testing is in the attention's focus of many scientists in different countries [31, p.923-958].

There exist problem-focused coping directed to the stress source either stressor changing or eliminating as well as emotion-focused coping [32, p.115-118] directed to the stressors negative emotional results diminishing or liquidating that was assessed in Iranian children at stress (interparental conflict) by Aguilar-Vafaei M., Tarbiat Modarres Tehranian University psychologist and her followers [33, p.67-84] as well as Iranian children cognitive coping harmful influence on physical and psychological well-being during interparental conflicts in correlation with the children temperament (with creating the special questionnaire for children and adolescents) [34, p.14-26; 35, p.5-18], coping strategies for Iranian divorced women for assessing the challenges, psychological support [36, p.31-39] and maladaptation preventing [37, p.67-77], in part to come through their sexual well-being peculiarities after divorce [38, p.381-392]. It is important that such coping is in the psychologists' field of assessment for the children whose parents get divorced and got divorced [39, p.1269-1287] with finding out the commonalities and ethnic varieties among different countries, continents and cultures in life before, during and after divorce (in Europe, the USA, China) [40, p.2-13; 41, p.71-88; 42, p.447-468], for women without men (in Turkey) [43, p.24-34], gender differencies for Iranian med and women after divorce [44, p.5-30]. There are also approach and avoidance coping [45, p.109-127], familylevel coping (in part at students adaptation to study in college) [46, p.106-113], religious coping studied by Aguilar-Vafaei M. in part of Iranian students helps to come through stress conditions, to study better and to have better upbringing [47, p.81-93] and particularly for divorced Iranian women adjusting [48, p.395-403]. Coping in the pregnant [49, p.138-146] and after labors in part by cesarean section [50, p.132-136] is studied separately in Iran also by Aguilar-Vafaei M. and her followers.

It is worthy to remember that avoidance behavioral strategy is harmful for human health, well-being, is accompanied by difficulties in education and upbringing while coping is good and useful, accompanied by stronger health, better well-being, success in study and upbringing both for schoolchildren, for students, for different-aged and both-gendered people, for people living in different countries with various social status.

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