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THE STUDY OF THE INFLUENCE OF INTERNAL AND EXTERNAL FRUSTRATION ON THE PSYCHOLOGICAL SELF-DEFENSE OF A PERSON

Currently, research on negative emotional behavioral reactions occurring in a state of frustration is widely presented in the scientific literature. The article examines the impact of frustration on self-defense and human relationships, differing not only in psychological content or orientation, but also in duration. Within the framework of the topic under study, the authors take as a basis the research of N.D. Levitov, S. Rosenzweig, L. Festinger, K. Rogers, V.N. Myasishchev, M.A. Mkrtychyan. The article also presents the results of an empirical study conducted to identify the process of experiencing anxiety during frustration and the characteristics of a person's reaction to frustration. The empirical part of the study revealed a positive correlation of the level of frustration with anxiety, rigidity, aggression, tension, conservatism in a sample of 27 + 15 first-year students and a negative correlation with sociability, self-esteem, emotional stability, self-control, normativity. The study showed that Spearman's R-correlation coefficient is provided that there is no connection between the ranks of both variables (i.e., without repeated ranks), for example, here 6 students have high tolerance to frustration, 26 have medium tolerance to frustration and 10 have low tolerance to frustration. The results of the study can be used by existential researchers and educational psychologists in working with Kazakh-speaking people.

Key words: disappointment, communication, self-defense, stress, anxiety, condition, disappointment.

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Адамның психологиялық өзін-өзі қорғауына ішкі және сыртқы фрустрациялық күйінің әсерін зерттеу

Қазіргі уақытта ғылыми әдебиеттерде фрустрация жағдайында болатын жағымсыз эмоционалды мінез құлық реакциялары туралы зерттеулер кеңінен ұсынылған. Мақалада фрустрация тек психологиялық мазмұнымен немесе бағытымен ғана емес, ұзақтығымен де ерекшелене отырып, адамның өзін-өзі қорғауына және қарым-қатынасына да әсері қарастырылады. Зерттелініп отырған тақырып аясында авторлар Н.Д. Левитов, С. Розенцвейг, Л. Фестингер, К. Роджерс, В.Н. Мясисшев, М.А. Мкртычяның зерттеулерін негізге алады. Сонымен қатар мақалада фрустрациядағы уайымды бастан өткеру процесін және адамның фрустрацияға реакциясының ерекшеліктерін анықтау мақсатында жүргізілген эмпирикалық зерттеудің нәтижелері берілген. Зерттеудің эмпирикалық бөлімінде бірінші курстың 27 + 15 студенттер іріктемесінде фрустрация деңгейінің мазасыздану, қаттылық, агрессивтілік, шиеленіс, консерватизммен оң корреляциясы және көпшілдік, өзін-өзі бағалау деңгейі, эмоциялық тұрақтылық, өзін-өзі бақылау, нормативтілігімен теріс корреляциясы анықталды. Зерттеу нәтижесі r-Спирмен корреляция коэффициенті екі айнымалы бойынша да рангтер арасындағы байланыстың жоқ болуы шартында (яғни қайталанатын рангтер болмаса), бір мысал, мұнда, 6 фрустрацияға толеранттылық жоғары, 26 фрустрациялық толеранттылық орташа, 10 фрустрацияға толеранттылық төмен екенін көрсетті. Зерттеу нәтижесін экзистенциялық бағыттағы зерттеушілер мен педагог-психологтар қазақ тілді тұлғалармен жұмыс жасау барысында қолдана алады.

Түйін сөздер: фрустрация, қарым-қатынас, өзін-өзі қорғау, стресс, мазасыздану, күй, фрустратор.

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Исследование влияния внутреннего и внешнего фрустрационного состояния на психологическую самозащиту человека

В настоящее время в научной литературе широко представлены исследования негативных эмоциональных поведенческих реакций, происходящих в состоянии фрустрации. В статье рассматривается влияние фрустрации на самооборону и отношения человека. В рамках изучаемой темы авторы берут за основу исследования Н.Д. Левитова, С. Розенцвейга, Л. Фестингера, К. Роджерса, В.Н. Мясешева, М.А. Мкртчяна. Также в статье представлены результаты эмпирического исследования, проведенного с целью выявления процесса переживания тревоги при фрустрации и особенностей реакции человека на фрустрацию. Эмпирическая часть исследования выявила положительную корреляцию уровня фрустрации с тревожностью, ригидностью, агрессивностью, напряженностью, консерватизмом в выборке из 27+15 студентов первого курса и отрицательную корреляцию с общительностью, уровнем самооценки, эмоциональной стабильностью, самоконтролем, нормативностью. Исследование показало, что R-коэффициент корреляции Спирмена при условии отсутствия связи между рангами по обоим переменным (т. е. без повторяющихся рангов), к примеру, здесь, у 6-х толерантность к фрустрации высокая, у 26-ти толерантность к фрустрации средняя и у 10-ти терпимость к фрустрации низкая. Результаты исследования могут быть использованы исследователями экзистенциальной направленности и педагогами-психологами в работе с казахоязычными гражданами.

Ключевые слова: разочарование, общение, самооборона, стресс, беспокойство, состояние, разочарование.

Introduction

In foreign psychology, one of the most common theories explaining human self-defense, the essence and origin of relationships, is the theory of frustration. The study of the problem of human self-defense from the perspective of the theory of frustration is considered as an activity to understand the causes of psychological problems, difficulties in learning and upbringing in modern society, and identify the features of their development. Frustration, according to N.D. Levitov, is manifested by characteristic features of situations and behavior that arise under the influence of obstacles that arise during the performance of the main task or in the process of solving a specific problem, i.e. in the form of resentments, worries, sorrows, contradictions, distrust (Levitov, 2017).

One of the most important practical problems is arming frustration with methods that have theoretical and experimental justification, that are convenient to use and interesting to people. In addition, it is obvious that the psychological service is insufficiently equipped with such methods. Numerous foreign and local psycho-diagnostic methods that identify frustration and meet the above requirements require a deeper experimental justification. These include, for example, the frustration test. The

purpose of our study was to explore its diagnostic capabilities for several reasons. As T.G. Rumyantseva shows, the forecast of frustration – aggression, based on specific concepts, served as an impetus for the beginning of intensive experimental studies that lasted for many years (Rumyantseva, 2011). L. Berkowitz noted that these conclusions are not about frustration itself, but about its significance for the individual, in the association that it can cause. At the same time, the strength of the counterattack in response to the impact of the relevant motives is determined by their significance for a person, the degree of aggressive readiness of the individual, the intensity of her anger, the level of development of destructive habits (Berkowitz, 2001). If we consider methods for identifying these problems, first, the method allows us to describe a person's interpersonal relationships and is very important for the psychologist they work with, since teachers, parents and students often turn to him with problems of this particular circle. Secondly, there are not so many works on this method in Soviet psychology, many normative data obtained abroad have not yet been studied in our country, although there are already various options for the theoretical justification of the method. Thirdly, the test has a number of advantages that distinguish itself from other methods of personality research, since it is convenient to conduct,

the test does not take much time, is interesting for the students themselves taking the exam, there is the possibility of standardization and good operational methods of processing quantitative data.

There are many states related to self-defense of the person and frustrating situations in the relationship. Several types of frustration response have been identified: – arousal of movement – aimless and chaotic reactions; – apathy (in the studies of R. Barker, L.I. Dementias, one of the children who is faced with a frustrating situation lies on the ground and lies facing the ceiling); – aggression and destruction (it is assumed that any frustration provokes aggression, and this reaction is often manifested (Abramova, 2010). For example, psychologists of the Department of pedagogy and psychology of Zhetysu University named after Ilyas Zhansugurov in the study of the responses of students who are in a state of frustration noted that 113 times in 145 cases of frustration students answered with aggression: verbal confrontation, guilt, violence against the person who caused the frustration); – stereotypization – blind repetition of the established behavior; the inclusion of a self-defense mechanism was revealed.

Frustration leads to a decrease in the quality of current work, because other reactions that interfere with current work lead to frustration.

Frustration can improve performance at the same time, for example, by increasing motivation (Dubovitskaya, 2008). Let's take a closer look at the relationship of students with frustration situations.

Frustration is a state that occurs in the face of a real or supposed inconsistency of our desires with the available possibilities. That is, to satisfy the need, the inability to achieve the desired (Donskova, 2022). This feeling is full of contradictions, negative and affects low self-esteem. Of course, this is a familiar situation and you will have to face it countless times throughout your life. Since this is an unpleasant feeling, people want to get rid of it as soon as possible. In this case, there are several strategies or trends. Let's look at them:

The challenge of frustration. Often, the inability to achieve what you want is perceived automatically as an obstacle and prompts you to take even more active actions to achieve the desired goal. Then, pushing back all distractions, a person tries to achieve what he wants, no matter what. In this case, the attractiveness of a goal that has not yet been achieved will only intensify. Sometimes even succumb to aggressive actions, which are usually delaying the situation that requires planned, specific actions (Dementiy, 2004).

For example, when a person unexpectedly buys an item or invests money somewhere. Instead of an expensive item that does not have enough funds, he buys more than a dozen cheap, unnecessary things, which is even more expensive. Or he impulsively subscribes to any courses, and then he impulsively throws. The mentioned factors create unfavorable conditions, so the therapy has the following lines of work:

- Gradually, relative thinking is destroyed: “yes or no”, “everything or nothing”, “now or never”, etc.

- teach to see the competition, desires and interests. It often goes unnoticed by the fervor on the way to the goal.

- Replacing the means of achieving the goal: finding a new look at the general situation, rethinking previous actions, looking for another way to achieve the goal;

- Target replacement: find an alternative target that satisfies a need or desire. Sometimes the goal is “loaded” by other people, for example, parents, and when look closely to that target again person understand that it is not so necessary, then change or replace it is not a problem;

- Reassessment of the situation, its importance for life. Sometimes conflicting aspirations can be combined, which reduces the seriousness of the situation and shows that it can be treated differently.

This will allow to act flexibly, not rush into the embrasure and keep your self-esteem at a good level. Some of these methods are mastered by a person himself throughout his life, and this helps to lower his mood.

2. Frustration = leaving (leaving the situation). This is the opposite vector, but it is more common while a certain threshold of tolerance for frustration is reached and the person cannot cope with the tension associated with it. Although avoidance can facilitate the response, avoiding a situation is destructive because it does not ensure the achievement of the goal.

It was conducted an experiment on frustration among students of a sports school in Taldykorgan city. The name of the experiment was “frustration and regression in children”, which can be easily found and read on the internet. Our conclusion: as a result of frustration, some children's ingenuity has decreased, they have regressed (behaved like young children or have a low level of development) and it is possible to observe their loss of contact with reality (Barker, 2004).

This can also be seen in the behavior of adults. It is true that, if it is not possible to achieve any important goal – it is better to go to a safe area, for example,

these goals are not so important, not valuable, etc. Another important mechanism of recoil, which children do not yet have, but appear in adults, is the devaluation of the object of unattainable desire by the type of “green grape” and the exaggeration of the value of what you have according to the type of “sweet lemon”. The phenomenon of “green grapes” is that when a person cannot acquire the desired thing, he devalues it, that is, endows it with negative qualities (as in the fairy tale “The Fox and the grapes”, the Fox could not get grapes and called it “immature”, green). A defense in the form of a “sweet lemon” is an exaggeration of the value of what you have (“a pen in your hand is better than a crane in the sky”).

In principle, this is a phenomenon that works well. In most cases, it gives good results. However, in some cases it does not allow achieving the intended goal. In such therapy, it is important that the person creates a process in which he has the opportunity to try something new, despite difficulties and obstacles, then person does not have the opportunity to completely devalue the new activity.

Now the frustration we are considering has been studied by many psychologists: N.D. Levitov, S. Rosenzweig, L. Festinger, K. Rogers, V.N. Myasishchev, A.R. Luria, M.A. Mkrtchyan, V.S. Merlin, A.I. Zakharov, T.V. Maltseva, I.E. Reutskaya, V.N. Astapov and others, and we briefly dwell on their research.

According to N. D. Levitov, frustration is a “complex emotional and motivational state, manifested in the disorganization of activity and communication, arising from the prolonged blocking of goal-oriented behavior with objectively insurmountable or subjectively perceived difficulties” (Levitov, 2012).

An indispensable feature of any human society is the inevitability of frustration for a person. In the simplest case, frustration occurs when circumstances prevent a person from realizing what he wants. The circumstances, of course, can be objective: I was thirsty, but there is no water nearby. However, frustration often arises as a result of a contradiction between a person’s personal desires and the restrictions or taboos established by society, since the existence of social formations is based on the need for a balance between the needs and desires of a person, the needs of a social group... (Furmanov, 1996).

For Z. Freud’s frustration is the inability to satisfy an “ideal” need due to the lack of an object of satisfaction or due to the demands of the superego (Freud, 2007).

For M.A. Mkrtchyan, frustration is considering these issues, it is useful to distinguish the direction of the influence of frustration and communication: it can be both constructive and destructive. It is also necessary to distinguish between the acute and transient effects of short-term motivational conflicts and the deeper and more permanent effects inherent in intrapersonal conflicts. These more persistent effects, under certain circumstances, lead to the emergence of protective mechanisms that determine normal or abnormal behavior (Mkrtchyan, 2010).

Thus, just as a person can find an alternative way to achieve a goal, they can also find an alternative goal that satisfies a need or desire. The influence of increased stress, the expansion of the field of search for solutions can lead to the realization of the possibility of a worthy replacement for the goal. Many factors determine what is considered an acceptable substitute; simple access does not play any role here (Egorenko, 2023).

So, a person’s purposeful activity can go unfulfilled in different ways. In this regard, two types of frustration can be distinguished:

1) problem frustration – arises in an individual for two reasons: A) because the task is difficult for him, he does not have the knowledge and experience necessary to solve it, although the task itself has a solution; B) because the task simply does not have a solution (for example, in mathematics, such problems have long been known; but they also exist in public life and other areas of human activity).

2) personal frustration – a person successfully begins his purposeful activity in the form of a process of solving a certain task, but he is not given the opportunity to complete this process: an artificial obstacle appears in his path, otherwise he may successfully complete this activity. This type of frustration has its own options, depending on when, at what time the obstacle occurs: at the very beginning, in the middle or at the end (Dubovitskaya, 2009).

In his research, M.A. Mkrtchyan further expanded the structure of frustration (Mkrtchyan, 2018). He considered it appropriate to analyze the consequences in the structure of the personality, along with the prerequisites that later form the basis for the formation of new frustrations, since it reduces the level of tolerance of the personality to heterogeneous harmful influences. Among such consequences, the complex of incompleteness and the high value of a person’s personality are mentioned in the first place.

The extended frustration structure is classified as follows:

- the formation of goals saturated with mental energy and the connection of the essence of their independent existence with them;

- the emergence of situations that frustrate goals, the realization that these goals cannot be achieved;

- the use of defense mechanisms (aggression, sublimation, etc.) (Nalchadzhyan, 2018);

- individual psychological and socio-psychological consequences (the formation of volitional conflicts of character, complexes of incompleteness or high personality values, the loss of hope for the future or the strengthening of conformism in reference social groups and etc. S. S.).

T.I. Avramova, enthusiastically supporting the distinction between an external cause and the situation in which it arose, on the contrary, advises calling frustration only a fact (event), and studies its effect on the activity of the body, but does not provide justification for any such application. We define the concept of frustration as a mental state as follows: *frustration is a state caused by objectively insoluble (or subjectively understood) difficulties manifested in the characteristic features of human experiences and behavior and arising on the way to achieving a goal or solving a problem.* When applied to animals, the definition is as follows: frustration is a condition of an animal that manifests itself in characteristic reactions that arise in the way of satisfying biological needs, and caused by difficulties. The need for both definitions is related to the fact that an animal is a biological being, and a human is a social being, and that frustration has different meanings and causes for humans and animals, although they have similarities as creatures experiencing difficulties that interfere with life (Avramova, 2010).

G.M. Cvetkova, O.V. Volkova, A.V. Rupeka classify frustration as an extreme life situation along with stress, conflict and crisis. For example, "...if a being with only one need of this world (separate life attitude, motive, activity) experiences frustration, it is the impossibility of satisfying this need, then his whole life is at stake, which means that such a situation is equivalent to a crisis" (Cvetkova et al., 2023). Analyzing the situation of frustration, F.E. Vasilyuk identifies 3 types of frustration experience: realistic, value-based and creative. A number of researchers K.I. Yurova, I.A. Yurov considers frustration as a form of psychological distress (Yurova, 2023). By the opinion of T.D. Dubovitskaya, A.R. Erbegeeva (2008), frustration is "a difficult experience of one's own failure, accompanied by a feeling of hopelessness on the

way to a certain goal, the collapse of hopes" (Hasan et al., 2001). So, if we formulate it, frustration is a negative concept that reflects the state of a person, accompanied by various forms of negative emotions.

Methodology of scientific research

According to the purpose of the study, to determine the forecast, the methodology of V. Boyko "frustration", a test for determining the level of frustration, determining the level of subjective control (J. Rotter) methods were used. In methods, the level of frustration is determined by taking the answers of the test taker from the total number of answers. That is, if a person who passes the test marks "yes" answers from 0 to 4, then this person has a low level of frustration. There is no emotional stress. There is a constant tendency to frustration if the answer "yes" is received from 5 to 9. And if the test taker chooses the answer "yes" 10 or more times, then the person is very frustrated, experiencing great emotional stress.

Answer: a high level of frustration tolerance if the number of "Yes" answers is 9-11, an average level of frustration tolerance if the number of "Yes" answers is 5-7, and a low level of frustration tolerance if the number of "Yes" answers is 1-4.

The article considers the strategy of the influence of the frustrated state of students on personal characteristics, depending on the results of research, on the positive and negative sides of educational achievements. In a sample conducted with 1st year students of the Department of "Psychology" and department of "Pedagogy and Psychology", a negative correlation of the frustrated state with such standards as anxiety, vindictiveness, conformism, emotional instability, low self-esteem, and self-disrespect was revealed. It was found that the higher the level of students' disappointment in the inter-session period that has passed since the winter session, the lower their average score.

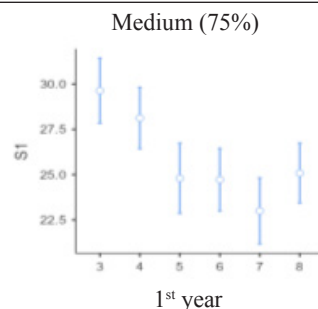
Results and discussion

In the course of the study, was asked question about the factors and conditions that students perceive as insurmountable obstacles that make it difficult to successfully conduct their studies.

Result of the study: in 6 students frustration tolerance is high, in 26 students frustration tolerance is medium, in 10 students frustration tolerance is low.

Table – The results of nonparametric one-factor analysis by Factor 1st year students and an example of dependence on the first scale

n/n	BFM	FDT	p
S1-12-3	2	1	<,0001
S2-11-2	1	1	0,0106
S3-10-7	5	2	0,4936
S4-9 -13	8	5	<,0001
S5-8-14	9	5	<,0001
S6-7-5	4	1	0,0010
S7-6-3	2	1	<,0001
S8-5-2	1	1	0,0037



The relationship between X and Y is positive, strong

Result of the study: total 42 students took part in the study. Among them, 5 are in a state of frustration, 31 have protection against frustration, and 4 do not have a sign of frustration. In 1st year students, anxiety on all scales is almost the same from each other, but significantly lowers than the action of internal and external frustrations. The methodology for determining the level of subjective control of the study (J. Rotter).

The study showed that the authors prepared about twenty explanations of external and internal frustrators with questions to determine the course of stress in the educational situation of students. The students used a three-point indicator (0,1,2), which they should evaluate depending on the complexity of the situations presented here. Firstly, here were considered the directions corresponding to ten external factors: 1) relations with students who study together; 2) relations with management; 3) incorrect relations with teachers; 4) incorrect construction of the learning system (inconvenience of the established curriculum, poor equipment); 5) various difficult living conditions (most of the time goes on the road, the problem of money); 6) improper relationships with parents, relatives (lack of support, constant guilt); 7) relationships with peers; 8) relationships with outsiders; 9) intrapersonal conflicts; 10) the ability to distinguish oneself from the external environment. There are also types of inter frustration such as: 1) laziness, irresponsibility of a person; 2) inability to properly manage an emotional state; 3) failure to achieve the passing academic load, the complexity of the lessons completed; 4) inability to assimilate educa-

tional material; 5) inability to evaluate the achievements of peers; 6) health difficulties, fatigue; 7) inability to receive education lack of interest in oneself; 8) lack of self-confidence; 9) improper relationships with parents, siblings; 10) difficulties that people cannot associate with various compensations for their needs.

As the result of the experimental test shows (see Fig.1.), the factors associated with the impact of internal and external frustrators on researchers (a set of points) will be higher than in other groups. The frustrations of students who do not study well in the classroom will be different. For example, failure to complete the academic load, the complexity of the completed lessons; inability to assimilate educational material; inability to assess the success of peers, incorrect construction of the learning system (inconvenience of the set educational schedule, poor equipment). For example, all the frustrators that dominated the students were similar to the abovementioned nature, which again indicates the importance of psychological support in working with such students.

In addition, as discussed (see Fig.2.), here the importance of external frustrators is determined by the lack of communication. Thus, there is a problem of providing psychological support to students who fail, aimed at preventing conditions such as laziness, irresponsibility, inability to properly manage a person's emotional state, failure to cope with the ongoing academic load, the complexity of the lessons completed, inability to assimilate educational material, inability to assess the success of peers, health difficulties, fatigue.

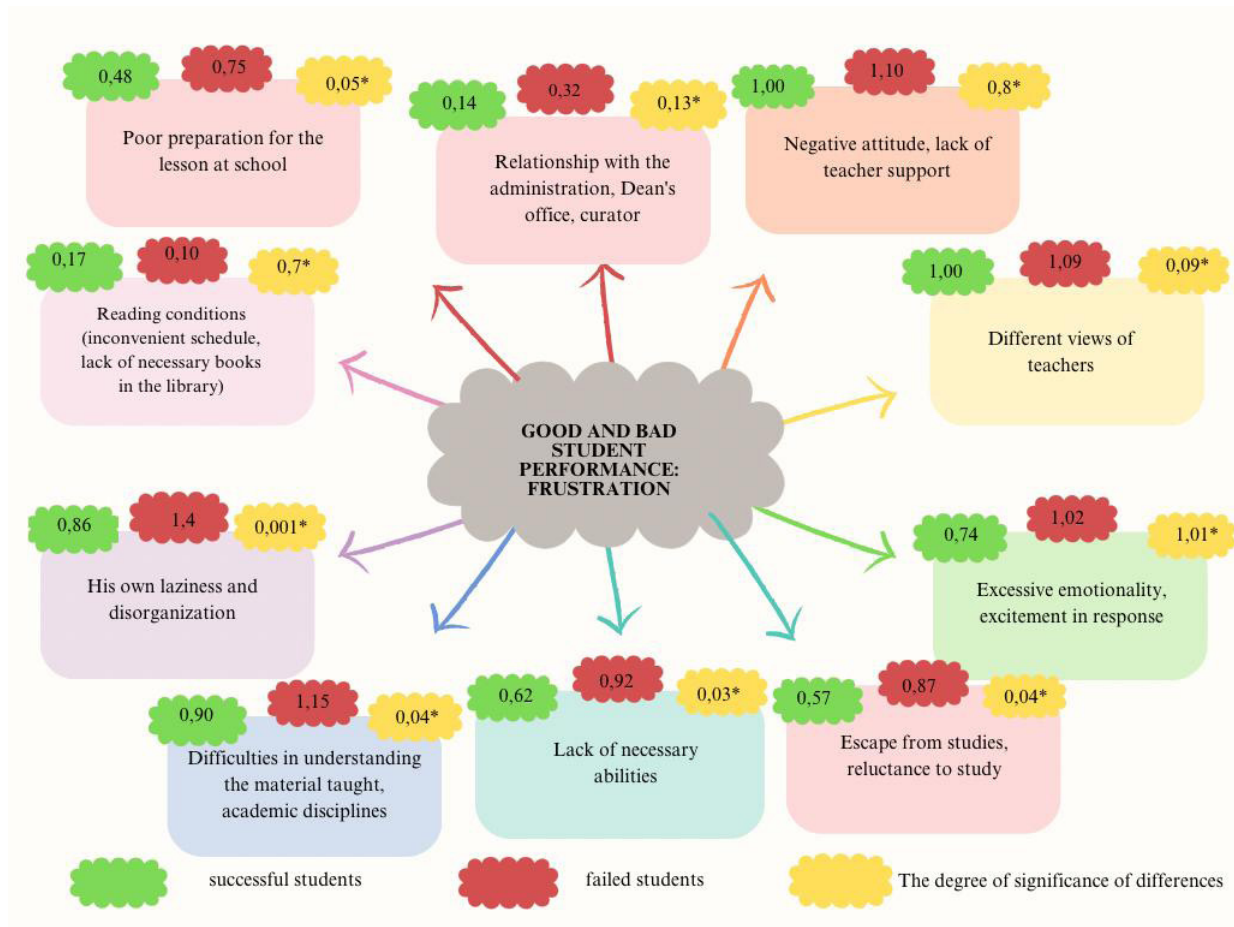


Figure 1 – Using the methodology, we offer a frustration as a meaningful connection between the good and bad levels of student performance

Therefore, some ideas for providing psychological and pedagogical support and overcoming frustration were expressed by N.D. Levitov (Levitov, 2017). A special circumstance emphasized that it is necessary to prevent the emotional state of students; avoid the consequences of improper construction of the learning system (inconvenience of the established curriculum, poor equipment); develop a correct understanding of difficulties so that they do not perceive difficulties as obstacles; focus on fostering tolerance and sobriety; cultivate these qualities so that they do not give students bad examples and in order not to lose your reputation in front of yourself.

So, the content of “psychological support for

students in conditions of frustration” includes the above-mentioned factors. Poor health, rapid fatigue is one of the most pronounced, active manifestations of frustration. However, active or wall-mounted manifestations of frustration cannot lead to aggression. This term frustration can be understood in two meanings. These are often actions that are understood as stereotypes, repetitions. For example, in Mayer’s experiments it was written that in the case of a “prick” or deviation of lost animals from their usual way of life, it leads to stubbornness, disobedience to man. Thus, the statement implies an active state, but, unlike aggression, this state is frozen, conservative, and not hostile to anyone.

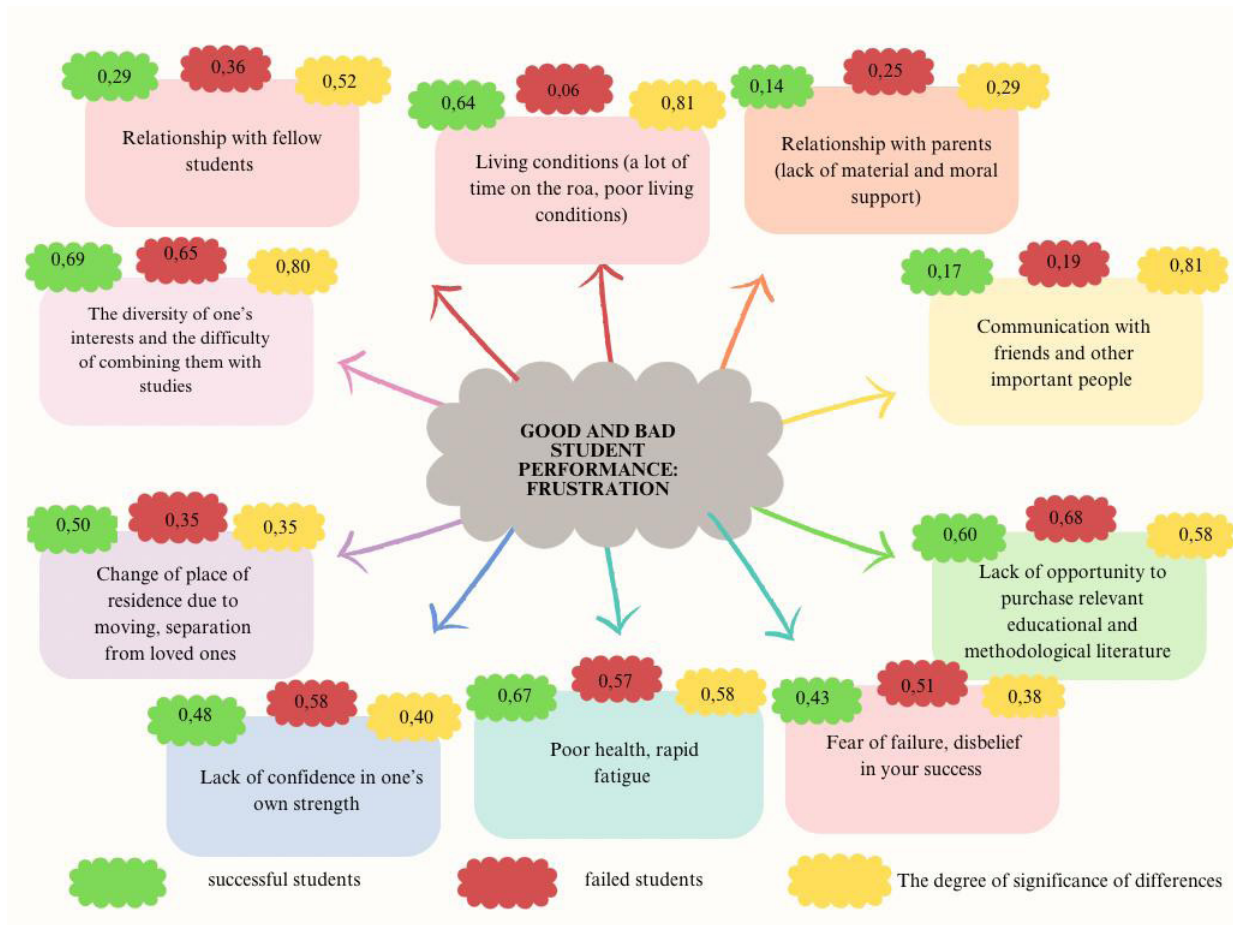


Figure 2 – From the methodology, we show that there is no significant correlation between good and bad student performance

Conclusion

In conclusion, the relationship between the state of frustration and average scores, personal qualities and strategies for overcoming students' difficulties was established; The sources and symptoms of frustration, the causes determining the forms of their manifestation.

The tasks facing pedagogical psychology must be realized. This is the practice of educational work of students:

- during the training, it is necessary to avoid and regulate situations of student disappointment.
- in order to avoid educational and psychological barriers, it is necessary to conduct special psychological diagnostic studies with students and organize developmental work;
- do not provoke asthenic and undesirable asthenic reactions in people;

Frustration-differs not only in psychological content and or direction, duration. Mental states

that describe frustration can be short. Outbursts of aggression or affective-type depression and prolonged moods, in some cases, leave a significant imprint on the person's personality. Frustration is like any other mental state:

- a) may be inherent in the character of a person;
- b) new character traits can mean the beginning;
- c) is transient in the episodic period.

It is necessary to explain to people what difficulties exist so that people do not fall into the mistaken opinion that the difficulty may be insurmountable. It is necessary to cultivate strong-willed behavioral qualities, increased attention to the education of tolerance and self-control. The presence of these qualities in the educator, which does not cause difficulties to a person, suggests that the teacher will not lose the authority of the teacher in front of the student. It is not easy for a person to achieve patience, to struggle with disappointment. This is evidenced by the fact of frustration, at least in such a target situation.

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