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PERCEPTION OF EVERYDAY STRESSORS BY ADOLESCENTS
WITH DIFFERENT INDICATORS OF SOCIO-PSYCHOLOGICAL
ADAPTATION

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INTRODUCTION

The relevance of studying the problem of everyday stressors is due to the increasing presence of stressors in all spheres of modern life, which is associated with increased demands on the personality of a teenager, the complexity of training programs, and crisis phenomena in the family sphere. In recent years, the stressful impact of the environment has been increasing due to the pandemic, a special period in the development of the state and other factors. At the same time, the problem of everyday stress was studied mainly in adult samples. Representative studies on adolescent groups are clearly insufficient. There is no adequate psychodiagnostics toolkit to determine the number of perceived stressors and the level of psycho-emotional stress caused by them. The role of psychological well-being and socio-psychological adaptation in the regulation of the stress process in adolescence has not been established.

One of the indicators of the success of personality functioning and its adaptation to the social environment is traditionally considered to be the level of socio-psychological adaptation, which has received considerable attention in the research of scientists. At the same time, there are practically no works in which there would be a link between adaptation and everyday stress. All of the above has led to the formulation of the research problem. Understanding the peculiarities of the psychological health of adolescents, their response to situations of everyday stress will help to develop optimal strategies for psychological prevention and support of adolescents experiencing excessive stress loads, which, in turn, will help prevent the development of complications and disorders in further periods of development.

In a modern, constantly changing society, the problem of stress perception and a person's ability to cope with stressful influences comes to the fore. The relationship

between stress and socio-psychological adaptation can be complex, given that an excessive number of everyday stressors can complicate the processes of human adaptation to the environment. At the same time, a well-adapted person is able to cope with everyday stresses more successfully.

The object of the study is the perception of stressors of everyday life by adolescents.

The subject of the study is the perception of everyday stressors by teenage girls and boys in connection with socio-psychological adaptation.

Goals and objectives of the study

The main purpose is to study the peculiarities of perception of everyday stressors by adolescents in connection with indicators of their socio-psychological adaptation.

Tasks:

1. Analysis of the current state of the problem of everyday stress;
2. Development and testing of a questionnaire of everyday stress for teenagers;
3. The study of the sex characteristics of the perception of everyday stressors and socio-psychological adaptation in adolescence;
4. Identification of the interrelationships of the perception of everyday stressors with psychological well-being, life satisfaction and socio-psychological adaptation of adolescents;
5. Identification of internal (individual-personal) and external (social) resources to counteract everyday stress.

The hypotheses of the study were the assumptions that:

1. All significant spheres of the external and internal life of adolescents can be sources of everyday stress, while the degree of stress tension in different spheres of life may be different;
2. Sex differences can manifest themselves in the number of perceived everyday stressors, the strength of their experience and stress resistance. We assume that girls have higher stress levels and lower stress tolerance than boys, which is due

to the greater sensitivity and emotionality of teenage girls;

3. There are differences in the perception of everyday stressors in adolescents with different levels and structures of socio-psychological adaptation. We assume that adolescents with lower values of socio-psychological adaptation may have higher rates of perceived stress;

4. Resources that contribute to reducing the level of everyday stress can be external resources (social integration, perception of social support) and internal environment (psychological well-being, life satisfaction, stress tolerance, resilience).

The methodological basis of the research consists of works devoted to stress problems: fundamental research in the field of stress, the concept of stress, adaptation to stress (Selye G., Kanner A.D., Lazarus R.S., Ababkov V.A., Perrez M., Shcherbatykh Yu.V., Bodrov V.A., Maybery D.J., Graham D., etc.); everyday stress in adults (Golovey L.A., Petrash M.D., Savenysheva S.S., Totenhagen C.J., Serido J., Almeida D.M., Zawadzki M.J.); research on stress perception (Rahimkulova A.S., Rozanov V.A., Petrash M.D., Seiffge-Krenke I.); features of stress in adolescence (Kharlamenkova N.E., Skorobogatykh A.O., Myskina K.I., Compas B.E., Kim K.J., Larson R., Sigfusdottir I.D.); effects of stress on socio-psychological adaptation, well-being and psychological health (Vasilenko E.A., Kholmogorova A.B., Garanyan N.G., Folkman S., Ahmadi Forooshani S., Carneiro L. S., Zhang X.C.); studies of socio-psychological adaptation, life satisfaction, resilience and social support (Kryukova T.L., Lifintseva A.A., Zhou M., Azpiazu I. L., Povedano-Diaz A.) and a number of others.

Methods: the questionnaire of Everyday stress for adolescence (L.A. Golovey, O.S. Galasheva), the Scale of perceived stress (PSS-C, N.E. Kharlamenkova), Stress resistance test (N.V. Kirsheva, N.V. Ryabchikova); the methodology for diagnosing socio-psychological adaptation of personality (K. Rogers, R. Diamond), S. Maddi resilience test (D.A. Leontiev), social support questionnaire (G. Sommer, T. Fydrich), C. Ryff scale of psychological well-being (modified by L.V. Zhukovskaya, G.V. Troshikhina), E. S. Huebner's multidimensional scale of life satisfaction (modified by

O. A. Sychev, etc.), scale satisfaction with life by E. Diener (adapted by E.N. Osin, D.A. Leontiev).

Everyday stressors, being an integral part of life, affect its quality, and excessive stress loads can threaten the somatic and psychological health, psychological well-being of the younger generation. At the same time, researchers lack adequate tools to identify the number and content of perceived everyday stressors, the strength of their impact and the most stressful areas of life, suitable for research on adolescent samples. The methods used in research on adolescents are mainly aimed at determining the spheres of life or the attitude of adolescents to various spheres, but do not provide an opportunity for a qualitative meaningful analysis of stressors. The peculiarities of perception and response to the stressors of everyday life, depending on sex, have also not been studied. Understanding the peculiarities of the psychological health of adolescents and their response to situations of everyday stress will help to develop optimal strategies for psychological prevention and support of adolescents experiencing excessive stress loads, which, in turn, will help prevent the development of complications and disorders in further periods of development (Golovey, Galasheva, 2022).

Modern research is mainly aimed at studying stressors among the adult sample. Existing methods of psychological diagnosis for adolescents allow us to identify areas that cause stress, but do not allow us to assess the full variety of stressors of specific areas of human life.

Scientific novelty and theoretical significance: a questionnaire of everyday stressors for adolescents has been developed and tested. The sexual characteristics of the perception of everyday stressors and stress tension in the adolescent sample are identified and described. For the first time, the relationship between the number of everyday stressors and the strength of their experience with the parameters of socio-psychological adaptation of adolescents has been studied. The role of psychological well-being and life satisfaction in the process of stress processing is revealed. Predictors of stress of everyday life are determined.

The practical significance is due to the fact that the results of the work can be implemented in the practice of providing psychological assistance to adolescents. The daily stress questionnaire for adolescents can be used to diagnose stress tension in various areas of adolescent life. Data on the factors influencing the nature of stress can be used in the organization of the learning process of adolescents and in the organization of adolescent life.

Approbation of the research results. The results of theoretical and practical research on this topic are presented in 6 articles (5 published in journals from the list of the Higher Attestation Commission), in 10 reports and conference abstracts:

1. At the IV All-Russian scientific conference with international participation "Psychology of human conditions: actual theoretical and applied problems", theses "Social support and perception of everyday stress by adolescents in different family types " (November 8-10, 2023, Kazan);

2. At the international scientific conference "Ananyev readings – 2023. Human in the modern world: potentials and prospects of developmental psychology", theses "Age-related aspects of everyday stress" (October 18-20, 2023, St. Petersburg);

3. At the All-Russian Scientific Conference of the Institute of Psychology of the Russian Academy of Sciences "Human, subject, personality: perspectives of psychological research", dedicated to the 90th anniversary of the birth of A.V. Brushlinsky, with theses "On the issue of adolescent stress resistance resources" (October 12-14, 2023, Moscow);

4. At the XVII All-Russian (with international participation) The Winter School on the Psychology of States, which was held at the Kazan Federal University, at the Institute of Psychology and Education, presentation on the topic "Stress in the context of resilience and social support for adolescents" (February 16-17, 2023, Kazan);

5. At the International Anniversary Scientific Conference dedicated to the 50th anniversary of the Institute of Psychology of the Russian Academy of Sciences with a speech on the topic "The structure of stressors of everyday life of teenage girls" (November 17-19, 2022, Moscow);

6. At the VI International Scientific Conference Psychology of Stress and coping behavior: stability and variability of relationships, personalities, groups in an era of uncertainty with the publication of theses on the topic "Everyday stress in connection with socio-psychological adaptation of adolescents" (September 22-24, 2022, Kostroma);

7. At the XVI International Winter School on the psychology of states, a scientific and practical conference for students, undergraduates, postgraduates, young scientists and university teachers with the publication of theses "Adolescent life satisfaction in connection with characteristics of daily stress" (February 24-25, 2022, Kazan);

8. At the XV International Scientific and Practical Conference for students, undergraduates, postgraduates, young scientists and university teachers with the publication of theses "Anxiety and adaptation of adolescents during the pandemic" (February 25-26, 2021, Kazan);

9. At the international scientific conference of young scientists "Psychology of the XXI century. Psychological research: from theory to practice", theses "Everyday stressors and psychological well-being of adolescents during the pandemic" (April 21-23, 2021, St. Petersburg);

10. At the IX International Conference of Young Scientists "Psychology - the science of the future", theses "Psychological well-being and the attitude of adolescents to their future" (November 18-19, 2021, Moscow).

The content of the dissertation was published in articles in journals, including from the list of the Higher Attestation Commission:

1. In the article by Galasheva O.S., Veselova E.K. Personal identity of adolescents with different levels of socio-psychological well-being in the family. In Letters to the Issue.Offline (The Emissia.Offline Letters): an electronic scientific journal. 2020. No. 12 (December). ART 2910. URL: <http://emissia.org/offline/2020/2910.html>

2. Golovey L.A., Veselova E.K., Galasheva O.S. Manifestations of subjectivity and adaptation of adolescents in different periods after after the divorce of parents. In Bulletin of the Russian State University. The series "Psychology. Pedagogy. Education". 2021. No. 1. pp. 65-80. DOI: 10.28995/2073-6398-2021-1-65-80

3. Golovey L.A., Galasheva O.S. Daily Stress and Life Satisfaction of Teenage Girls. In Bulletin of St. Petersburg University. Psychology. 2022. Vol. 12. No. 4. pp. 431-448. URL: <https://doi.org/10.21638/spbu16.2022.403>

4. Galasheva O. S., Golovey L. A. Psychological well-being and life satisfaction in connection with the socio-psychological adaptation of adolescents. In journal World of Science. Pedagogy and psychology. 2023. Vol. 11. No. 3. URL: <https://mir-nauki.com/PDF/25PSMN323.pdf>

5. Golovey L.A., Galasheva O. S. The role of social support and resilience in the socio-psychological adaptation of male and female adolescents. Vestnik of Saint Petersburg University. Psychology, 2023, vol. 13, issue 4, pp. 509–522. <https://doi.org/10.21638/spbu16.2023.405>

6. Galasheva O. S., Golovey L. A. Everyday stress and psychological well-being of male and female adolescents. Human psychology in education. 2023. Vol. 5. No. 4. pp. 500-511. <https://doi.org/10.33910/2686-9527-2023-5-4-500-511>

Main scientific results:

1. The areas of stress tension of adolescents are identified, among which the stressors of inner life are highlighted – "Loneliness, well-being", "Self-attitude", "Rejection", "Fears, anxiety", "Mystical fears", and stressors of the external environment - "School, study", "Communication with elders", "Business, planning", "Finance" (Golovey, Galasheva 2022, p. 436). The author's contribution is 70%.

2. The Questionnaire of everyday stressors for adolescents was tested (Galasheva, Golovey, 2023a, p. 503). The author's contribution is 70%.

3. It was found that the greatest stress load is present in areas of life that are significant for adolescents: "School, study", "Communication with elders",

"Business, planning", "Fears, anxiety" (Galasheva, Golovey, 2023c, p. 505). The author's contribution is 70%.

4. Differences in the number of perceived stressors, the strength of their experiences and stress resistance due to sex were found: girls showed greater tension in the areas of "Loneliness, well-being", "Self-attitude", boys showed higher stress resistance (Galasheva, Golovey, 2023a, URL: <https://mir-nauki.com/25psmn323.html> (access date: 20.06.2024); p. 505). The author's contribution is 70%.

5. Adolescents with a high level of socio-psychological adaptation have significantly higher indicators of psychological well-being, life satisfaction (Galasheva, Golovey, 2023c, p. 6), resilience, perceived social support (Golovey, Galasheva 2023a, p. 513). The author's contribution is 70%.

6. Internal resources of socio-psychological adaptation are most often such parameters of resilience as engagement and control, as external resources – instrumental support and social integration (Golovey, Galasheva 2023b, p. 515). The author's contribution is 70%.

7. The fact of a decrease in the level of adaptability, social activity and autonomy of adolescents in a difficult life situation of parental divorce has been established (Golovey, Veselova, Galasheva, 2021, p. 74). The author's contribution is 70%.

8. The influence of the socio-psychological well-being of a teenager in the family on the formation of the communicative, activity and reflexive aspects of his "I-concept" was found (Galasheva, Veselova, 2020, URL: <http://www.emissia.org/offline/2020/2910.htm> (access date: 20.06.2024); paragraph 13-16, p. 1). The author's contribution is 70%.

The main provisions submitted for protection:

1. The main areas of stress tension of adolescents are stressors of inner life, such as "Loneliness, health", "Self-attitude", "Rejection", "Fears, anxiety", "Mystical fears", as well as stressors of the external environment: "School, study", "Communication with elders", "Affairs, planning", "Finance".

2. Differences in the number of perceived stressors, the strength of their experiences and stress resistance due to sex were found: girls showed greater tension in the areas of "Loneliness, health", "Self-attitude", boys had higher indicators in the field of "Fears, anxiety". At the same time, the boys showed higher levels of stress resistance.

3. Differences in the perception of everyday stressors were revealed depending on the level of socio-psychological adaptation of adolescents. Adolescents with a low level of socio-psychological adaptation have significantly higher levels of perceived stress, the total number of perceived stressors, the strength of experience, they have higher tension in the areas of "Loneliness, health", "Affairs, planning", "Fears, anxiety", "Mystical fears", "Self-attitude", "Rejection", "School, study", "Communication with elders".

4. Predictors contributing to the reduction of indicators of daily stress are life satisfaction (general level of life satisfaction, satisfaction with interaction in the areas of "Friends", "Family", "School", "Myself"), social support (emotional and instrumental), psychological well-being (autonomy, competence, personal growth, positive relationships, life goals, self-acceptance), a number of parameters of socio-psychological adaptation (internality, self-acceptance, acceptance of others, striving for dominance), as well as stress tolerance, engagement and resilience.

CHAPTER 1. THEORETICAL ANALYSIS OF THE PROBLEM OF PERCEPTION OF HOUSEHOLD STRESSORS BY ADOLESCENTS WITH DIFFERENT INDICATORS OF SOCIO-PSYCHOLOGICAL ADAPTATION

1.1 The problem of stress in modern psychology

1.1.1 The concept of stress and modern approaches to its study

Speaking of stress, first of all it is necessary to determine what is meant by this concept. The term itself is used quite widely in the modern world, both to describe internal and external conditions. Interpretations of the concept of "stress" often differ, including depending on the paradigm in which this phenomenon is being studied (Bodrov, 2004; Ramanathan, Desrouleaux, 2022). Different fields of science study different aspects related to stress: both from the point of view of psychology, and from the side of physiology, sociology, etc. This term has also been used in various sciences to refer to different elements: stimulus, stress response, consequences (Lu, Wei, Li, 2021). Also, "stress" can be perceived differently depending on the cultural context, for example, in Eastern culture stress is seen as a lack of inner peace, in Western culture as a loss of control (Verma, Balhara, Gupta, 2011).

In modern psychological science, there are several approaches to the definition of this concept: as a strong adverse effect negatively affecting the body (in the context of this understanding, the concepts of "stress factor" are used (Malozemov, Zhdanova, Lagunova, 2019), "stressor" (Golovey, Galasheva, 2022)); as subjective reactions reflecting the internal state of stress (for example, when considering stress reactions in the development of complications after diseases, medical interventions (Volkov V.E., Volkov S.V., 2016) and to identify the causes and mechanisms of stress,

taking into account personal and situational factors (Melnikova, 2018)); as non-specific characteristics of physiological and psychological reactions of the body under extreme influences that cause adaptive activity (Kolesnik, 2020). Shcherbatykh Yu.V. describes stress as a non-specific reaction of the body to strong or prolonged effects that trigger an adaptive mechanism. At the same time, when describing the effects on the body, he notes that such effects can come both from the external environment and from the inner world (Shcherbatykh, 2012). In general, stress can be interpreted as a multidimensional process of interaction between a person and a situation, as well as a person's reaction to this situation (Trifonova, 2012; Kholmogorova et al., 2019).

Turning to the history of the study of stress, the prerequisite for the emergence of the concept is considered to be the doctrine of homeostasis created by Claude Bernard (1867) as a relative constancy of the composition and properties of the internal environment of the body. The first mentions of stress are observed in the works of the Canadian psychologist and physiologist G. Selye as part of the description of the general adaptation syndrome. At the same time, the term "stress" itself was initially absent in his works, since at that time it was used to refer to neuropsychic stress (Selye, 1960). The physiological aspects of stress were highlighted by Walter Cannon back in 1914. It is believed that for the first time he used the term "stress" as a psychological concept in 1935, describing the reaction to the threat of homeostasis as "flight or struggle" (Lu, Wei, Li, 2021). Subsequently, G. Selye applied this term to denote general adaptive stress (1960), as a non-specific response of the body to the requirements (Selye, 1982; Ramanathan, Desrouleaux, 2022).

Russian science has also conducted research on the phenomenon of stress. So, back in 1924, the author of the doctrine of higher nervous activity, Ivan Petrovich Pavlov, suggested that nervous overstrain causes premature aging of the body. Further, I.P. Pavlov experimentally confirmed changes in nervous activity during stress, expressed by reactions of inhibition and arousal, which indicated that stress is

able to bring a person out of balance, thereby leading to a state of apathy or hyperactivity (Galkina, 2018). In 1934, Dmitry Nikolaevich Nasonov showed with his research that the contents of a living cell react in the same way to any changes in the environment. This is how stress was actually discovered, but not at the organizational level (as in G. Selye), but at the cellular level.

Unlike G. Selye, who describes stress as a syndrome (Selye, 1960), R.S. Lazarus identified a physiological, behavioral and psychological level. The main emphasis in his works is on the need to consider not only visible stimuli and reactions, but also ongoing psychological processes (Lazarus, 1970).

Defining stress as a non-specific response of the body, G. Selye called this phenomenon an "adaptation syndrome" and found out that it proceeds in several stages. The first is the anxiety reaction, which consists in mobilizing the body's defenses. The first stage is followed by the second, which consists in adaptation. The stage of exhaustion (the third) is characterized by a decrease in the body's defenses and the level of reactions.

It was also noted by G. Selye that an insufficient level of stress in a person's life can become a determining factor of low adaptation in society. According to Kirshbaum E.I., Eremeeva A.I., it is due to the presence of obstacles of the internal and external plan that a personality is formed and develops. Difficulties in life stimulate activity, as well as expand the variety of personal connections with the world (Gaziyeva, 2018). Thus, stress can affect a person in different ways, both leading to disorganization of activities and increasing adaptive capabilities (Anokhin, 2008).

It is customary to distinguish positive and negative forms of stress, eustress and distress, respectively (Mandel, 2019). At the same time, there is an opinion that it does not matter whether the situation is positive or negative, the impact of stress on life expectancy and performance depends on many other factors (behavioral strategies used, experience, etc.) (Bienertova-Vasku, Lenart, Scheringer, 2020).

Paying attention to approaches to describing stress, M. Perrez (Perrez, 2012)

divides stressful events into macrostressors (critical, life-changing events) and microstressors (everyday events). Critical, life-changing events are understood to be events that meet the following criteria: they are localized in time and space, which distinguishes them from chronic stressors; they require qualitative structural reorganization; they are accompanied by persistent affective reactions, and not only short-term emotions (Garanyan, Kholmogorova et al., 2007).

As noted earlier, there are three main paradigms in the study of the effects of stress on human health and behavior – the effect of stress on physiological processes, psychological state and behavior (Sigfusdottir et al., 2017).

The first focuses on the effect of stress on the physiological reactions of the body. Thus, in the course of evolution, people have learned to cope with rare situations of acute stress, while, in the modern world, the constant influence of stressors that force the body to reactivate adaptive mechanisms can have negative consequences for mental and physical health in the long term (Danese, McEwen, 2012). Stress can be both a triggering and aggravating factor in many diseases and pathological conditions (Yaribeygi et al., 2017). Under stress, hormones are released into the bloodstream, under the influence of which the order of work of organs and body systems changes. If a person has such a long-term condition, it can affect their health. Prolonged threats and injuries can cause post-traumatic, chronic stress disorder (Ahmadi et al., 2021; Garanyan, 2013).

There are studies that have empirically confirmed such features of the effects of stress on the body. Thus, socio-economic disadvantage and difficulties in interpersonal relationships are associated with increased stress on the body and an increased risk of mortality from cardiovascular diseases, decreased cognitive and physical functioning (Seplaki et al., 2006; Yaribeygi et al., 2017). Also, psychological processes and social conditions affect processes within the body, and the biological functioning and predisposition of a personality will determine which stimuli an individual chooses from the environment (Rutter, 2002; Repetti, Robles, Reynolds, 2011). Also, the research has obtained data indicating the specifics of the ratio of

psychological and physiological characteristics in the subjective experience of stress (Petrash, 2018).

Thus, modern research shows that there is a relationship between various psychophysiological systems that respond to stress. At the same time, minor changes in one system caused by stress can affect the functioning of other subsystems.

The second paradigm focuses on the effects of stress on emotional state and mental health (Dohrenwend B.P., Dohrenwend B.S., 1969; Aneshensel, Rutter, Lachenbruch, 1991). Based on studies showing that stressful events contribute to the occurrence of mental disorders, the study of stress included consideration of social experiences and circumstances associated with a person's risk of mental health problems (Dohrenwend B.P., Dohrenwend B.S., 1969; Turner, Wheaton, Lloyd, 1995; Pearlin, 1999). Thus, both isolated negative life events and chronic stress (due to poverty, physical and psychological violence, conflicts within the family) can contribute to the emergence of emotional problems (Dohrenwend, 1990; Aneshensel, Rutter, Lachenbruch, 1991; Aneshensel, 1992; Turner, Lloyd, 1999; Ross, 2000). Previous experience is also important, consisting in the degree of mastery of behavioral strategies and stress management methods (Bassin, 1969; Perzow et al., 2021).

The third paradigm is based on the results of work in the field of criminology and sociology studying deviant behavior and its relationship to the social environment (Cohen, 1955; Cloward, Ohlin, 1960; Merton, 1996). It is recognized that the social environment can have a powerful impact on human health and behavior - tension and conflicts at the social and interpersonal levels can affect stress levels (Sigfusdottir et al., 2017). While the "physiological" and "psychological" paradigms focus on the individual as a unit of analysis, the "sociological" paradigm works on two different levels – group and individual (Duncan, Raudenbush, 1999; Sampson, Morenoff, Earls, 1999; Billari, 2015). Thus, the same social mechanisms can act on a person at different levels (Bernburg, Thorlindsson, Sigfusdottir, 2009). The place of residence (the level of urbanization or the naturalness of the

environment) of a person can also have an impact on both physiological and psychological stress levels (Ewert, Chang, 2018). In addition, social interaction is taken into account, which can manifest itself in both support and rejection from the inner circle (Lifintseva, 2012; Aripova, Kryukova, 2019). It is noted that stress can affect changes in the functioning of a personality in society, the attitude of a personality to family (Totenhagen et al., 2012), work, friends, reduce satisfaction with one's own life (Kholmogorova, Gorchakova, 2013), and influence human psychological and somatic health (Kharlamenkova, 2016). Consequently, there are many social factors and conditions that can increase the likelihood of negative reactions. These include both chronic stressors, such as persistent family conflicts, and acute events, such as the sudden loss of a loved one, as well as events occurring within a broader social framework.

Thus, the concept of stress, developed on the basis of the "general adaptation syndrome" by G. Selye, has now significantly expanded and evolved (Lu, Wei, Li, 2021). The main feature of the modern stage of stress research is not only the interdisciplinary use of this concept, but also different approaches to the study of stress in the same science. Thus, stress is considered at various levels: physiological, psychological, behavioral and group, using different theoretical points of view, different terminology and often focusing on different variables (Sigfusdottir et al., 2017).

1.1.2 Coping with stress

Consideration of resources that can help a person cope with stress, along with their own personal characteristics, social support, indicate that a person is more able to control himself precisely the ways that he uses to cope with stress (Csikszentmihalyi, 2020). Turning to strategies for coping with stress, it is necessary

to consider the concept of A.A. Rean, according to which the adaptive process can go in two directions (according to the vectors of activity "outward" and "inward"). Within the framework of external influence, a person actively influences the environment, with the vector of activity "inward", the transformation of behavioral stereotypes and attitudes of a person takes place. They do not occur in their pure form, which is why a third vector was described, according to which a person, assessing his own strength and the requirements of the environment, combines both described vectors of activity with each other (Rean, 2022).

When talking about strategies for coping with stress, it is important to pay attention to such a concept as coping, which was introduced within the framework of the transactional stress model. According to this concept, stress and emotions experienced are the result of the interaction of environmental processes and humans. This process depends both on the context and on the assessment of the situation by the person himself (Folkman, Schaefer, Lazarus, 1979; Lazarus, 2006). Coping behavior includes those actions and behavioral strategies that a person uses in order to cope with stress and neutralize its consequences.

As a rule, coping manifests itself in arbitrary and conscious actions of a person (Folkman, Schaefer, Lazarus, 1979; Lazarus, 2006; Zhuravlev et al., 2008), although some researchers attribute to them all manifestations of regulation, including involuntary, unconscious ones (Compas, 1998; Chovdyrova, Pyatkina, 2021).

The Lazarus and Folkman model (Lazarus, Folkman, 1984) includes eight coping behavior strategies, among which are: confrontation, distancing, self-control, seeking social support, taking responsibility, avoidance, problem solving planning, positive reassessment. At the same time, in addition to individual human characteristics, sociocultural factors can influence coping behavior, among which researchers note the rules and norms adopted in society, upbringing, etc. (Markus, Kitayama, 1994; Greenberg, Leguna, Calderon, 1997; Gushchina, Kryukova, Ekimchik, 2014).

As a rule, there are material, physical, psychological and social types of coping

resources. Material resources include money, property and other material goods, physical resources include human health indicators, endurance, etc., psychological resources are a person's beliefs, self-esteem, personal qualities, social ones are a person's social connections (Sukhovey, Kovalenko, Nosov, 2018).

Two types of coping can be distinguished: problem-oriented (aimed at the source of stress) and emotional (aimed at overcoming emotional arousal caused by a stressor) (Losoya, Eisenberg, Fabes, 1998).

In comparison with emotionally oriented strategies, problem-oriented coping is evaluated as more effective and associated with more productive activities (Lazarus, Folkman, 1984). At the same time, the effectiveness and propensity to choose certain coping depends on the context of the situation (Tsvetkova, 2018) and on how strong emotions a person experiences in a particular situation (Brown, Westbrook, Challagalla, 2005). There is evidence of the benefits of emotionally oriented strategies in uncontrolled situations (Miller, Green, 1985), and problem-oriented strategies in relatively controlled ones (Compas, 1998).

It is noted that the effectiveness of using strategies may vary depending on the development of the situation. For example, denial, which is usually assessed as an unproductive strategy, in certain circumstances and time limits, in order to protect a person from unpleasant experiences, can be useful, implying denial of the presence of a stressful situation (Klenova, 2015; Esetova, Mun, 2020).

Mastering ways to overcome stress and correct one's own behavior occupy a significant place in the formation of stress tolerance (Mikheeva, 2010). Indicators of the effectiveness of coping are their diversity and frequency of use (Hardie, Critchley, Morris, 2006; Bonanno, Burton, 2013). Research shows that a variety of coping strategies helps to cope with stress. The frequency of coping strategies helps to solve problems and reduce subjective stress (MacCrae, Costa, 1986). Thus, it can be said that coping is a flexible mechanism that can mitigate the psychological effects of excessive stress (Compas et al., 2017).

A number of authors, as one of the factors contributing to the successful

overcoming of stress, single out the stress resistance of the individual (Fedorenko, 2009; Kovalevskaya, 2018; Lvova, 2021; Urusova, Bostanova, 2022). Stress resistance in general is a set of qualities (psychophysiological, intellectual, volitional, etc.) that allow you to successfully endure heavy loads without significant consequences for yourself and others (Gaziyeva, 2018). Stress resistance is associated with the success of a personality in activity (Bodrov, 2006), motivation, a high level of internal locus of control, self-esteem, adaptation (Mikheeva, 2010).

Researchers also associate stress tolerance with resilience, which helps to reduce the impact of negative stress factors and allows a person to cope with difficult life situations (Ananyeva, Eeroshenkova, Razuvaeva, 2022). In the context of S. Maddi model, resilience includes a person's beliefs that allow him to remain active and prevent the negative effects of stress (Nikitina, 2017).

Resilience acts as an adaptive resource that includes components such as engagement, control and risk-taking (Kiva, Perelygina, Andrega, 2016; Mishina, 2018). The components of resilience determine the enjoyment of one's own activities, the belief in the possibility of influencing events in life, personal development through the assimilation of knowledge and experience. In contrast, low vitality generates a feeling of rejection, helplessness, and inability to influence events (Leontiev, Rasskazova, 2006). The development of the components of vitality mainly occurs in childhood and adolescence and mainly depends on family relationships. Depending on the wealth of impressions, the availability of support, approval of initiative, and the peculiarities of the manifestation of love on the part of parents, the formation of the main components of resilience also occurs (Leontiev, Rasskazova, 2006; Azpiazu, Fernández, Palacios, 2021).

1.1.3 The phenomenon of everyday stress

In the study of stress, there is an approach that focuses on the influence of critical events in life on a person (Gaziyeva, 2018). This approach has some limitations: an unambiguous connection between critical events and human functioning has not yet been found, such events do not occur often and not with everyone, the role of subjective perception of the event is overlooked (Savenysheva, 2016). In this regard, research has begun to pay more attention to the role of perception of daily (everyday) stressful events in human life.

In their lives, people face a wide variety of events that can have a negative impact on the emotional and physical state of a person. Often, small troubles can be subjectively perceived by a person as quite significant and stressful (Golovey, Petrash, Strizhitskaya, Savenysheva, Murtazina, 2018). For example, a person may experience excitement when speaking in public, be late for a meeting and experience negative emotions about it, be nervous while waiting for public transport, etc. All these events on a global scale do not have a great impact, while for a certain person they may have subjective significance. R. Lazarus described such situations with the term everyday stress (Lazarus, Folkman, 1984).

Speaking of this, first of all, you should study this concept. Defining the stressors of everyday life, Kanner A.D. characterized them as annoying and frustrating small events reflecting interaction with the environment (Kanner et al., 1981). Mayberry D. and Graham D. define them as frequent and ordinary, small destructive or frustrating events that occur in a person's daily life (Maybery, Graham, 2001).

Modern Russian studies have noted that subjective perception and experience

of stressors of everyday life can cause overstrain (Golovey, Murtazina, 2018; Petrash, 2021), affect subjective well-being (Popova, Zatonsky, 2022). Thus, a stressor may be not so much an objective entity determined by the complexity of the situation, as its subjective embodiment associated with the assessment of the personality of the situation itself.

The factors causing stress are divided into three types: the loss of what is of deep importance to the individual; the threat of exposure, in which the individual needs to spend more resources than he is capable of; a difficult task, a risk situation (Baranov, 2002). Depending on the intensity and probability of delayed reactions, stressors are divided into everyday, intense and traumatic (Tarabrina, Kharlamenkova, Padun et al., 2017). The sources of stress can be physical, mental and social factors, although this division is conditional, since any impact is processed against the background of an individual's personal experience (Gaziyeva, 2018). Depending on the strength of the impact and the time required for adaptation, macrostressors (critical life events), microstressors (everyday difficulties) and chronic stresses are distinguished (Ababkov, Perrez, 2004).

One of the first and most widely known studies on this topic was devoted to the study of everyday stressors and events (both negative and positive) and their impact on human health and well-being. It was found that the frequency of stressors in everyday life is more closely related to human mental health than crisis events that occur less often and not at all (Kanner et al., 1981). These data are also confirmed by modern domestic studies, which note that events in everyday life entail well-being disorders and can be perceived as threatening (Golovey, Petrash, Strizhitskaya, Savenysheva, Murtazina, 2018; Petrash, 2021). In comparison with traumatic events, stressors have less force, but they can have a cumulative effect and have a detrimental effect on health, as well as deplete physiological and psychological resources (Ryff, Keyes, 1995). The effect of everyday stressors is not only to increase psychoemotional tension, but also to decrease cognitive functioning (Stawski et al., 2010) and self-satisfaction (Kopina, Souslova, Zaikin, 1994; Golovey, Galasheva,

2022).

Confirming the information that stress is an integral part of life in the modern world – one of the most common complaints in the workplace is precisely the state of stress (Zawadzki et al., 2019). This condition is also one of the common symptoms that encourage people to seek medical advice (Leger et al., 2016). At the same time, it was found that the negative effects of everyday stressors are most pronounced in people who report higher levels of cumulative stress – frequent, prolonged and prolonged stress in various spheres of life (Haight et al., 2023). Stress is a risk factor for possible negative health effects, and a person's response to stress can influence health-related behavior (Smyth et al., 2018). For example, a person may stop monitoring sleep and rest, reduce physical activity (Almeida et al., 2020), stop exercising, or vice versa, exercise excessively, wearing out the body. Alcoholism is not uncommon, which people associate with a state of stress, which negatively affects human health (Becker, 2017; Ramchandani et al., 2018).

Speaking about the psychophysiological and personal characteristics of the perception of everyday stressors, the researchers note an increase in mental tension and a decrease in the efficiency of the nervous system. Increased anxiety, decreased self-control and internality, in turn, contribute to the perception of more events as stressful (Golovey, Murtazina, 2018).

Although stress is considered a common occurrence in everyday life, there is no clear understanding of how often a person experiences it and therefore decides to report it (Zawadzki et al., 2019). Studies aimed at studying this aspect have shown that people often report stress, but with differences depending on the definition of stress, wording (subjective stress is most often reported) and the time period of stress reporting (Zawadzki et al., 2019). For example, stress is recorded approximately 3-4 times a week (Almeida, Wethington, Kessler, 2002). At the same time, more stress was reported on weekdays than on weekends (Zawadzki et al., 2019), indicating the presence of a significant number of everyday stressors in a person's life. Identifying the frequency of stress is important for understanding which factors are most likely to

cause stress, as well as when intervention is needed to reduce the negative effects of stress (Cohen, Janicki-Deverts, Miller, 2007).

1.1.4 Consequences of long-term daily stress

Modern life is filled with stressful situations, and prolonged exposure to stress can have an impact on a person. Among the most common consequences for human health are neurological disorders, problems with the cardiovascular and respiratory systems (Rasheed, 2016). Also, with prolonged exposure to stress, signs of emotional burnout may appear (Roberts, Karatsoreos, 2021) and depressive symptoms (Adam et al., 2010; Hussenoeder et al., 2022). After a traumatic experience, and subsequently chronic stress, manifestations of asthenia are possible, which, initially being a protective mechanism, can become a pathological condition that significantly affects the quality of human life (Vasenina, Gankina, 2023). In addition, there is evidence that long-term acting stress is associated with accelerated aging (Rentschler et al., 2019).

Researchers agree on the negative impact of everyday stressors on psychological well-being and life satisfaction, however, the problem of their correlation and the mechanisms of influence remain insufficiently studied. It has been established that the long-term influence of everyday stressors manifests itself in an increase in the level of psycho-emotional tension and a decrease in life satisfaction due to dissatisfaction with everyday needs (Kopina, Souslova, Zaikin, 1994). Emotional stability, coping strategies of suppression and reassessment are distinguished as predictors that reduce the level of everyday stress (Padun, Psyadlo, 2016).

As mentioned earlier, in comparison with traumatic events, everyday stressors

have less force, but can be cumulative in nature and, in the long term, have a negative impact on health, deplete physiological and psychological resources (Ryff, Keyes, 1995; Kanner et al., 1981). Thus, it has been shown that in people who have experienced significant stress, psychological distress can manifest itself in the form of negative emotional reactions and a complex of cognitive, communicative and behavioral disorders (Tarabrina, Kharlamenkova, Padun et al. 2017).

When perceiving everyday stressors, a subjective assessment is important – how threatening the person himself considers this situation (Golovey, Petrash, Strizhitskaya, Savenysheva, Murtazina, 2018). There is evidence that sensitivity to everyday stressors is associated with irrational personality attitudes, its tendency to "catastrophize", attributing global subjective significance to everyday troubles (Krasnova, Kholmogorova, 2011). At the same time, a person's belief in their own ability to manage events (self-efficacy) acts as a resource that reduces the effects of everyday stress (Schönfeld et al., 2016). Also, studies have revealed that personal characteristics of responding to everyday stress are predictors of future chronic diseases in humans (Piazza et al., 2013). It is also important that the effects of stress are offset by the saturation of daily life with positive emotions and are aggravated by frequent anxiety (Nelson, Bergeman, 2021). Thus, the question remains regarding individual susceptibility to the stressors of everyday life and personal characteristics that can prevent the effects of long-term daily stress.

1.2 Socio-psychological adaptation of personality in society

1.2.1 The concept of adaptation in domestic and foreign studies

Adaptation is an interdisciplinary concept, which is why it has a different semantic interpretation. In general, it is described as the interaction of living

organisms with the environment, leading to their adaptation to life an

Turning to the concepts within which the concept of adaptation was studied, it should be noted that one of the first was J. Piaget, who described adaptation as a process. According to his concept, adaptation is considered as a process consisting in the unity of the processes of adaptation to the environment and changing the environment in accordance with the needs of the body. These processes were called by him accommodation – adaptation and assimilation – environmental change (Piaget, 2003).

Z. Freud wrote about adaptations of the personality to the environment, speaking about alloplastic and autoplasic forms: the first consists in the transformation of the external world, the second in the transformation of the personality itself, its structure, skills and abilities (Nalchadzhyan, 1988).

H. Hartmann speaks about adaptation as the most important task of human development since its birth, and adds another form of human adaptation to the environment – the search for an environment favorable for its functioning by a personality. At the same time, the environment to which individuals need to adapt is also affected by society (Hartmann, 2002).

In the research of the existential-humanistic direction, there is an emphasis on self-realization and self-actualization of the individual. Adaptation in this case is considered as a mechanism, process and goal of personal development (Melnikova, 1998).

H. Hartmann speaks of the need to distinguish adaptation and adaptability, respectively, as a process and as a result of this process (Hartmann, 2002). Thus, there are approaches in which adaptation is defined through adaptability – an adapted person, according to A.A. Nalchadzhyan, is characterized as being able to carry out his main activity without prolonged contradictions, to realize his "I" (Nalchadzhyan, 1988). A well-adapted personality is productive and in a state of mental balance (Hartmann, 2002). Research shows that social support and life satisfaction have links with adaptability: the relationship between adaptability and life satisfaction is higher

in people with higher levels of social support (Zhou, Lin, 2016).

For successful adaptation by a person, a variety of adaptation strategies are used, focused mainly on physiological, psychological, or social resources. Successful adaptation requires a balance of all available resources. For example, the use of only social resources can lead to the fact that a person will resort to the use of manipulative influences, and the use of only a psychological vector will lead to a constant process of reflection and withdrawal of the personality into himself (Krysko, 2017).

Adaptability is a property on which the functioning of a personality and options for overcoming difficulties depend. It lies in the ability to adapt, to adapt to environmental conditions. The psychological side of adaptability is the basis for the manifestation of personality in society (Kolpakova, 2015). There are three types of adaptability: internal, external and mixed. The internal variant of adaptability implies complete adaptation through the restructuring of systems and functional structures of the personality. External is an adaptation option in which a person, without rebuilding himself internally, remains self-sufficient. With a mixed version of adaptability, adaptation to the environment, its values and norms occurs, while the personality retains its individuality and its "I" (Krysko, 2017).

The concept of true and imaginary adaptation is also considered, in which only the "external" or "internal" activity vector is used. For example, within the framework of an external criterion, a person may fully meet the requirements of the group, but experience internal discomfort, and, conversely, within the framework of an internal criterion, a person may experience a comfortable emotional state, but exhibit maladaptive behavior manifested in conflict, illegal actions, etc. (Rean, 2022).

This theory has points of contact with A.F. Lazurskii concept of personality, which describes the levels according to which, at the lowest level there are people who are insufficiently adapted, on the average those who have managed to adapt to the environment, and at the highest – those who are able to change the environment themselves (Lazurskii, 2000).

The adaptive mechanism is triggered in a situation that occurs during transformations in the environment (or transition from one environment to another), as well as when it is impossible for a person to achieve new goals in the previous conditions. At the moment of detection of these inconsistencies, the subject has an internal tension that forces him to look for a way out of an uncomfortable situation. Thus, within the framework of the cognitive approach, adaptation is a consequence of conflict, which is a dissonance between personality attitudes and the real situation, as a result of which an adaptation reaction follows (Festinger, 2018).

Thus, the concept of adaptation has passed a long way of development in foreign and domestic psychology. Various scientists, studying this phenomenon, started from different directions, types of adaptation, therefore, until the 80-s of the 20th century there was no single definition of adaptation and a common understanding of its mechanisms.

1.2.2 Approaches to the definition of socio-psychological adaptation

Socio-psychological adaptation is understood as the ability of a person to enter into relationships, cooperate with society, adapt their internal state and behavior to the requirements of society (Samadi, Sohrabi, 2016).

Speaking about socio-psychological adaptation, N.A. Sviridov notes that it can be defined as the entry of a person into society through interaction within a group. In this case, a person adapts to forms of thinking and behavior that reflect the system of values and norms of the group he seeks to join (Sviridov, 1974). It is generally accepted to refer to objective indicators of socio-psychological adaptation that is related to activity and communication – interpersonal interaction within a group (Meerson, 1981). As for the subjective aspect, it consists in a person's perception of

the changes taking place (Oshurkova, 1995).

There are two types of socio-psychological adaptation: progressive (achieving "full adaptation") and regressive, otherwise referred to as conformal (formal "external" adaptation, compliance with norms that limit self-development and fruitful interaction of the individual in society) (Mudrik, 2013; Krysko, 2017). There is an opinion that only a progressive adaptation option leads to true socialization, and following a conformist strategy leads to difficulties in observing norms, conflict of expectations, and stereotypical behavior (Turina, 2007).

Speaking of adaptation, protective mechanisms should also be mentioned. When a person uses psychological defense mechanisms, it increases his adaptive potential. That is, when faced with different life events, a person gets an experience of adaptation, which he is then able to use in other life situations. According to research, protective mechanisms are formed as a result of significant, traumatic events, especially at an early age (Bassin, 1969). Since the protective mechanisms of the psyche serve as a way of psychological adaptation, there is a point of view that considers socio-psychological adaptation as a way to protect the individual. With its help, the internal tension that arises in a person when interacting with society is eliminated. When a person uses psychological defense mechanisms, it increases his adaptive potential, which contributes to the success of socio-psychological adaptation.

The functions of socio-psychological adaptation include achieving balance and efficiency of activity (the personality itself and the group into which a person enters), maintaining psychological comfort and health, self-realization and development of the creative potential of the individual, self-knowledge and self-correction (Krysko, 2017).

Nalchadzhyan A.A. identified a normal, deviant and pathological type of socio-psychological adaptation. Normal adaptation is a process that leads to stable adaptation in typical life situations, adaptation to which occurs in accordance with social norms and without violating the integrity of the personality. Deviant adaptation

leads to satisfying the needs of the individual without taking into account the requirements of society, which can lead to rejection by the group. Pathological adaptation is realized through immature defenses and destructive behaviors, which can lead to impaired functioning of the individual in society (Nalchadzhyan, 1988).

From the point of view of the existential-humanistic approach, a person is considered not as a carrier of instincts, through the control of which the success of his functioning in society is determined, but as a creative person with freedom of choice and the ability to realize his potential. In Russian science, including in the works of L. A. Korostyleva, it is said about the relationship between human self-actualization and its adaptation. Thus, adaptation as a mechanism of adaptation of a person to the environment is based on a hierarchy of needs. The need for self-actualization in accordance with the concept of A. Maslow is the highest and, in the process of adaptation, through the satisfaction of basic needs, people move towards it (Korostyleva, 2005).

Violations of socio-psychological adaptation include the inability of a person to be true to his purpose, creative self, as well as patterns of thinking and behavior, lack of spontaneity (Merton, 2006). These violations may be based on inadequate reactions of the individual to four existential categories: death, freedom, loneliness, meaninglessness. Their awareness can cause anxiety in a person; in an effort to avoid this awareness, people can use irrational defense mechanisms. For example, by avoiding loneliness, a person may strive for a symbiotic union or conformal behavior towards a group. Resorting to irrational mechanisms, a person not only does not get rid of anxiety, but also distorts reality, thereby preventing successful socio-psychological adaptation. On the other hand, the acceptance of these existential categories may be the key to successful adaptation (Yalom, 2004). At the same time, there are studies noting the resource component of loneliness, which consists in the personal importance of solitude for self-knowledge and assessment of the life situation (Petrash, 2021).

Social adaptation of a personality is not only a key condition for psychological

maturity of a person, but also an indicator of his social maturity (Zhang, 2014). For example, phenomena in interpersonal interaction such as satire, irony, and "laughter due to politeness" are examples of internal conflict with negative (Zinchenko, 2015) and positive emotional stimuli (Zinchenko et al., 2017). That is, the level of social adaptation of a person is closely related to the emotional perception of the situation and their own control (Zhou et al., 2016). People with high social adaptability show acceptance of others, as well as satisfaction with relationships with others (Galasheva, Golovey, 2023c). They have higher emotional intelligence (Otto et al., 2001), they are able to control their emotions and maintain a balance of interaction with society. On the other hand, people who have difficulties in adaptation also experience difficulties in emotional regulation and perception of events (Wang, Lin, Yu, 2005). Thus, emotional intelligence can be a predictor of personality adaptability and contributes to the development of harmonious relationships with the external environment, which makes it possible to cope more effectively with problematic situations, stress and conflicts (Lopes et al., 2004).

1.3 Psychological features of adolescence

1.3.1 The place of adolescence in human ontogenesis

Adolescence is characterized as a period of development between childhood and adulthood, which has a biological beginning and a culturally determined end (Matyukhina et al., 1981). The boundaries of this period are conditional, especially if we take into account the current trends of "delayed maturation" (Yadova, 2018).

In modern science, there is an idea of the existence of ages determined from the positions of different sciences: chronological (the number of years lived since birth), biological (the level of development of the body and its systems), social

(compliance with the norms of education and training accepted in society), psychological (the level of personal and mental development) (Tolstykh, 2023).

Officially, adolescence, according to the order of the Ministry of Health of the Russian Federation No. 154, is defined from 10 to 17 years, while being divided into younger (from 10 to 14 years) and older adolescence (from 15 to 17 years). The World Health Organization interprets the concept of "young people" as persons between the ages of 10 and 24. This group includes adolescents aged 10-19 years (with a separation of 10-14 and 15-19 years) and youth aged 15-24 years (Chicherin et al., 2019).

When considering modern research, L.F. Obukhova notes that adolescence covers the age from 11 to 20 years (Obukhova, 2015). Vygotsky L.S. distinguishes the puberty period from 14 to 18 years. At the same time, individuals at this age need to get past the crises of 13 and 17 years (Vygotsky, 2014). This age is divided into younger and older teenagers and it is noted that the transition from one age group to another occurs through a crisis of 13 years. Considering the changes taking place with a teenager, we can say that this age, in general, is quite a crisis (Kosyakova, 2007).

Elkonin D.B. established the boundaries between 10-11 and 15-16 years, focusing not on physical development, but on the appearance of neoplasms caused by a change in the leading type of activity and a "sense of adulthood" when a teenager experiences the feeling that he is no longer a child, and therefore requires recognition of equal rights with adults (Elkonin, 2007). Mukhina V.S. defines adolescence from 11-12 years to 15-16 years and justifies the development of a teenager through identification and isolation. During this period, there is a desire to identify oneself with peers and find oneself as a person, which creates a need for alienation from those who previously influenced the teenager (Mukhina, 2022). At the same time, well-being within the family and the closeness of family relationships has a positive effect on the development of adolescent identity (Galasheva, Veselova, 2020).

There are different approaches to describing personality development. Biogenetic and sociogenetic theories of development pay attention to determinants, and the development process itself is interpreted as maturation, the stages of which are predetermined. The biogenetic approach considers the processes occurring inside the body to be the starting point. One of these concepts is the theory of recapitulation by S. Hall, who correlates adolescence with the era of romanticism, including the period from puberty (12-13 years) to adulthood (22-25 years) (Savihin, 2015). According to the concept of Z. Freud's human in the process of life goes through stages that differ in the way of fixing libido and satisfying the instinct of life, correlating adolescence with the genital stage of development (12-18 years).

In contrast to these concepts, sociogenetic theories explain the properties of age based on the characteristics of society and interaction with other people. Levin K. considers the environment to be the determining factor of development. Levitov N. considers adolescence as a period when a child is in search of his place in society. In the study of youth groups, it was noted that socialization can act as a criterion for determining age (Podolny, 2010). Socialization, according to the approach of A.V. Petrovsky and G.M. Andreeva, consists of spheres of activity, communication and self-awareness, thus a teenager learns new types of activities, entering into new interpersonal relationships, expanding self-awareness through self-knowledge, self-observation, etc. The changing role of factors and agents of socialization is also determined by the changes occurring with the teenager himself, who is in a qualitatively new social environment (Roslyakova, Ptashko, Chernikova, 2018).

1.3.2 Physiological changes in adolescence

Adolescence is a period of drastic physiological changes associated with the active growth and development of the body and puberty of a teenager. Most of the significant changes take place in the first few years of this period.

Speaking about the mechanisms that trigger changes, the key role of the hypothalamus should be noted: at the age of 8-14, the secretion of substances that stimulate the production of hormones into the blood increases in the body, which in boys cause an increase in testosterone production, and in girls stimulate an increase in estrogen levels. In response to an increase in the level of male and female hormones in the body, external signs of maturation appear. The growth spurt in girls, as a rule, occurs earlier than in boys (Savchenkov, 2014).

All parts of the body, tissues and organs begin to develop quickly, and uneven growth causes difficulties in coordinating movements. Rapid physical development can lead to disruption and difficulties in the work of the heart (Pshenichnaya, Prokhorov, 2021), the circulatory system, lungs, and blood supply to the brain (Andreeva, Mishina, 2005). At this age, breathing becomes deeper, lung volume increases, and by the time maturation ends, it reaches the level of adults (Ehaeva, 2018). The blood supply is difficult, which causes headaches and fatigue of the teenager. At the same time, it was noted that the sedentary lifestyle of adolescents can contribute to health problems, including cardiovascular, metabolic and mental disorders (van Sluijs et al., 2021).

Many of these changes in the body can cause anxiety or pride, especially in adolescents who are ahead or lagging behind in the development of others. There is an instability of the emotional sphere, which can activate the arousal that accompanies the process of puberty. All these changes require the teenager to adapt.

Speaking about external factors affecting puberty, the researchers note that the environmental situation, namely living in a more polluted environment, can reduce the rate of puberty (Markova, Soboleva, 2022). The negative impact of the environment during school education (including sleep and rest, study loads, prolonged sitting, eyesight strain, etc.) can contribute to an increase in the number of chronic diseases of children and adolescents by the time they graduate (Chicherin et al., 2019).

Speaking about the current trends of puberty, it was found that signs of puberty initiation in adolescents appear earlier, modern adolescents are ahead of previous generations in the severity of secondary sexual characteristics. This may indicate a new round of acceleration, which makes it possible to revise development standards (Kuchma et al., 2012; Saldan et al., 2019). At the same time, Russian scientists spoke about the acceleration of physical development of children back in 1974 (Vlasovsky, Yampolskaya, 1974).

1.3.3 Psychological novel formation of adolescence

Adolescence is characterized not only by physical changes, but also by changes in the personal sphere. Although most of the significant changes occur in the first few years, profound changes in behavior, role relationships, and self-perception occur throughout this period of life. Thus, among the neoplasms, there is a sense of adulthood, the development of self-awareness, a tendency to reflection, the formation of an ideal personality, interest in the opposite sex, special development of volitional qualities, the need for self-affirmation and self-improvement, self-determination.

Calling this period a transitional one, it is necessary to consider the prerequisites: internal ones can be associated with an active restructuring of the body,

as a result of which fatigue, excitability and irritability increase in adolescents; external prerequisites are a change in the nature of the leading activity and the emergence of new requirements for a teenager (Klochko, 2003). It is possible to describe a teenager's position in the relationship system as disharmonious. Against this background, there are also "internal" transformations in the form of changes in the "I-concept" (Sirota, 2014), which may be accompanied by instability of self-esteem (Goutkina, 2018). Also, the following categories of problems that a modern teenager may face are noted: problems related to immersion in the Internet, security, communication, problems of identity formation, in relationships with parents and at school (Regush et al., 2023).

Spranger E. notes that adolescence is associated with a crisis characterized by the desire of a teenager to get rid of a dependent childish position. At this age, neoplasms are the discovery of the "I", reflection, awareness of one's individuality (Feldstein, 1996). The crisis of adolescence is considered as a reaction to the loss of the status of a child (H. Remschmidt), which is associated with changes in the body, lack of confidence in one's own competence, as well as the discrepancy between biological and psychophysiological capabilities and social ones. The leading neoplasm is a sense of adulthood, a teenager strives to be and be considered an adult (Elkonin, 1989).

During adolescence, changes occur that have an impact on the formation of the image of the "I" of a teenager, which significantly depends on the external environment. The level of physical, social, intellectual and spiritual development of adolescents is limited by age-related opportunities and the availability of resources. A teenager strives for independence and self-affirmation, but when problems arise, he is not always able to take responsibility for the decisions he makes and needs the help of adults (Tikhomirova, 2004).

Bozhovich L.I. defined this age as critical and associated it with the emergence of a new level of self-awareness: awareness of oneself as an individual. One of the conditions for the successful passage of this period is the presence of developed

interests that allow a teenager to strive for new goals, to see and evaluate the situation from different angles (Goutkina, 2018). Modern conditions provide a large number of diverse educational programs and sections that open up the opportunity for the comprehensive development of a teenager. On the other hand, an excessive abundance of information, educational and extracurricular workload of life can negatively affect the physical and psychological state of adolescents, increasing anxiety, hostility, fear of non-compliance, doubts about their own success (Tarasova, 2023). Thus, adolescents with excessively low and excessively high workload are at risk (Arshinskaya, Korytova, 2020). It is noteworthy that studies have found that there are no students with high indicators of emotional well-being in educational institutions with increased academic workload (Tarasova, 2023). Such data indicate the need to take into account age and individual characteristics when choosing educational programs and activities in order to realize the personal potential of a teenager.

One of the neoplasms of adolescence is self-determination, which consists in self-identification and determining one's future place in society. In early adolescence, attention to self-esteem increases, and reflexive analysis develops. During this period, adolescents experience difficulties in expressing thoughts, experiences and feelings. Teenagers, analyzing others, take the first steps in analyzing their own actions. They show a tendency to self-observation, reflection, while the instability of self-image can lead to low self-esteem and the phenomenon of self-denial (Andreeva, Anokhina, 2006).

A teenager's self-determination is based on knowledge about his own abilities, interests, ways of activity and communication. Since adolescence is characterized by instability of self-esteem (Goutkina, 2018), one of the problems faced by adolescents in the process of personality formation is a lack of self-confidence and doubts about their ability to conform to the social roles imposed on them by society. In this regard, it is important to pay attention to studies that note the connection between family relationships and adolescent self-esteem: dissatisfaction with oneself is weaker in

those adolescents who note the positive nature of the relationship with their mother. This suggests that the social environment can act as a factor of protection against negative influences (de Vries, Vossen, van der Kolk-van der Boom, 2019) and allows you to maintain adequate self-esteem of adolescents.

The motivational sphere is dominated by motives related to the formation of a worldview (Andreeva, Anokhina, 2006). Changes in the emotional and volitional sphere lead to the fact that a teenager is able to control his feelings and reactions. Regulation becomes more subjectively expressed (due to the development of the will) (Groisman, 1992). Qualitative changes in cognitive development consist in the transition from the stage of specific operations to formal logical ones, which allow for a wider use of a variety of cognitive strategies. Thinking and reasoning become more diverse and flexible, the teenager acquires the opportunity to look at situations from different positions. The desire of teenagers to communicate causes a desire to belong to a group based on common goals and interests. Teenagers are guided by a reference group of peers, their opinion and assessment. Elkonin D.B. defined communication as the leading activity of adolescents, the main content of which is the relationship of adolescents, allowing them to determine their place among their peers (Elkonin, 2006).

In the process of joining society, a person can face a variety of dangers that can affect his development. In adolescence, the role of such dangers can be distinguished by pedagogical mistakes, the costs of upbringing, bullying, the involvement of a teenager in antisocial groups, the use of psychoactive substances, distortion of psychosexual development and much more (Mudrik, 2013). One of the typical dangers is also the increase in single-parent families (Timofeenko, 2017; Brand, 2019; Golovey, Veselova, Galasheva, 2021), according to family influence studies, the propensity of adolescents from single-parent families to antisocial behaviors and emotional problems has been identified (Thompson et al., 2008). On the other hand, speaking about the formation of the value system of adolescents from single-parent families, they may have signs of compensatory behavior: there is a preference for

values associated with emotional intimacy, a desire for a happy family life. In comparison with full families, where the most important motives were self-realization and self-development, "the maximum use of their abilities" (Kairova, Abugalieva, 2016).

Due to the active transformations in modern society, there are also changes in relation to the institution of the family. Paying attention to the use of psychoactive substances by adolescents, one should not forget about the role of parents in the development of this addiction, since the addictive behavior of the immediate environment can contribute to the development of addiction in a child (Thompson et al., 2008; Jackson, Rogers, Sartor, 2016; Edwards et al., 2018). There are studies that have confirmed the relationship between family and the characteristics of adolescent development, including the tendency of adolescents to addictive behavior. The connection between maternal alcoholism and the subsequent propensity of adolescents to use psychoactive substances was noted (Windle M., Windle R.C., 2018). Also, speaking about this problem, it is important to mention scientific and technological progress, which contributes to the emergence of new variants of psychoactive substances and ways of their use by adolescents, as well as the widespread dissemination and accessibility of harmful information. Due to the lack of adult awareness, parents may not be aware of possible problems with their child.

Whether a teenager will face any of the possible dangers and how he will cope with these difficulties depends not only on the educational impact, but also on the individual characteristics of the individual. The fact is that there are dangers that can affect anyone, regardless of the family situation. At the same time, the possible consequences are based precisely on personal characteristics, a person's life experience and his willingness to adapt.

There are teenagers who are most likely to be a victim of an unfavorable situation. They are divided into two groups: potential victims and latent ones. Potential victims are teenagers who have mental disabilities or disabilities. Latent victims include teenagers who did not have the opportunity to realize their inherent

inclinations due to objective circumstances (Mudrik, 2013).

Thus, the peculiarities of the course of globalization, economic development and other processes affecting the development of society determine the future course of the movement of the younger generation and humanity as a whole (Lamy et al., 2013; Whitmee et al., 2015). At the same time, considering adolescence as a critical phase, scientists point out that it is characterized by dynamic development, where interaction with the social environment forms abilities that a person can apply and develop in adulthood (Blakemore, Mills, 2014). In adolescence, a person acquires physical, cognitive, emotional, and social resources that are the basis for health and well-being in later life. These same resources indirectly determine the trajectory of the next generation (Patton et al., 2016).

1.3.4 The role of the social situation of development in the formation of a teenager's personality

Before proceeding to the most detailed study of the perception of everyday stressors by adolescents with different indicators of socio-psychological adaptation, attention should be paid to the role of the social situation of development in this process.

Let's pay attention to the fact that in the process of development, a teenager is influenced by a variety of factors. Thus, in science, the decisive role in the process of personality development is usually assigned to primary groups, agents of socialization, which are characterized by especially trusting relationships (Shilyaeva, Fedorova, 2019). In this regard, it is important to pay attention to the role of family, peers and educational institutions in the process of formation of adolescents. At the same time, in modern society, the means of communication play an equally important role. Ideal, often unattainable images broadcast by the media can cause teenagers to

feel inferior, unrealistic standards that teenagers can strive to achieve (Boys, 2014). In addition, it is important to take into account cultural stereotypes and norms that can contribute to the formation of problems in self-acceptance, self-esteem, and difficulties in interpersonal relationships among adolescents (Brown, Larson, Saraswathi, 2002).

W. Bronfenbrenner's ecological model is presented in the form of systems in the center of which the child is located: microsystem, mesosystem, exosystem and macrosystem. The microsystem includes close relationships – people who have a direct impact on the child (family, peers, school). The mesosystem includes relationships between areas of the microsystem that mutually affect each other (for example, a parent-teacher meeting at school and its subsequent discussion within the family). The exosystem includes elements of the social environment with which the child does not directly interact, but which have influence (social institutions, authorities, for example, the administration of an educational institution, the superiors of parents, etc.). The macrosystem contains sociocultural norms dominating in society, systems of social representations and attitudes (Veraksa N.E., Veraksa A.N., 2014).

From the very birth of a person, his upbringing is handled by agents of primary socialization, which, as a rule, is precisely the family (Mudrik, 2013). The child observes significant adults, and strives to reproduce the stereotypes of behavior adopted in the family. Imitation and reproduction of behavioral patterns adopted in the family is considered as one of the mechanisms of development (Zhemanov, 2013). Thus, a child's behavior may depend on what patterns adults demonstrate. For example, the presence of dependent behavior in parents may affect the manifestations of addictive behavior in a teenager (Buyanov, 2008).

In adolescence, the relationship between parents and children undergoes significant transformations (Mastrotheodoros et al., 2019). In early adolescence, parents and their children may hold opposing views. Over time, these views converge, and child-parent conflicts become less acute (Mastrotheodoros et al.,

2019). As children grow up, a decrease in parental support is not a sign of a deterioration in family relations, but on the contrary, it acts as an indicator of normative development (Mastrotheodoros et al., 2019). It has been established that, in contrast to strict upbringing, the manifestation of love and the quality of interpersonal interaction in the family make an important and positive contribution to personal development (Axpe et al., 2019), contribute to the development of stress tolerance of adolescents (Lukyanenko, 2022).

A favorable psychological atmosphere in the family helps to reduce the consequences of child-parent conflicts (Fuentes, Motrico, Bersabé, 2003), and strict requirements for compliance with certain rules can become counterproductive for personal development. Excessive demands and restrictions have a detrimental effect precisely in adolescence, an extremely important stage of the life cycle at which young people strive to establish their identity and autonomy (Lansford et al., 2014). Studies have noted that in modern conditions, individual and family characteristics are factors that allow adolescents to cope with difficult situations while maintaining psychological health (Guessoum, et al., 2020).

The research results emphasize the need for a father figure in the family system, which implies the importance of involving men in child rearing (Pedro, Altafim, Linhares, 2017). At the same time, both emotionally and educationally, mothers have a stronger influence than fathers. This is consistent with the fact that, despite the increased presence of women in the labor market, they continue to devote a significant part of their time to caring for children and everyday life (Arrebola et al., 2019). Nevertheless, most of the research focuses on the need to take into account the role of both mother and father, i.e. The traditional family composition remains the main one (Axpe et al., 2019).

The leading activities in adolescence are interpersonal communication with peers and educational activities. Thus, it is necessary to pay attention, in addition to the family, to the role of peers and school.

When describing the main dangers that a teenager may face in the process of

joining society, various pedagogical mistakes are described (Khudik, Fesenko, 2015; Mudrik, 2013). Distress can occur during significant physical, emotional, and social changes in a teenager's life and may increase during the transition to secondary school (Yoon et al., 2023). Excessive adherence to the rules at school, the ability to do everything according to instructions – at school can be useful, at the same time, when leaving an educational institution, a teenager may be confused, finding himself in the adult world, where everything is not so clear. It is shown that the participation of parents in school life has an impact on academic performance, socialization in a peer group (Tu, Tianying, Xiaomei, 2020).

A group of peers accompanies a teenager in the process of his entry into society. It is in the process of communication that a teenager is able to satisfy the need for support and understanding. By interacting, teenagers learn to communicate, as a result of which they can choose how to react in a variety of situations. Adolescence is characterized by a duality of communicative processes: on the one hand, a teenager strives to join, wants to become part of a group, on the other hand, he wants to separate from the general mass of people, strives for isolation (Andreeva, Anokhina, 2006).

Paying attention to the motive of interaction, scientists trace age-related features: in younger adolescence, self-awareness develops and social motives dominate, in older adolescence, the desire for autonomy and the search for recognition in the group dominates (Gaponova, Romanova, 2012). Compared with primary school, teenagers are actively expanding their social contacts (Schaffer, 2003). For example, classes in sections and circles can contribute to the development of the experience of role relationships, gaining knowledge about the peculiarities of interaction in various groups. Thus, teenagers go through a phase of individualization, through the formation of an image of "I" through activity and communication. At the same time, modern adolescents have a need for irregular communication with adults, receiving feedback, emotional support, and meaningful communication (Bershedova, Morozova, Ovcharenko, 2023). The experience of

interacting with different groups is important for a teenager, especially in a situation of poorly constructed communication in one of the groups, a teenager is able to realize himself in another group, where he will be accepted and provide the necessary support. Thus, communication on the Internet has become popular among teenagers, allowing them to overcome the lack of communication, expand the circle of people with whom a teenager communicates, which affects the socialization of personality (Vlasov, 2021). Irregular communication, as mentioned earlier, is important for a teenager and has a connection with the level of socio-psychological adaptation (Bershedova, Morozova, Ovcharenko, 2023).

Thus, the family plays an important role in the development of the child. As he grows up, the circle of people with whom the teenager interacts also expands. Various institutions, mass media, and peers are playing an increasingly important role in his life. In interaction with them, a teenager learns new social roles, studies and accepts or rejects the norms and values of groups in interaction with which his socialization takes place (Mudrik, 2013).

1.4 Adolescents' perception of stress in the context of socio-psychological adaptation

1.4.1 Peculiarities of adolescents' perception of everyday stressors

Adolescence is characterized by a special sensitivity to factors and resources of the social environment. Changes occur in all spheres of life and place increased demands on the teenager (Andreeva, Anokhina, 2006).

In adolescence, there is not only rapid psychophysiological development, but also a restructuring of the child's social practice (Obukhova, 2015; Goutkina, 2018), which must be taken into account when considering the dynamics of stress resistance.

Domestic works in recent years have focused on the risks of modern society, and, given the stress of adolescence, indicate the importance of developing stress tolerance and self-regulation skills in adolescents (Kubashicheva, 2014; Kovalevskaya, 2018; Ivanov, Tverdyakova, 2022).

In adolescence, stress susceptibility generally increases (Seiffge-Krenke, Aunola, Nurmi, 2009). Experiencing stress is an important experience for a teenager, and mastering the skill of coping with it is important for the development of cognitive, emotional and social abilities. Foreign scientists note "stress-related growth" (Vaughn, Roesch, Aldridge, 2009), which contributes to the acquisition by adolescents of a wide and flexible repertoire for overcoming stress and is an integral part of the development of independence and autonomy (Mansfield, Diamond, 2015). However, when stress becomes excessive, it can disrupt development and hinder the management of the situation, thereby contributing to the emergence of psychopathologies (Perzow et al., 2021).

Researchers of this period note the crisis state of the teenager, which indicates the stress of the period. Adolescence is a period during which rates of internalizing problems such as depression increase dramatically, and there is evidence that stress exposure plays a role in this (Grant et al., 2003). Problems related to social adaptation are especially common among young people (Rousseau, Drapeau, Platt, 2004), because adolescence and youth represent critical stages of development in terms of the speed of change and the constant need to adapt to new social roles, norms and expectations (Berk, 2007).

At the same time, a crisis can cause distress, directing development along an abnormal path. However, there is also a positive stress that stimulates development. Exactly which scenario the situation will develop depends on both the strength of stress factors and the personality characteristics of the teenager himself. Thus, many stressors may have only potential significance, which may not be realized in stress experiences.

In the study of Kharlamenkova N.E., Nikitina D.A. and Dymova E.N., it was noted that children entering adolescence (8-12 years old) They are already able to differentiate their own stress assessments, that is, to assess stressful situations from both the negative and positive sides. At the same time, a positive assessment of stress by a child can act as an indicator of successful coping with stress, indicate the work of psychological defenses (Kharlamenkova, Nikitina, Dymova, 2023). There is evidence that life-meaning orientations and self-regulation can also act as mechanisms for constructive coping with stress in adolescence (Sinelnikova, Udovichenko, 2023).

Prolonged threats and traumas (violence, rejection, acquisition of refugee status, etc.) can cause post-traumatic stress disorder and have an impact on personality adaptation (Ahmadi et al., 2021; Garanyan, 2013). Experiencing trauma in childhood and adolescence can lead to subsequent disorders of social adaptation (Higgins, McCabe, 2000; Tyler, 2002; Patel et al., 2017). Although the symptoms of post-traumatic stress can be significantly mitigated with psychological intervention (Brown et al., 2017), difficulties in social adaptation can remain for a long period of time (Ahmadi et al., 2019), and lack of proper work with these difficulties can lead to the risk of depression and anxiety disorder (Bosc, Dubini, Polin, 1997; Montgomery, Foldspang, 2008).

Thus, we can talk about the relationship between the presence of psychological trauma and indicators of social adaptation of an individual (McLean et al., 2013; Ahmadi et al., 2019). At the same time, a common reaction to trauma is the avoidance of thoughts related to it, which can both protect a person from unpleasant memories (usually in the short term) (Williams, 1996) and disrupt the flow of cognitive processes necessary to solve the problem, which is a consequence of the chronic use of avoidance strategies (Sutherland, Bryant, 2007; Vazquez, Hervas, Perez-Sales, 2008).

There are studies showing a link between adolescent coping strategies with stress and the development of psychopathologies, which also affects adolescent

adaptation (Perzow et al., 2021). Chronic suppression of thoughts can extend not only to traumatic situations, but also in general to the desire to avoid thoughts within the framework of any negative life events (Najmi, 2013), which can subsequently lead to a person's inability to navigate difficult life situations (Wegner, Zanakos, 1994). Thus, the lack of desire to solve emerging problems and overcome difficulties significantly hinders social adaptation (Ahmadi et al., 2021).

The subjective assessment of a stressor is influenced by the adolescent's value system, the specifics of interaction with the environment, and the peculiarities of mental processes, which can contribute to ignoring or responding to a particular stressor. Thus, the stress factor is not so much an objective entity determined by the real "complexity" of the situation, the space and time of the collision, as its subjective significance for the personality associated with the subjective assessment of the situation by a teenager.

Overcoming stress by teenagers can occur through rethinking and transforming situations. For example, by expanding the circle of communication, striving for cooperation, changing the social role and gaining advantages through a new image (Erickson, 2019). Constructive active overcoming behavior of a teenager, including through the transformation of the environment, contributes to self-actualization and realization of opportunities. Scientists note the connection between the chosen coping strategies of adolescents with the level of psychological well-being and resilience (Mironova, 2023).

Modern research notes the dominance of adaptive coping styles focused on problem solving in the structure of coping behavior of adolescents (Rokitskaya, 2018). At the same time, disharmonious family relationships, severe stressful situations can trigger the action of destructive forms of coping behavior in adolescents (Mironova, 2023). Adolescents prone to destructive behavior use strategies such as denial, avoidance (Mironova, 2023), aggressive coping strategies (Odintsovo, 2015) and other maladaptive coping methods that do not allow them to

assess the situation objectively, prevent its effective resolution (Garnaeva, Shishova, 2023).

Chronic, cumulative and uncontrolled stress factors contribute to inequalities in mental and physical health indicators among adolescents (Wadsworth et al., 2016). In this case, environmental resources play an important role. For example, living in poverty, psychological trauma, and the subjective perception of everyday problems can be offset by the adequate functioning of the family. Adequate adult support increases stress tolerance and reduces deprivation. At the same time, children who grew up in an environment poor in semantic and emotional stimuli lag behind in development, even in the presence of a relatively favorable development environment (Mateychik, 2022).

A child who receives the necessary support acquires a sense of security in relationships, trust in people and himself, and takes the initiative. Conversely, a child who lacks support is more likely to have high anxiety, increased sensitivity to rejection situations (Lifintsev, Serykh, Lifintseva, 2016). The feeling of lack of support from the environment or the inability to accept it are negative factors of adaptation (Batukhtina, 2009).

Volitional self-regulation also contributes to resistance to the effects of adverse stress factors. The predisposition to stress is higher in people with emotional rigidity, expressed in the inability to arbitrarily regulate and change the direction of their emotions (Thostov, Zinchenko, 2001). This is typical for teenagers who are in the active stage of personality formation.

The problem of adaptation to the demands of society is especially acute in adolescence, which is traditionally considered a crisis age (Kalashnikova, Petrova, 2017; Morinaj, Hascher, 2019), which is associated with the need to adapt to new social roles, norms and expectations (Berk, 2007). Negative experiences of interpersonal interaction, psychological trauma in childhood and adolescence can lead to subsequent violations of social adaptation (Higgins, McCabe, 2000; Tyler, 2002; Patel et al., 2017). The desire of teenagers to test their own strength, achieve

success and express themselves in a peer group is associated with difficulties, which can lead to incorrect forms of behavior (Sobkin, Abrosimova, Adamchuk, Baranova, 2005; Echazu, Nocetti, 2019). With difficulties in adaptation, adolescents may be prone to risky behavior, which scientists associate both with the personal characteristics of adolescents and with the subjective benefit of such behaviors for adolescents (Echazu, Nocetti, 2019).

Stress-related growth may contribute (Mansfield, Diamond, 2015) to adolescent development, or hinder its transition to chronic and uncontrolled stress (Wadsworth et al., 2016). That is, positive stress can accumulate adaptive resources and direct activities in a fruitful direction. At the same time, scientists note that to date there are not many studies that shed light on differences in the repertoire of adaptation strategies used by adolescents depending on personal factors and the context of the intended situation (Perzow et al., 2021).

The tasks facing a teenager contribute to an increase in mental stress, leading to an imbalance of nervous processes (Reikovskiy, 1979), which is accompanied by a decrease in stress resistance. The response to a stressor in a teenager may have sthenic and asthenic features. The asthenic type of response to a stressor (in the case of the dominance of inhibition processes) is characterized by apathy, inertia, lethargy, and reduced performance. The sthenic type of reaction (predominance of arousal processes) is characterized by instability, increased excitability, and the speed of attention switching. Adolescents with mobility of nervous processes are characterized by rapid response to stressors, high efficiency, which is an indicator of stress resistance.

The discovered relationship between anxiety and exposure to stress (Vyatkin, 1983; Milman, 1983; Prihozhan, 2000) demonstrates that excessively low anxiety prevents the formation of socially adequate behavior. Conversely, overly anxious people have high demands on themselves, which leads to overestimation of the importance of mistakes and responsibility for them (Andreeva, Anokhina, 2006).

Factors contributing to coping with stress can be divided into intrapersonal (properties of the nervous system, anxiety, self-esteem, resilience, stress resistance of the individual, etc.) (Antsiferov, 2023) and social environment factors (social support, relationships with family, at school, with peers) (Vasilenko, 2020).

Studies aimed at studying the factors contributing to the resistance of a person to adverse influences pay attention to the phenomenon of resilience (Kiva, Pereygina, Andrega, 2016; Mishina, 2018; Golovey, Galasheva, 2023b) and associate a decrease in resilience with low stress resistance (Ananyeva, Yeroshenkova, Razuvaeva, 2022), a high number of stressors (Lvova, 2021). A number of works indicate the role of the social environment in increasing the resilience of a teenager (Fokina, Sokolovskaya, Nosova, 2018; Gorkova, Isachenko, Shmygareva, 2015; Casagrande, Coimbra, Andrade, 2018; Guerra, Rajan, Roberts, 2019). It was revealed that stress tolerance is more pronounced in adolescents engaged in extracurricular activities (Chernyavskaya, Shabanova, 2016; Kuzmin, Plotnikov, 2017). That is, a busy life can have a positive impact on teenagers.

The tasks facing a teenager contribute to an increase in mental stress, leading to an imbalance of nervous processes (Reikovskiy, 1979), which is accompanied by a decrease in stress resistance. A number of authors, as one of the factors contributing to the successful overcoming of stress, single out the stress resistance of the individual (Fedorenko, 2009; Kovalevskaya, 2018; Lvova, 2021; Urusova, Bostanova, 2022). Stress resistance is associated with the success of a personality in activity (Bodrov, 2006), motivation, a high level of internal locus of control, self-esteem, adaptation (Mikheeva, 2010). Adolescents with mobility of nervous processes are characterized by rapid response to stressors, high efficiency, which is an indicator of stress resistance. Domestic works in recent years have focused on the risks of modern society and, given the stress of adolescence, indicate the importance of developing stress tolerance in adolescents (Kubashicheva, 2014; Kovalevskaya, 2018; Ivanov, Tverdyakova, 2022). Mastering ways to overcome stress and correct one's own behavior occupy a significant place in the formation of stress tolerance

(Mikheeva, 2010). Stress resistance in general is a set of qualities (psychophysiological, intellectual, volitional, etc.) that allow you to successfully endure heavy loads without significant consequences for yourself and others (Gaziyeva, 2018). Stress tolerance can act as a component of adaptation (Anokhina, Anokhin, 2014) and is able to determine the adaptive capabilities of a person in terms of meeting the requirements of the social environment and the success of adaptation (Malyshev, 2016). Researchers associate stress tolerance with such a concept as resilience, which helps to reduce the impact of negative stress factors and allows individuals to cope with difficult life situations (Ananyeva, Yeroshenkova, Razuvaeva, 2022). Studies have noted that people with developed stress resistance have a high level of adaptability (Bezuglova, Vasilyeva, Pravdina, 2017).

Turning to the factors of the social environment in overcoming stress. Scientists identify family and educational institutions as the most stress-filled areas of adolescents (Skorobogatykh, 2016; Myskina, 2018). The role of the family has also been noted in the formation of adolescent fears and anxiety (Sorokopud, Matveeva, 2021). At the same time, peers play an important role (Vikhareva et al., 2022), individual susceptibility to stressful situations, as well as inner feelings and characteristics of a teenager: experiencing loneliness (Koshkarov, Borodina, Kadetova, 2013), rejection (Odintsovo, 2015; Golubeva, Istratova, 2018), self-attitude (Golovey, Danilova, Danilova, 2017; Arendachuk, 2017), etc. An important factor is social support, which includes emotional involvement, attention to the needs and experiences of a teenager. Social support helps a teenager to gain a sense of well-being, confidence, and a positive perception of himself and other people (Lifintsev, Serykh, Lifintseva, 2016). Studies have noted that with the proper support of family, friends, and society, a teenager is able to cope with stress (Katz, Peckins, Lyon, 2019; Nagabharana et. al., 2021).

Thus, stress in adolescence can have both negative and positive effects on the formation of the personality of adolescents. A certain level of stress in a teenager's life can contribute to the development of adaptive mechanisms, coping strategies, and

as a result, the teenager's resistance to negative influences (Masten, Monn, Supkoff, 2011). Stress situations give a teenager the opportunity to overcome difficulties and develop strategies for coping with stress. However, excessive stress levels and lack of support can negatively affect a teenager, leading to psychological and pedagogical problems, affecting interpersonal interaction, reducing academic performance, contributing to a violation of social adaptation.

1.4.2 The role of sex differences in the perception and experience of everyday stress

Researchers pay attention to sexual characteristics in the perception and response to stress. There is evidence that women and men react differently to stress, both psychologically and physiologically (Verma, Balhara, Gupta, 2011; Petrash, Grebennikov, 2018).

It has been shown that men are more focused on solving specific problems (Diehl et al., 1996; Lazar, Folkman, 1984; Stone, Neal, 1984) and show a greater tendency to aggression than women (Kuzminykh, Enikolopov, 2011; Verma, Balhara, Gupta, 2011). While women are more likely to seek help and talk about their experiences, men are less likely to openly report their own experiences, and less likely to seek help (Leontiev, 2020). Studies have found that men prefer more destructive behavioral strategies in stressful situations, consisting in the use of psychoactive substances (Sigmon et al., 1995; Verma, Balhara, Gupta, 2011).

At the same time, it was revealed that women are subject to a higher level of organizational stress, stress and show a higher tendency to burnout in the workplace than men (Moskovskaya, Bulygina, 2018). At the same time, women show higher rates of psychological signs of disorders, which is expressed in somatization, anxiety, hostility (Moskovskaya, Bulygina, 2018).

From the point of view of physiological reactions to stress, men have a predisposition to hypertension, infectious diseases, and women to the development of autoimmune diseases, anxiety and depressive disorders (Verma, Balhara, Gupta, 2011). There are also differences in the behavioral response to stress: in men, it consists in activating resources, an active position and a "fight or flight" reaction, in women – in maintaining social ties, taking care to protect themselves and offspring, which contributes to safety and stress reduction ("take care and make friends") (Taylor et al., 2000; Verma, Balhara, Gupta, 2011). Such reactions of women and men are confirmed by research data in which a crucial role in responding to stress is assigned to physiological processes, combined with hormonal ones, which may determine the sexual predisposition of stress reactions (Taylor et al., 2000; Petrash, Grebennikov, 2018). A study aimed at examining the experience of everyday stress in early adulthood revealed significant differences in indicators of everyday stress: women experience higher stressors of everyday life in the areas of loneliness, well-being, planning, relationships with others (Popova, Zatonsky, 2022). Such results confirm information about sex differences in stress response.

At the same time, there is information that sex identity can determine the specifics of coping behavior and stress response (Verma, Balhara, Gupta, 2011).

In stressful situations, women have coping strategies such as seeking social support (Carver, Scheier, 1989), "positive reassessment" and escape (Isaeva, 2009). Women are more likely to resort to emotionally focused strategies (Endler, Parker, 1990, Lazarus, Folkman, 1984; Stone, Neale, 1984). Teenage girls from non-constructive coping are characterized by "escape-avoidance" (Bartosh O.P., Bartosh T. P., 2012).

When considering differences in adolescent stress responses, sex-specific features are also highlighted (Daughters et al., 2013; Galasheva, Golovey, 2023a). Scientists note that girls and boys aged 11 to 14 are at increased risk of mental health problems, especially girls (Yoon et al., 2023). The reaction of adolescent girls is characterized by negative self-esteem, reflection and internalization, while the

reaction of young men to stress takes the form of deviant behavior (Gjerde., Block J., Block J.H., 1988; Daughters et al., 2013). In other words, teenage girls internalize more when they are stressed, whereas teenage boys become more "disinhibited".

As sexual characteristics, it was also highlighted that girls, as a rule, report more stress and anxiety in their lives than their male peers (Bayram, Bilgel, 2008; Golovey, Galasheva, 2022). Girls are much more likely to report situations that have disturbed them and react more strongly to stressors, compared with boys (Hankin B.L., Mermelstein, Roesch, 2007).

Sex differences also exist in indicators of resilience, psychological well-being, and life satisfaction.

Studies have noted that as girls grow older, the level of resilience of girls increases, while for boys and men it fluctuates in different age groups (Grigorova, 2019). The resilience of girls and boys may depend on the composition of their families: the resilience of boys and girls from single-parent families is higher than that of boys and girls from full families, regardless of their sex (Oyun, 2021).

With age, girls have higher self-esteem, life satisfaction, boys have lower anxiety, and the number of health complaints (Gestsdottir et al., 2015). Studies have revealed that teenage girls are more satisfied with life than boys (Istomina, 2022), as well as the fact that girls have a higher level of claims in experiences of happiness and life satisfaction, while their real level of satisfaction in the areas of opportunities and achievements is higher than that of boys (Malenova, Malenov, Fedotova, 2019).

Studies have noted that as they grow older, the psychological well-being of girls becomes higher, compared with boys, whose indicators of psychological well-being did not change (Gestsdottir et al., 2015). Differences in the level and structure

of psychological well-being were revealed: girls have a higher level of competence, personal growth, boys have more pronounced autonomy, focus on positive relationships, self-acceptance, and a higher overall level of psychological well-being (Galasheva, Golovey, 2023a). At the same time, sex differences in subjective well-being were found in adolescents, but not in children (under 12 years old), which indicates the existence of a sex gap in well-being from the moment a person enters adolescence (Esteban-Gonzalo et al., 2020).

In addition, studies have noted a link between psychological well-being and personal resilience: a high level of psychological well-being is associated with a high level of resilience, while a low level of psychological well-being is associated with a low level of resilience (Kostyunin, 2022).

Thus, girls are more likely to turn to society for support and help than boys, which may be due to the desire of girls for close emotional relationships. Such reactions may be explained by stereotypes of sex-role behavior existing in society.

1.4.3 Stressful tension of various life spheres of adolescents

Researchers have noted an increase in the frequency of manifestations of psychological stress in adolescence (Compas, Wagner, 1991; Larson, Ham, 1993). Among the most stressful areas of everyday life are school, relationships with teachers and classmates. Other studies identify the following areas of life in which adolescents may experience stressful stress: family, relationships with peers, with significant adults, educational activities and health status (Tumanova, 2002; Frolova, 2005).

School is one of the main sources of stress for a teenager, since the workload in an educational institution coincides with a difficult period of development

(Makarova, Loskutnikova, 2019). A number of studies have shown that school stress is a significant predictor of self-regulation disorders and behavioral problems. An increased level of educational stress is associated with emotional maladaptation, social anxiety and an increase in suicidal risk (Matyushkina, 2016). Regularly recurring assessment and examination situations can cause discomfort, which, as a rule, is associated with a teenager's lack of confidence in himself and his knowledge, low self-esteem and high personal and school anxiety (Sysoeva, 2020). Stress has a negative effect on cognitive abilities, and may be a consequence of a decrease in academic performance (Akgün, Ciarrochi, 2003). School life is connected not only with studies, but also with the interaction of teachers, parents and peers, whose pressure can cause emotional breakdowns (Tyshkova, 1987). To protect themselves, a teenager may exhibit negativism and demonstrative behavior, which may be evaluated differently by adults and peers (Sysoeva, 2020).

In a study aimed at studying everyday stress and psychological well-being of adolescents, it was found that the indicator of psychological well-being "Personal growth" is associated with the number of stressors in the field of "Affairs, planning", which may indicate that adolescents aimed at personal growth show higher business activity, which is associated with a large number of problems and possible failures that are accompanied by stress (Galasheva, Golovey, 2023a).

In a study examining the activity of adolescents in social networks, it was noted that one of the areas of stress tension among adolescents is associated with dissatisfaction with their own appearance (Song et al., 2023), which confirms the importance of self-acceptance for the perception of stressors. In the occurrence of stress in a situation of interpersonal interaction, the situation of rejection by peers (Stroud et al., 2009) and family (Wickrama et al., 2023) plays a significant role. Studies have revealed that young people who have experienced rejection from their parents are characterized by less positive and trusting relationships with others, a lower level of self-acceptance, and an inability to manage their lives (Golubeva, Istratova, 2018).

At the same time, it was revealed that stressful events in life play a negative role in anxious and depressed youth (Dunn et al., 2005), which raises the question of resources that can offset the effects of stress. To mitigate the effects of everyday stress in adolescents, the importance of positive relationships with parents is emphasized, and the aggressiveness of the mother acts as a negative predictor of stress (Skorobogatykh, 2016; Myskina, 2018). It has been shown that a high level of everyday stress can be one of the factors of suicidal behavior in adolescents (Rakhimkulova, Rozanov, 2020).

1.4.4 Correlation of socio-psychological adaptation and everyday stress

Socio-psychological adaptation is relevant and at the same time one of the most difficult problems, since it is not only a condition, but also a process as a result of which a person acquires balance and resistance to environmental influences (Krayushkina, 2017). It is important to study the topic of stress and personality adaptation that it was when considering the stress of G. Selye that the concept of adaptation was introduced (Selye, 1960).

The success of personality adaptation depends on a person's ability to use constructive strategies in difficult life situations. Studies have noted that people with developed stress resistance and constructive behavior strategies have a high level of adaptability (Bezuglova, Vasil'eva, Pravdina, 2017). Overcoming behavior is considered as a stabilizing factor that allows maintaining psychosocial adaptation during stress (Folkman, Lazarus, 1991). Studies have noted that stress is negatively associated with adaptation indicators, contributes to a decrease in emotional comfort and self-acceptance (Vasilenko, 2013). Such components of socio-psychological adaptation as adaptability, self-acceptance, acceptance of others, emotional comfort, internality can act as conditions for decision-making, risk-taking (Klenova, 2010).

It is worth considering stress within the framework of a systemic adaptation model, which describes adaptation as an integral, multilevel and self-regulating system aimed at maintaining interaction between the individual and the environment (Vasserman, Ababkov, Trifonova, 2010; Gaziyeva, 2018). A violation of the stability of this interaction entails a state of stress. At the same time, from the point of view of physiology, when adapting to stress, changes occur in the work of the cardiovascular and endocrine systems, spending energy and accumulating it. Due to changes in the system of metabolic processes under stress, weight loss or weight gain is possible, which can also have an impact on adolescent self-acceptance (Jones et al., 2016).

Provided that the body has sufficient adaptive capabilities, the body's resources are mobilized for healthy adaptation to stress. In a situation of insufficient adaptive resources and when it is impossible to avoid a stressful situation, the coherence of the functioning of body systems may be disrupted, and in certain cases pathological ways of overcoming stress may arise (Igumnov, Zhebentyaev, 2011).

In addition to physiological resources, psychological resources also play an important role. As already noted earlier, a stressful event can be not only a negatively assessed situation, but also positive changes in which adaptation is also necessary (such subjectively significant events as moving to a new city, the appearance of a new family member leading to the reorganization of the family system, etc.) (Lazarus, Folkman, 1984). In this regard, more and more research is aimed at studying the factors involved in maintaining personality adaptation. Among them, the resources of the external and internal environment are allocated. External ones include social support (Batukhtina, 2009; Alexandrova, Lebedeva, Bobozhey, 2014; Zhou, Lin, 2016), internal ones include resilience (Alexandrova, Lebedeva, Bobozhey, 2014), psychological well-being, stress resistance (Bezuglova, Vasilyeva, Pravdina, 2017). Life satisfaction in this case includes both satisfaction with individual areas of life and judgments about the quality of life in general (Andreenkova, 2010).

Psychological well-being is part of the adaptive potential, and also reflects the level of adaptation to life events (Miller, 2014). There is evidence that the widespread use of adaptive strategies by adolescents in situations requiring decision-making is significantly correlated with high rates of psychological well-being (Páez-Gallego, 2020). Psychological well-being of a personality, having a relationship with the perception of life events, their assessment contributes to the socio-psychological adaptation of a personality (Miller, 2014).

Stress tolerance can act as a component of adaptation (Anokhina, Anokhin, 2014) and is able to determine the adaptive capabilities of a person, especially in terms of compliance with the requirements of the social environment and the success of adaptation (Malyshev, 2016).

In difficult stressful situations, the individual psychological characteristics of adolescents can increase the risk of maladaptation, while self-confidence, positive mood, active social position, flexibility in interacting with others, and a sense of perspective are crucial in early and effective adaptation (Malyshev, 2016).

The research focuses on factors contributing to the development of endurance, also called resilience, which is considered as one of the main adaptive resources responsible for maintaining the mental well-being and health of adolescents (Kiva, Pereygina, Andrega, 2016; Mishina, 2018), social adaptation (Wang et al., 2022). For example, in a comparative study of groups of schoolchildren and students, it was revealed that resilience is higher among students due to a high level of engagement, control and risk-taking, the author associates a decrease in resilience with a wider range of stressors in life (Lvova, 2021).

Most authors, both in domestic psychological science (Fokina, Sokolovskaya, Nosova, 2018; Gorkova, Isachenko, Shmygareva 2015) and in foreign (Casagrande, Coimbra, Andrade, 2018; Guerra, Rajan, Roberts, 2019), believe that the development of adolescent resilience is largely determined by social the environment. The development of this adaptive resource depends on the activities performed by adolescents and the conditions in which they are implemented (Malkin et al., 2019).

A number of studies have revealed that endurance is more pronounced in adolescents engaged in extracurricular activities compared with schoolchildren who are not engaged in additional leisure and developmental activities (Chernyavskaya, Shabanova, 2016; Kuzmin, Plotnikov, 2017). Thus, teenagers have the opportunity to interact with people of different groups, taking on different roles, revealing their potential, and experiencing states of success in extracurricular activities. This is confirmed by a number of studies proving the positive or negative impact of various social groups on the development of resilience (Solonchenko, 2017; Nikitina, 2017). In particular, this indicates the positive role of the family in the formation of resilience in a comparative study with dysfunctional families (Archakova, 2016).

It is important that the environment in which the teenager is located is filled with resources. An external resource for socio-psychological adaptation can be social support, which includes emotional involvement, attention to the needs and experiences of a teenager, which contributes to gaining a sense of well-being, confidence, and a positive perception of oneself and other people (Lifintsev, Serykh, Lifintseva, 2016). Studies have noted that with the proper support of the immediate environment, a teenager is able to cope with stress (Katz, Peckins, Lyon, 2019; Nagabharana et al., 2021). Studies have found that the relationship between adaptation and life satisfaction is higher in people with higher levels of social support (Zhou, Lin, 2016). It has also been found that adolescents who have the opportunity to gain experience from various social groups have a wider range of coping strategies and adaptation methods, which may contribute to their increased resistance to stress (Perzow et al., 2021). Social relationships include a complex and dynamic set of characteristics that can have different effects on health and quality of life (Sharifian et al., 2022). Broad social networks, social interaction in society promotes social adaptation by reducing the impact of loneliness (Franco-O'Byrne et al., 2023), increasing life satisfaction (Zhou, Lin, 2016) and mental well-being (Lifintsev, Serykh, Lifintseva, 2016).

The nature of the formation of protective and coping behavior of children and adolescents is significantly influenced by the style of upbringing in the family, as well as the type of family. Socially oriented coping behavior strategies and immature forms of psychological defenses are typical for children raised in families with disharmonious relationships (Mironova, 2023).

One of the indicators of the external fullness of the environment is life satisfaction, which reflects the satisfaction of a teenager with social contacts, the closest agents of socialization. There is evidence that everyday stressors contribute to a decrease in life satisfaction (Compas, Wagner, 1991; Kopina, Souslova, Zaikin, 1994; Kharlamenkova, 2016; Golovey, Petrash, Strizhitskaya, Savenysheva, Murtazina, 2018). Life satisfaction in adolescence also has links to social support and resilience (Azpiazu, Fernández, Palacios, 2021). Thus, studies have noted that adolescents who show low life satisfaction, at the same time show signs of anxiety, anxiety about the future, and low life engagement (Safonova, Tikhonova, 2017). It has been established that life satisfaction and the accompanying personality traits of adolescents are able to mitigate stress effects on adolescents (Milas et. al., 2021).

Thus, the resources of social and psychological adaptation can be the resources of the external and internal environment. External resources include social support, internal resources include resilience, psychological well-being, and stress tolerance.

Conclusions of the chapter 1

A theoretical analysis of the problem showed that:

1. Everyday stressors are present in all spheres of a adolescent's life, they cause overstrain and affect psychological health.

2. Currently, three main areas of life have been studied, in which stress is noted (school, study, family). At the same time, attention is not paid to the study of specific stressors, only the spheres of life are described.

3. The study of everyday stressors was conducted mainly on adult samples. There is a lack of scientific knowledge about the specifics of stressors and areas of stress in adolescents.

4. The peculiarities of perception of everyday stressors due to sex and the period of development within adolescence (in younger and older adolescents) remain unexplored.

5. The question of the interrelationships of everyday stress with socio-psychological adaptation, psychological well-being and satisfaction with various aspects of adolescent life is important.

6. To manage everyday stress, it is necessary to identify internal (stress resistance, resilience) and external (social support, social integration) resources.

CHAPTER 2. ORGANIZATION AND RESEARCH METHODS

2.1 Goals and objectives of the study

The purpose of the study: to study the peculiarities of the perception of everyday stressors by adolescents in connection with the indicators of their socio-psychological adaptation.

Research objectives:

1. Analysis of the current state of the problem of everyday stress;
2. Development and testing of a questionnaire of everyday stress for teenagers;
3. The study of the sexual characteristics of the perception of everyday stressors and socio-psychological adaptation in adolescence;
4. Identification of the interrelationships of the perception of everyday stressors with psychological well-being, life satisfaction and socio-psychological adaptation of adolescents;
5. Identification of internal (individual-personal) and external (social) resources to counteract everyday stress.

The hypotheses of the study were the assumptions that:

1. All significant spheres of the external and internal life of adolescents can be sources of everyday stress, while the degree of stress tension in different spheres of life may be different;
2. Sex differences can manifest themselves in the number of perceived everyday stressors, the strength of their experience and stress resistance. We assume that girls have higher stress levels and lower stress tolerance than boys, which is due to the greater sensitivity and emotionality of teenage girls;
3. There are differences in the perception of everyday stressors in adolescents with different levels and structures of socio-psychological adaptation. We assume that

adolescents with lower values of socio-psychological adaptation may have higher rates of perceived stress;

4. Resources that contribute to reducing the level of everyday stress can be external resources (social integration, perception of social support) and internal environment (psychological well-being, life satisfaction, stress tolerance, resilience).

2.2 Characteristics of the sample

A total of 299 people participated in the study, including 144 boys and 155 girls aged 13-17 years.

When analyzing the values in groups divided by age, data from 74 adolescents were considered: 14-15 years old (32 people, 20 girls and 12 boys, average age 14.56, deviation – 0.504) and 16-17 years old (42 people, 22 girls and 20 boys, average age 16.357, deviation – 0.484).

All teenagers participating in the study were students of general education institutions (grades 7-11).

2.3 Research methods

A set of psychodiagnostic techniques aimed at diagnosing indicators of everyday stress, socio-psychological adaptation, life satisfaction and psychological well-being of adolescents was used as empirical methods. Among them, the following were used:

1) Indicators of daily stress: the author's questionnaire of Everyday stress (L.A.

Golovey, O.S. Galasheva), The scale of perceived stress (PSS-C, N.E. Kharlamenkova);

2) Indicators of socio-psychological adaptation: methods of diagnosis of socio-psychological adaptation of the individual (K. Rogers, R. Dymond);

3) Coping resources: S. Maddi's resilience test (D.A. Leontiev), social support questionnaire (G. Sommer, T. Fydrich), Stress resistance test (N.V. Kirsheva, N.V. Ryabchikova).

In addition to these methods, the following were used: the C. Riff scale of psychological well-being (modified by L.V. Zhukovskaya, G.V. Troshikhina), the multidimensional scale of life satisfaction by E. S. Huebner (modified by O. A. Sychev, etc.), the scale of life satisfaction by E. Diener (adapted by E.N. Osin, D.A. Leontiev).

2.3.1 Author's questionnaire of everyday stress for adolescents

The questionnaire consists of 66 statements (Appendix A), in which teenagers are asked to note the events that have happened to them over the past two weeks and then evaluate the strength (severity) of the experience of these events using a scale from 1 to 10, where 1 is the minimum level of experience of the highlighted event, 10 is the maximum.

This questionnaire allows you to identify the areas in which a teenager experiences the most stressful tension, among them the areas: "Loneliness, health", "Self-attitude", "Rejection", "Fears, anxiety", "School, study", "Communication with elders", " Affairs, planning", "Finance", "Mystical fears" (Golovey, Galasheva, 2022). The procedure for creating and testing the methodology is described in Chapter 3.1 "Creation and approbation of a questionnaire of everyday stressors of adolescents".

2.3.2 The scale of perceived stress for children (PSS-C, Kharlamenkova N.E.)

The questionnaire is a tool for assessing the level of daily stress in children from 5 to 18 years old. Unlike the adult version (The Perceived Stress Scale-10, Ababkov V.A., etc.), PSS-C has a single final indicator reflecting the level of perceived stress (Kharlamenkova, Dan, Kazymova, Shatalova, 2019). The Russian-language text of the methodology consists of 13 questions concerning anxiety about haste or lack of time to complete desired tasks, perception of school workload, quality of friendship and relationships with parents, perception of conflicts, emotions (anger, happiness), feeling loved, perception of sleep sufficiency. Each question assumes 4 possible answers from 0 (never) to 3 (often).

2.3.3 Stress resistance test

This questionnaire allows you to assess the level of stress tolerance of a person (Kuzmina, 2012). The subjects are offered 18 questions, which are evaluated from 1 to 3 points according to the frequency of observation of the conditions reflected in the methodology. The maximum score of 54 indicates low stress tolerance, respectively, the less the subject scores, the higher his stress tolerance.

2.3.4 The scale of psychological well-being C. Ryff (modified by L.V. Zhukovskaya, E.G. Troshikhina)

The methodology is an express version of the C. Ryff scale for adolescents and consists of 18 statements (Golovey, 2020; Zhukovskaya, Troshikhina, 2011). The subjects are asked to assess the degree of their agreement with the above statements about how they feel about themselves and their lives. The total value on all scales reflects the indicator "Psychological well-being". The results are interpreted according to the following scales:

1) "Autonomy" (a high indicator indicates the independence of the individual from the opinions and will of other people, indicates the ability to resist social pressure).

2) "Competence" (refers to competence in mastering the environment, the ability to carry out a variety of activities and choose or create an appropriate context for the realization of personal needs and values).

3) "Personal growth" (indicates the realization of personal potential and striving for it, experiencing a sense of ongoing development, openness to new experiences).

4) "Positive relationships" (characterized by satisfaction from trusting relationships with other people, caring for the well-being of others, the ability to empathy, affection and intimacy).

5) "Life goals" (the scale describes a person who has goals in life and a sense of direction, meaningfulness of his past and present).

6) "Self-acceptance" (a positive perception of himself, a positive attitude towards his past, awareness and acceptance of his sides, including both positive and negative).

2.3.5 Multidimensional Students Life Satisfaction Scale (E. Huebner)

This questionnaire is designed to assess the satisfaction with the lives of schoolchildren, and was developed by O. A. Sychev, T. O. Gordeeva, M. V. Lunkina, E. N. Osin and A. N. Sidneva in 2018 based on the questionnaire of E. S. Huebner (Sychev, Gordeeva, Lunkina, Osin, Sidneva, 2018).

The method allows you to assess life satisfaction on five scales: "Family" (measures satisfaction with family relationships), "School" (satisfaction with the school where the teenager is studying), "Teachers" (satisfaction with relationships with teachers), "Myself" (self-satisfaction), "Friends" (satisfaction with relationships with friends), as well as a general indicator of life satisfaction.

2.3.6 Satisfaction with life scale (E. Diener)

The SWLS Scale (satisfaction with life scale) was developed in 1985. When working with a Russian-speaking audience, the technique is used in the adaptation of E.N. Osin and D.A. Leontiev (Osin, Leontiev, 2020).

The life satisfaction scale consists of five questions, the purpose of which is to identify subjective well-being - the level of life satisfaction, which is based on interest in life, motivation, purposefulness, goal-setting, positive perception yourself and the mood background.

Each of the five proposed questions is subjectively evaluated by the subjects

from 1 to 7 points, the maximum possible result is 37 points, the closer the number of points scored to this number, the higher the satisfaction with life, the ability of a person to withstand life difficulties.

2.3.7 Questionnaire of socio-psychological adaptation of personality (R. Dymond, C. Rogers)

The questionnaire contains statements about a person, about his lifestyle, experiences, thoughts, habits, and style of behavior (Golovey, Rybalko, 2002). The subjects are asked to correlate them with their own lifestyle and assess how statements relate to it on a scale from 0 to 6, where 0 is a statement that does not correspond to a lifestyle, and 6 is a statement that fully corresponds to a lifestyle.

The overall level of socio-psychological adaptation is calculated, as well as 6 integral indicators:

1) "Adaptation" reveals the level of adaptation of a person to existence in society in accordance with the requirements of this society and with their own needs, motives and interests.

2) "Acceptance of others" indicates the degree of a person's need for communication, interaction, and joint activity.

3) "Internality" determines a person's predisposition to a certain form of locus of control (internality and externality). If responsibility for events occurring in a person's life is assumed to a greater extent, then this indicates that a person has internal, internal control.

4) "Self-acceptance" acts as a result of an individual's self-esteem, determines the degree of satisfaction of the individual with his characteristics. Self-rejection acts as a degree of dissatisfaction with an individual's personal traits.

5) "Emotional comfort" reveals the degree of certainty in one's emotional attitude to the current reality, surrounding objects and phenomena.

6) The " Striving for dominance" reveals the level of aspirations for leadership, leadership in solving problems, often the desire to solve personally significant tasks at the expense of others.

2.3.8 Hardiness Survey (S. Maddi)

The resilience test (Personal Views Survey, Hardiness Survey, Salvatore Maddi) was used in the Russian-language modification by D.A. Leontiev. Resilience in this case acts as a system of human beliefs about oneself, about the world and about relationships with the world, which includes three components: engagement, control, and risk-taking (Leontiev, Rasskazova, 2006). The test allows you to identify indicators of resilience and its components:

1) " Involvement", which is defined as a person's conviction that involvement in what is happening gives the maximum chance to find something worthwhile and interesting. A person with a developed sense of engagement enjoys his own activities. In contrast, the absence of such conviction generates a feeling of rejection, a feeling of being "outside" life.

2) "Control" is the belief that the struggle allows you to influence the outcome of what is happening, even if this influence is not absolute and success is not guaranteed. In contrast to control, there is a feeling of helplessness.

3) "Risk taking" is reflected in the belief that everything that happens contributes to self-development through knowledge gained from experience (both positive and negative). Risk-taking is based on the idea of development through the active assimilation of knowledge from experience and their subsequent use.

2.3.9 Social Support Questionnaire (G. Sommer, T. Fydrich)

The questionnaire is used in the adaptation of Kholmogorova and Petrova (2007) and allows us to study the level of social support in interpersonal relationships (Zareckii V.K., Smirnova, Zareckii Yu.V., Evlashkina, Kholmogorova, 2011). This questionnaire tests the quality of supportive relationships in a teenager's established social environment.

The questionnaire includes the following scales:

1) "Emotional support", which allows you to identify the presence of emotionally significant supportive relationships;

2) "Instrumental support" allows you to identify getting help in solving problems in the form of real practical actions, financial assistance or obtaining important information;

3) "Satisfaction with social support" diagnoses the degree of satisfaction of a teenager with attention and understanding from other people, his assessment of these relationships as trusting and safe;

4) "Social integration" states the presence or absence of a circle of significant individuals and people with common interests, as well as the degree of involvement of a teenager in this circle, experiencing a sense of self-importance for this group.

The scores for each of the scales are calculated, as well as the total score for all the provided scales of the questionnaire, which are compared with the standard values.

2.4 Statistical methods of data processing

Statistical processing of the obtained data was performed using Microsoft Office Excel 2013 and SPSS (Statistik Package for Social Sciences) programs. Data processing methods: content analysis; quantitative and qualitative analysis of empirical data. Data processing was implemented using the standard Excel package. Statistical criteria used in data processing: Student's T-test, Mann-Whitney U-test, correlation analysis, factor analysis, regression analysis.

2.5 Stages of research

The briefing was conducted at a personal meeting with the teenagers, then the teenagers filled out the proposed forms. Feedback on the results of the diagnostics was provided upon request.

The study was conducted in several stages.

The research took place from November 2020 to February 2023 and took place in 4 stages:

Stage 1 – identification of criteria for the diagnosis of socio-psychological adaptation and perception of everyday stress by adolescents.

To achieve the goals of this stage, a theoretical analysis of criteria reflecting adolescents' perception of everyday stress, as well as their socio-psychological adaptation, was carried out. Theoretical methods used in this work: analysis of scientific literature, comparison and generalization of the information received.

Stage 2 – selection of methodological tools.

Stage 3 of the study is the search and identification of groups of adolescents, approbation and validation of the questionnaire.

Sample: the study was conducted among girls and boys aged 13 to 17 years. A total of 299 people (155 girls and 144 boys) participated in the study. When analyzing the values in groups divided by age, data from 74 adolescents were considered: 14-15 years old (32 people, 20 girls and 12 boys, average age 14.56, deviation – 0.504) and 16-17 years old (42 people, 22 girls and 20 boys, average age 16.357, deviation – 0.484).

The teenagers who participated in the study were informed that all the results are completely anonymous.

Stage 4 is the collection and systematization of data obtained during the study. Analysis and generalization of research results, drawing conclusions.

CHAPTER 3. RESULTS OF THE STUDY

3.1 Creation and approbation of a questionnaire of everyday stressors of adolescents

At the first stage of the study, a survey was conducted to identify life situations that adolescents subjectively assess as stressful and stressful.

The survey was conducted in December 2020. The study involved 24 adolescents (12 girls and 12 boys) aged 13 to 15 years. Teenagers were asked to recall situations that occurred over the past 2 weeks, which can be called "stressful", causing tension.

A total of 64 approvals were received. The number of stressful situations indicated by adolescents ranges from 0 to 8 ($M = 2.4$). Based on the content analysis, stressful situations were grouped into categories. In total, 13 categories of stressors were identified, as well as a separate group of statements indicating the absence of stressful situations. The categories mentioned most often are "family", "communication"; the least - "loneliness", "planning" (Table 1).

Table 1. Categories of stressful events (based on the results of content analysis)

Category	Number of mentions	Example of adolescents answers
Family	13	I remembered my mother's death; scandals with relatives; I quarrel with my family; when my sister screams; we found out that my grandmother had an illness; wait for parents from the parent-teacher meeting; I met my father on the street, who was deprived of parental rights; quarrels with loved ones and relatives; quarrel with parents; when something happens in the family.

Continuation of the table 1

Communication	11	Communication with people who do not interest me and irritate me; communication with unpleasant people; quarrel with someone; when it was necessary to express an opinion about a discussion; bullying at school; starting to fear that my new classmates would not accept me; when a person does not understand me and what I want to convey to him; betrayal of people; talking about unpleasant things; meeting with loved ones.
Study	6	When you get a low score; lately the only thing that worries me is studying, but I'm optimistic; exams and preparation for them; bad marks; It causes me stress and anger when I fail at some tasks; learn a poem.
Sleeping, dream	6	Dreams; when you had a terrible dream; I had a dream in the past and I remember it.
Friends	5	When my friends entered the police station; I didn't want to leave the class, I have friends there; when something happens to friends; when I have a strong quarrel with close friends.
Environment	5	Loud sounds; Unlucky day; being in the dark; being alone in a closed room; failure in life.
Self-acceptance	5	My appearance; weight; I'm fat and it's time for me to lose weight; I'm not sure I can handle it; criticism from others towards me.
No stressful situations	3	I learned to let go of all the stressful situations; I don't remember such moments; I can't remember anything significant.
Future	2	Doubts about what to do; I had to wait for the results.
Disclosure of personal information	2	They read my messages, which turned out to be a joke, and told the psychologist about it; when someone shows my personal information without my knowledge.
Competition	2	I really wanted to take part in the event, but I was not accepted; I was afraid that I might be worse than others.
Hobby	2	I had to quit dancing, which I was going to devote my life to; I worry about animals when I volunteer.
Planning	1	When I don't have time to do something.
Loneliness	1	Loneliness.

The procedure for creating the methodology included compiling a list of stressors that a teenager may experience in everyday life. Based on the results of the survey, a list of stressors found in the daily lives of adolescents was compiled.

Factor structure of the questionnaire of everyday stressors for teenagers

The initial version of the questionnaire was compiled based on the results of a preliminary survey of teenagers and expert opinions and contained 92 points.

In order to test the questionnaire and identify stress tension, a list of 92 questions was presented to 299 adolescents (155 girls and 144 boys) aged 13 to 17 years. The teenagers were asked to read the statements and note the situations that had happened to them over the past two weeks. Next, they were asked to assess the severity of the experience using a scale from 1 to 10, where 1 is the minimum severity of the experience of the event, 10 is the maximum.

The approbation of the questionnaire of everyday stressors included a factor analysis of the data, followed by the identification of categories of everyday situations in which adolescents note the greatest stress. Analysis of the graph of eigenvalues shows that a fracture occurs on factor 9, after which the eigenvalues slowly change modulo (Fig. 1), which allows us to make an assumption about the 9-factor structure of the questionnaire.

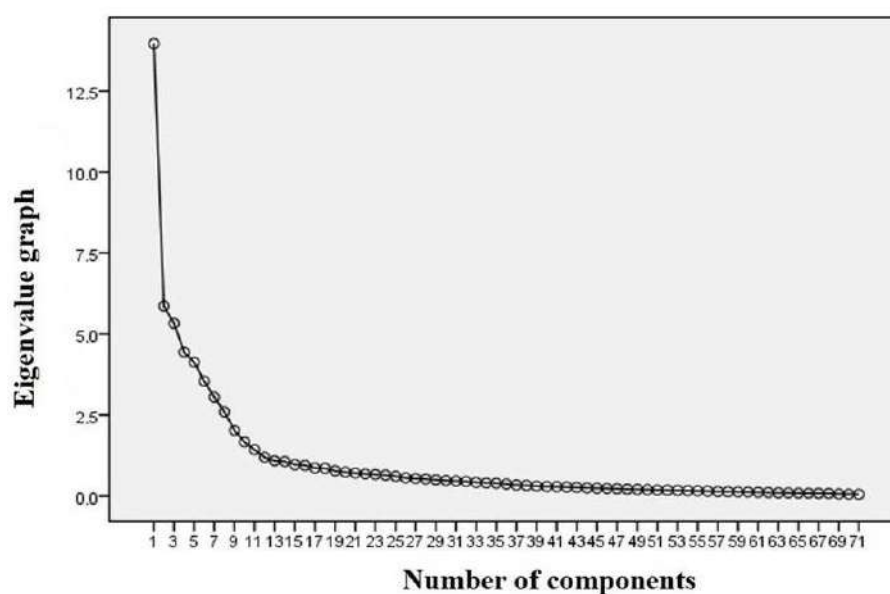


Figure 1 – Graph of the eigenvalues of the components of the questionnaire of everyday stressors for adolescents

To determine the composition of the points of each selected factor, factor loads were evaluated (Table 2). Exploratory factor analysis using the principal component method with rotation of factor structures according to the Varimax principle and a fixed number of factors equal to 9 (without fixation – 14 factors) showed that they explain 63.311% of the total variance. The suitability coefficient for the 65-point questionnaire is high: α -Kronbach = 0.933. When considering the intensity of experience and the number of stressful situations in each of the 9 stress spheres, the Cronbach's alpha is in the range from 0.823 to 0.851. Alpha factorization allowed us to identify similar factors with the same composition of the Questionnaire items, with 58.316% of the total variance (Appendix B).

Thus, an exploratory factor analysis conducted to identify the internal consistency of the questionnaire revealed its constructive validity and structure.

Table 2. Results of the analysis of the factor structure of the Questionnaire (Explained cumulative variance 63.311%)

Factor	Rotation Sums of Squared Loadings		
	Total	% dispersion	Total
F1 "Loneliness, health"	6.860	9.662	9.662
F2 "Self-attitude"	6.858	9.659	19.321
F3 "Rejection"	5.798	8.166	27.487
F4 "Fears, anxiety"	5.026	7.079	34.567
F5 "School, study"	4.900	6.901	41.468
F6 "Communication with elders"	4.590	6.465	47.933
F7 "Affairs, planning"	4.528	6.378	54.311
F8 "Finance"	3.492	4.919	59.230
F9 "Mystical fears"	2.898	4.082	63.311

According to the results of factorization, out of 92 points in the questionnaire, 22 remained without factor load. Factorization of the data made it possible to identify 9 factors, the factor structure of the questionnaire is shown in Table 3. The results obtained indicate the factor structure of the questionnaire (the explained cumulative variance is 63.311%).

Table 3. Results of factor analysis of Questionnaire items

№	Stressors	Factor								
		1	2	3	4	5	6	7	8	9
2	I felt unwanted, unnecessary	.890	-	-	-	-	-	-	-	-
9	I felt myself lonely, alone	.880	-	-	-	-	-	-	-	-
16	Someone wasn't paying attention to me when I needed it	.874	-	-	-	-	-	-	-	-
23	I felt out of place among people	.857	-	-	-	-	-	-	-	-
60	I suddenly started feeling unwell	.838	-	-	-	-	-	-	-	-
81	I was embarrassed, felt awkward	.811	-	-	-	-	-	-	-	-
74	I felt sick, experienced malaise, physical discomfort, pain	.791	-	-	-	-	-	-	-	-
37	I heard laughter behind me	.769	-	-	-	-	-	-	-	-
77	Communicated with strangers, unfamiliar people	.680	-	-	-	-	-	-	-	-
47	I compared myself to others and it was unpleasant for me	-	.875	-	-	-	-	-	-	-
26	It was unpleasant to look at myself in the mirror	-	.836	-	-	-	-	-	-	-
12	I was jealous of someone	-	.830	-	-	-	-	-	-	-
19	Wanted to be better than someone	-	.824	-	-	-	-	-	-	-
40	I thought about whether other people liked me and worried about it.	-	.803	-	-	-	-	-	-	-
5	Concerned or dissatisfied with the state of your body	-	.786	-	-	-	-	-	-	-
29	After the test, the teacher read the grades out loud, and at that moment I was worried	-	.785	-	-	-	-	-	-	-
67	Was dissatisfied with his appearance	-	.782	-	-	-	-	-	-	-
68	Couldn't answer the teacher's question	-	.743	-	-	-	-	-	-	-
79	I couldn't perform as well as I would have liked	-	.676	-	-	-	-	-	-	-
33	People condemned my appearance	-	-	.866	-	-	-	-	-	-

Continuation of the table 3

№	Stressors	Factor								
		1	2	3	4	5	6	7	8	9
34	Communicated with people who are not interesting to me	-	-	.844	-	-	-	-	-	-
30	People around me called me names	-	-	.844	-	-	-	-	-	-
11	I was criticized, accused	-	-	.834	-	-	-	-	-	-
46	I felt condemned by my classmates and friends	-	-	.818	-	-	-	-	-	-
21	I had to be close to an unpleasant person	-	-	.809	-	-	-	-	-	-
71	There was an unpleasant acquaintance, an unpleasant meeting	-	-	.730	-	-	-	-	-	-
61	People interrupted me and didn't listen to me	-	-	.693	-	-	-	-	-	-
32	Lost in an argument, lose in a debate	-	-	-	.787	-	-	-	-	-
38	Parents didn't let me leave the house	-	-	-	.786	-	-	-	-	-
15	I was nervous when the teacher chose who to give the task to	-	-	-	.738	-	-	-	-	-
1	Answered at the class blackboard, spoke in front of classmates	-	-	-	.719	-	-	-	-	-
73	I was ridiculed, other people laughed at me	-	-	-	.667	-	-	-	-	-
58	It was necessary to ask a question or request to a stranger	-	-	-	.642	-	-	-	-	-
43	During the lesson, the teacher unexpectedly asked me a question	-	-	-	.630	-	-	-	-	-
44	The people around fell silent when I approached them	-	-	-	.622	-	-	-	-	-
83	There were hard days	-	-	-	.579	-	-	-	-	-
75	Received bad news	-	-	-	.404	-	-	-	-	-
89	I felt myself very tired after study or work.	-	-	-	-	.831	-	-	-	-
87	My work was evaluated	-	-	-	-	.828	-	-	-	-
91	There was not enough time for rest and sleep	-	-	-	-	.823	-	-	-	-

Continuation of the table 3

№	Stressors	Factor								
		1	2	3	4	5	6	7	8	9
92	My abilities was evaluated	-	-	-	-	.748	-	-	-	-
63	I didn't understand the teacher's teaching material	-	-	-	-	.696	-	-	-	-
57	The teacher reprimanded me and scolded me	-	-	-	-	.663	-	-	-	-
76	Received a grade that was not the one I expected	-	-	-	-	.636	-	-	-	-
22	Wrote a test	-	-	-	-	.479	.420	-	-	-
35	There were conflicts and scandals with relatives and close people.	-	-	-	-	-	.770	-	-	-
28	One of the adults scolded me	-	-	-	-	-	.768	-	-	-
14	I had an important conversation with adults	-	-	-	-	-	.762	-	-	-
49	I was scolded for my grades at school	-	-	-	-	-	.730	-	-	-
7	I talked with the curator, teachers, the school director	-	-	-	-	-	.716	-	-	-
42	There were conflicts and scandals with relatives and close people	-	-	-	-	-	.712	-	-	-
56	Didn't agree with my parents	-	-	-	-	-	.603	-	-	-
80	Took longer to complete a task than expected	-	-	-	-	-	-	.816	-	-
72	A complex task took a long time to complete	-	-	-	-	-	-	.809	-	-
69	I had to listen to someone say something uninteresting	-	-	-	-	-	-	.763	-	-
55	There was no time to do things that were interesting to me.	-	-	-	-	-	-	.752	-	-
13	I had to wait a long time for something (transport, the end of the school day, a queue, etc.)	-	-	-	-	-	-	.660	-	-
20	I thought a lot about my affairs, work, deal	-	-	-	-	-	-	.638	-	-
84	Spent more time studying than expected	-	-	-	-	-	-	.564	-	-
6	I thought about my future	-	-	-	-	-	-	.490	-	-
50	Thought about exams, tests, important assignments	-	-	-	-	-	-	.471	-	-
70	I needed to save money	-	-	-	-	-	-	-	.740	-
17	I had to borrow money	-	-	-	-	-	-	-	.734	-
59	Ate tasteless, bland, dry food	-	-	-	-	-	-	-	.704	-
3	Spent more money than I planned	-	-	-	-	-	-	-	.683	-

Continuation of the table 3

№	Stressors	Factor								
		1	2	3	4	5	6	7	8	9
31	There was not enough money to buy something; couldn't buy what I wanted	-	-	-	-	-	-	-	.651	-
45	A ban on the use of gadgets and computers has been received	-	-	-	-	-	-	-	.593	-
90	I heard predictions about disasters and they scared me	-	-	-	-	-	-	-	-	.793
66	It seemed to me that something inexplicable could prevent me from achieving what I wanted	-	-	-	-	-	-	-	-	.776
82	I was in the dark, saw unclear silhouettes, heard strange rustling noises that scared me	-	-	-	-	-	-	-	-	.737

Notes. The zeros before the comma are omitted.

Further, a qualitative analysis of the questionnaire items was carried out, including consideration of events in certain areas of life.

Statements similar in meaning to those already available were excluded from the final text of the questionnaire (4 statements in total: 72. "I spent a lot of time on a difficult task" and 80. "I did the task longer than I expected", 5. "I was worried, dissatisfied with the condition of my body" and 26. "It was unpleasant to look at myself in the mirror", 12. "I was jealous of someone" and 19. "I wanted to be better than someone", 35. "I quarreled with my parents" and 42. "There were conflicts, scandals with relatives"). Thus, there are 66 questions in the list of questions, with one additional one: "If you have met with other unpleasant events that are not on the list, specify them" (Appendix A).

The first factor (F1) "Loneliness, health" included events related to the experience of loneliness.

The second factor (F2) "Self-attitude" is represented by the following events: thinking about your attractiveness, striving to be better than someone, dissatisfaction with your appearance.

The third factor (F3) "Rejection" is filled with events related to condemnation, criticism, failures, such as: an unpleasant meeting, condemnation from classmates when they interrupted and did not listen to a teenager.

The fourth factor (F4) "Fears, anxiety" is filled with events that cause fear and anxiety in a teenager: a speech, an unexpected question from a teacher, received bad news, banter from others, needed to ask a stranger a question, etc.

The fifth factor (F5) "School, study" is related to educational activities (completion of educational tasks, dissatisfaction with the assessment received) and situations related to school life (remarks from the teacher, fatigue after learning activities).

The sixth factor (F6) is "Communication with elders" (teachers, parents): waiting for parents from a parent-teacher meeting, quarrels with relatives on the basis of school performance, etc.

The seventh factor (F7) "Affairs, planning" included events related to planning (spent more money than planned) and business (thinking about your business, did not have time to do an interesting thing, was not satisfied with the frequency of meetings with a friend).

Factor eight (F8) "Finance" is filled with situations related to the financial component, material dissatisfaction and uncertainty, disappointment in receiving funds, a ban on using gadgets and spending time for pleasure.

The ninth factor (F9) "Mystical fears" is represented by the following events: "It seemed that something inexplicable could prevent us from achieving what we wanted," "I found myself in the dark, saw vague silhouettes, heard incomprehensible rustles," "I heard predictions about catastrophes".

A review of the results of using a questionnaire with 65 statements found that the average number of stressors perceived by adolescents during the two weeks preceding the survey, for the sample as a whole, was 21.98 (for girls – 22.92, for boys – 20.97), the average strength of experiencing a stressful event was 3.13 (for girls – 3.18, for boys – 3.077).

To identify the internal consistency of the questionnaire, a correlation analysis was performed, which showed a high integration of the system, which indicates the internal consistency of the questionnaire. The data of the correlation analysis are shown in Table 4.

Table 4. The values of the Pearson correlation coefficients between the number of stressful events in different spheres of life

Factor	1	2	3	4	5	6	7	8	9
F1 "Loneliness, health"	1	.372**	.307**	.272**	.205**	.244**	.048	.205**	.160**
F2 "Self-attitude"	-	1	.339**	.278**	.202**	.240**	-.064	.215**	.189**
F3 "Rejection"	-	-	1	.308**	.286**	.315**	-.118*	.187**	.183**
F4 "Fears, anxiety"	-	-	-	1	.182**	.431**	.008	.377**	.394**
F5 "School, study"	-	-	-	-	1	.361**	-.016	.273**	.076
F6 "Communication with elders"	-	-	-	-	-	1	.004	.277**	.437**
F7 "Affairs, planning"	-	-	-	-	-	-	1	.237**	.028
F8 "Finance"	-	-	-	-	-	-	-	1	.144*
F9 "Mystical fears"	-	-	-	-	-	-	-	-	1

Notes. ** - significance level $p \leq 0.01$, * - significance level $p \leq 0.05$. The zeros before the comma are omitted.

As can be seen from Table 4, there are numerous correlations of the number of stressful events between different spheres of life. So, Factor 1 "Loneliness, health" has positive associations with indicators of the spheres "Self-attitude", "Rejection", "Fears, anxiety", "School, study", "Communication with elders", "Finance", "Mystical fears" (all connections at $p \leq 0.01$). The factors "Self-attitude" (F2), "Fears, anxiety" (F4), "Communication with elders" (F6) have links with indicators in other areas (at $p \leq 0.01$). The indicators of Factor 5 "School, study" have connections (at $p \leq 0.01$) with the indicators of all spheres, except for the spheres of "Affairs, planning" (F7) and "Mystical fears" (F9). All the described connections are positive. The exception is Factor 7 "Affairs, planning", which has a negative relationship with

Factor 3 "Rejection" ($p \leq 0.05$) and a positive relationship with Factor 8 "Finance" ($p \leq 0.01$).

Similar results were found when analyzing correlations of the strength of experiencing stressful events, indicating a high degree of integration of indicators from different spheres with each other (Table 5). These data confirm the high internal consistency of the daily stress questionnaire.

Table 5. Values of Pearson correlation coefficients between the intensity of experiencing stressful events in different spheres of life

Factor	1	2	3	4	5	6	7	8	9
F1 "Loneliness, health"	1	.294**	.288**	.288**	.211**	.199**	.222**	.141*	.225**
F2 "Self-attitude"	-	1	.310**	.278**	.141*	.186**	.036	.116*	.179**
F3 "Rejection"	-	-	1	.236**	.131*	.177**	.073	.204**	.116*
F4 "Fears, anxiety"	-	-	-	1	.112	.299**	.223**	.333**	.389**
F5 "School, study"	-	-	-	-	1	.339**	.537**	.130*	.066
F6 "Communication with elders"	-	-	-	-	-	1	.212**	.104	.288**
F7 "Affairs, planning"	-	-	-	-	-	-	1	.189**	.175**
F8 "Finance"	-	-	-	-	-	-	-	1	.156**
F9 "Mystical fears"	-	-	-	-	-	-	-	-	1

Notes. ** - significance level $p \leq 0.01$, * - significance level $p \leq 0.05$. The zeros before the comma are omitted.

As can be seen from Table 5, the indicators of the strength of experience in Factor 1 "Loneliness, health" have links with similar indicators of the factors "Self-attitude", "Rejection", "Fears, anxiety", "School, study", "Communication with elders", "Affairs, planning", "Mystical fears" (at $p \leq 0.01$) and with Factor 8 "Finance" (at $p \leq 0.05$).

The power of experience in the Factor "Self-attitude" (F2) has connections with the factors "Loneliness, health", "Rejection", "Fears, anxiety", "Communication with elders", "Mystical fears" (all connections at $p \leq 0.01$), and with the factors "School, study" and "Finance" (at $p \leq 0.05$).

"Rejection" (F3) has connections with the factors "Loneliness, health", "Self-attitude", "Fears, anxiety", "Communication with elders", "Finances" (at $p \leq 0.01$), "School, studies" and "Mystical fears" (at $p \leq 0.05$).

Strength experiences in the Factor "Fears, anxiety" (F4) have connections with the factors "Loneliness, health", "Self-attitude", "Rejection", "Communication with elders", "Affairs, planning", "Finances", "Mystical fears" (at $p \leq 0.01$).

The power of experience in the field of "School, study" (F5) has connections with experiences in the fields of "Loneliness, health", "Communication with elders", "Affairs, planning" (at $p \leq 0.01$), and with indicators of factors "Self-attitude", "Rejection", "Finance" (at $p \leq 0.05$).

The power of experience in the sphere of "Communication with elders" (F6) has connections with the power of experiences in all spheres of life (at $p \leq 0.01$), except for the sphere of "Finance" (F8).

The power of experiences in the sphere of "Affairs, planning" (F7) has connections with the same indicator in all spheres (at $p \leq 0.01$), with the exception of the spheres of "Self-attitude" and "Rejection".

The power of experience in the field of "Finance" (F8) found correlations with the power of experiences in the areas of "Rejection", "Fears, anxiety", "Affairs, planning", "Mystical fears" (at $p \leq 0.01$), as well as with indicators of the areas of "Loneliness, health", "Self-attitude", "School, study" (at $p \leq 0.05$),

Indicators of the strength of experience in the field of "Mystical fears" (F9) have relationships with experiences in the fields of "Loneliness, health", "Self-attitude", "Fears, anxiety", "Communication with elders", "Affairs, planning", "Finance" (at $p \leq 0.01$), and with indicators in the sphere of "Rejection" (at $p < 0.05$).

The obtained close direct interrelations of the power of experience in different spheres of life may indicate that the power of responding to stressors is characterized by individual constancy and is determined by stable individual psychological characteristics of the personality. The numerous relationships obtained also confirm the high internal consistency of the Questionnaire.

Convergent validity was determined using techniques aimed at diagnosing variables that should reveal theoretically predictable connections with the factors of "stressors of everyday life". The following methods were used: The scale of perceived stress (The Perceived Stress Scale, for Child, N.E. Kharlamenkova), the Stress Resistance Test (N.V. Kirsheva, N.V. Ryabchikova).

The r-Pearson correlation coefficient was used to identify correlations.

Table 6. Values of Pearson correlation coefficients between the indicators of the Questionnaire of everyday stressors and the Scale of perceived stress, the Questionnaire of stress tolerance for adolescents

Factor	Indicator	Perceived stress	Stress resistance
Loneliness, health	Number of stressors	.360**	.302**
	Average stress level	.406**	.320**
Affairs, planning	Number of stressors	-.194**	.021
	Average stress level	.109	.233**
Fears, anxiety	Number of stressors	.365**	.301**
	Average stress level	.451**	.346**
Mystical fears	Number of stressors	.293**	.222**
	Average stress level	.287**	.227**
Self-attitude	Number of stressors	.262**	.197**
	Average stress level	.286**	.171**
Finance	Number of stressors	.143*	.210**
	Average stress level	.110	.198**
Rejection	Number of stressors	.382**	.239**
	Average stress level	.401**	.268**
School, study	Number of stressors	.252**	.225**
	Average stress level	.372**	.285**
Communication with elders	Number of stressors	.414**	.323**
	Average stress level	.469**	.368**

Notes. ** - significance level $p \leq 0.01$, * - significance level $p \leq 0.05$. The zeros before the comma are omitted.

The scales of the questionnaire have many connections with the parameters of other methods. Consideration of the interrelationships of the Questionnaire of everyday stress with the Stress Resistance Test revealed positive correlations with all

indicators of the methodology, except for indicators of the field of "Affairs, planning" (Table 6).

Almost all factors of "everyday stress" positively correlate with the level of perceived stress on the PSS-C scale. The revealed correlations indicate the stressful nature of the events filling the factors of the questionnaire and confirm the purpose of the questionnaire "Everyday stressors" developed by us. At the same time, there is one negative relationship between perceived stress (according to the PSS-C questionnaire) and the number of stressful events in the field of "Affairs, planning". This relationship can be interpreted as evidence that teenagers' preoccupation with affairs, their involvement in activities, can serve as a factor reducing the level of perceived stress in other fields of activity.

The conducted study of the perception of everyday stress by adolescents allowed us to identify nine areas of events in which adolescents experience stress. The proposed Daily Stress Questionnaire showed internal consistency and external validity.

3.2 Everyday stress in the lives of adolescents

Sex differences in the perception of everyday stressors were revealed, the indicators were analyzed in groups divided by sex. An analysis of the results of the study on the sample as a whole revealed a fairly high level of stress among adolescents. Thus, the average number of stressful situations in the sample as a whole is 21.98 (for girls – 22.92, for boys – 20.97), the average strength of experiencing a stressful event is 3.13 (for girls – 3.18, for boys – 3.077).

Stress is expressed in the following areas: "Loneliness, health" (the average number of stressors is 2.1, the strength of the experience is 2.3), "Affairs, planning" (the number of stressors is 3.76, the strength of the experience is 4.45), "Fears,

anxiety" (the number of stressors is 2.7, the strength of the experience is 3.2), "Mystical fears" (the average number of stressors is 0.53, the strength of the experience is 1.25), "Self-attitude" (the average number of stressors is 1.62, the strength of the experience is 2.2), "Finance" (the average number of stressors is 0.9, the strength of the experience is 2.05), "Rejection" (the number of stressors is 2.8, the strength of the experience is 3.11), "School, study" (the average number of stressors is 4.44, the strength of experience is 5.2), "Communication with elders" (the number of stressors is 3.04, the strength of experience is 4.4). As can be seen from the above, everyday stress is caused by events in the inner life of a teenager ("Loneliness, health"; "Self-attitude"; "Rejection"; "Fears, anxiety"), and events in the external environment ("Finance"; "School, studies"; "Communication with elders").

Table 7. Indicators of stress perception in groups of girls and boys of adolescent age (Mann-Whitney U-test)

Indicator	Girls (N = 155)		Boys (N = 144)		U	p
	\bar{X}	σ	\bar{X}	σ		
Perceived stress (PSS-C)	15.890	6.075	15.006	5.968	10217.5	.207
Stress resistance	22.929	13.128	20.965	10.393	10599.5	.453
Number of stressors	1.897	1.295	1.729	1.177	10348.5	.277
Loneliness, health (number of stressors)	3.045	3.344	1.118	2.650	6701.5	.000
Loneliness, health (average stress level)	2.06	2.765	.91	2.306	6840.5	.000
Affairs, planning (number of stressors)	3.877	2.468	3.652	2.303	10482.5	.360
Affairs, planning (average stress level)	3.08	2.616	2.27	1.628	9697	.050
Fears, anxiety (number of stressors)	2.683	2.947	2.777	2.286	9841.5	.074
Fears, anxiety (average stress level)	1.51	2.059	1.51	1.649	9358.5	.015
Mystical fears (number of stressors)	.419	.917	.659	1.195	10523	.247

Continuation of the table 7

Indicator	Girls (N = 155)		Boys (N = 144)		U	p
	\bar{X}	σ	\bar{X}	σ		
Mystical fears (average stress level)	.75	1.984	1.30	2.478	10527	.251
Self-attitude (number of stressors)	1.922	2.450	1.312	2.358	9079	.002
Self-attitude (average stress level)	1.70	2.677	1.05	2.025	9083.5	.002
Finance (number of stressors)	.954	1.415	.854	1.084	10659	.463
Finance (average stress level)	.96	1.846	.81	1.420	10412	.278
Rejection (number of stressors)	2.703	2.972	2.937	3.282	10822	.638
Rejection (average stress level)	1.94	2.648	2.32	2.888	10718	.540
School, study (number of stressors)	4.361	3.129	4.527	2.989	10778.5	.607
School, study (average stress level)	2.96	2.542	3.10	2.544	10783.5	.614
Communication with elders (number of stressors)	2.961	2.335	3.138	2.334	10654.5	.494
Communication with elders (average stress level)	2.12	2.241	2.31	2.185	10403.5	.310

Notes. The zeros before the comma are omitted.

According to the data obtained, girls were found to have greater tension in the areas of "Loneliness, health" (the number of stressors and the average intensity of experience at $p \leq 0.000$), "Self-attitude" (the number of stressors and the average intensity of experience at $p \leq 0.002$), "Affairs, planning" (the average intensity of experience $p \leq 0.050$). Young men have higher indicators in the field of "Fears, anxiety" (average intensity of experience $p \leq 0.015$). There were no significant sex

differences in other areas of life, perceived stress, and the general level of daily stress.

The analysis of everyday stressors of adolescents allows us to draw the following conclusions:

1. The approbation of the questionnaire of everyday stressors was carried out, the internal consistency and external validity of the questionnaire were established, the relationship of the indicators of the scale of perceived stress with the number of isolated stressors and the average intensity of experiencing stressful situations was revealed.

2. The stress tension of teenage girls is most pronounced in the following areas of life: "Loneliness, health", "Self-attitude", "Affairs, planning", in boys - "Fears, anxiety".

3. Everyday stress is caused by events in the inner life of a teenager ("Loneliness, health"; "Self-attitude"; "Rejection"; "Fears, anxiety", "Mystical fears"), and events in the external environment ("Finance"; "School, studies"; "Communication with elders", "Affairs, planning").

3.3 Socio-psychological adaptation and its resources in adolescence

3.3.1 Socio-psychological adaptation of adolescents

Socio-psychological adaptation is understood as a person's ability to enter into relationships, cooperate with society, adapt their internal state and behavior to the requirements of society and includes the following indicators: "Adaptation", "Acceptance of others", "Internality", "Self-acceptance", "Emotional comfort", "Striving for dominance".

For the group, the SPA index ranged from 159 to 573 at $M = 393.21$ (for girls from 159 to 573 at $M = 383.72$, for boys from 183 to 563 at $M = 403.42$). The indicator "Adaptation" ranged from 29 to 100 ($M = 66.37$), "Self-acceptance" from 23 to 100 ($M = 72.12$), "Acceptance of others" from 22 to 97 ($M = 66.38$), "Emotional comfort" from 13 to 100 ($M = 66.42$), "Internality" from 11 to 100 ($M = 64.21$), "Striving for dominance" from 0 to 100 ($M = 57.66$).

Table 8. Indicators of socio-psychological adaptation of adolescents in groups of girls and boys (Mann-Whitney U-test)

Indicator	Girls ($N = 155$)		Boys ($N = 144$)		U	p
	\bar{X}	σ	\bar{X}	σ		
Adaptation	64.1806	13.82989	68.7292	13.01275	8914	.003
Self-acceptance	73.7032	16.41237	70.4931	16.04757	9865.5	.083
Acceptance of others	63.4387	14.15640	69.5486	11.75795	8007	.000
Emotional comfort	65.2258	18.28474	67.7222	17.47023	10117.5	.163
Internality	62.2258	18.43682	66.3472	16.99499	9578.5	.034
Striving for dominance	54.9484	19.21708	60.5833	18.29804	9057	.005
SPA	383.7226	83.84452	403.4236	75.65986	9358	.016

Notes. The zeros before the comma are omitted.

Significant differences were found between groups of girls and boys in the following SPA indicators: "Adaptation" ($p \leq 0.003$), "Acceptance of others" ($p \leq 0.000$), "Internality" ($p \leq 0.034$), "Striving for dominance" ($p \leq 0.005$), "Socio-psychological adaptation" ($p \leq 0.016$). According to the data obtained, young men have higher adaptation, acceptance of others, emotional comfort, internality, desire for dominance and the general level of socio-psychological adaptation. It is noteworthy that girls have a significantly higher rate of "Self-acceptance". The data are consistent with the results of a study of sex aspects of socio-psychological adaptation, in which girls also showed higher rates of self-acceptance, while boys had

higher values for other SPA indicators (Companiets, 2014).

Subsequently, the sample was divided into groups by SPA level. The group with a high level of SPA (from 474 to 573 points, $M = 526.83$) included 43 people (20 girls and 23 boys). The group with a low level (from 159 to 313 points, $M = 277.08$) included 45 people (34 girls and 11 boys).

Table 9. Indicators of socio-psychological adaptation of adolescents in groups with high and low SPA indicators (Mann-Whitney U-test)

Indicator	High level SPA ($N = 43$)		Low level SPA ($N = 45$)		U	p
	\bar{X}	σ	\bar{X}	σ		
Adaptation	89.0465	6.20658	48.0889	7.14086	0	.000
Self-acceptance	91.4651	7.07897	49.8889	11.67013	0	.000
Acceptance of others	82.7674	6.44699	49.1778	9.83105	0	.000
Emotional comfort	92.2791	8.25869	48.5111	16.23355	16	.000
Internality	93.0698	7.51948	45.0222	11.86570	0	.000
Striving for dominance	78.2093	10.73392	36.4000	21.80117	64.5	.000
SPA	526.8372	32.62407	277.0889	40.66595	0	.000

Notes. The zeros before the comma are omitted.

Significant differences in the SPA structure between groups with high and low levels were found. Adolescents with a low level of socio-psychological adaptation show signs of maladaptation, self-rejection, and also experience emotional discomfort, difficulties in relationships with other people, list, external localization of control. In contrast, adolescents with a high level of socio-psychological adaptation show self-acceptance, acceptance of others, and experience emotional comfort. These teenagers are characterized by an internal localization of control, show a desire for dominance, which manifests itself in a willingness to take responsibility for events occurring in life.

3.3.2 External resources of socio-psychological adaptation

Indicators of social support were considered as external resources: emotional support, instrumental support, social integration and satisfaction with social support; life satisfaction in the areas of relationships "Family", "School", "Teachers", "Myself", "Friends", the general indicator of life satisfaction.

Table 10. Indicators of perception of social support and life satisfaction in groups with high and low levels of socio-psychological adaptation (Mann-Whitney U-test)

Indicator	High level SPA (N = 43)		Low level SPA (N = 45)		U	p
	\bar{X}	σ	\bar{X}	σ		
Emotional support	43.790	2.231	32.688	9.527	205	.000
Instrumental support	19.046	1.825	13	4.542	230.5	.000
Social integration	33.209	2.415	22.511	6.148	96	.000
Satisfaction with social support	7.395	1.953	5.044	2.458	448.5	.000
Satisfaction with relationships "Family"	25.767	5.154	18.311	6.037	311.5	.000
Satisfaction with relationships "School"	21.814	3.989	14.533	4.722	222.5	.000
Satisfaction with relationships "Teachers"	23.046	4.864	17.022	5.237	383	.000
Satisfaction with relationships "Myself"	27.279	2.538	17.288	4.485	72	.000
Satisfaction with relationships "Friends"	28.744	2.161	21.844	6.182	216.5	.000
Life Satisfaction Scale (MSLSS)	126.651	14.008	89	14.774	67	.000
Life satisfaction scale E. Diener	28.093	4.162	18.2	5.833	163.5	.000

Notes. The zeros before the comma are omitted.

Considering the results (Table 10), we see that the indicators of social support for adolescents with different levels of SPA differ. Adolescents with high socio-psychological adaptation have significantly higher values of satisfaction with social support, social integration, perceived emotional and instrumental support, and life satisfaction (all values at $p \leq 0.000$).

3.3.3 Internal resources of socio-psychological adaptation

Stress tolerance, resilience and its components were considered as internal resources: engagement, control, risk taking.

Table 11. Indicators of resilience and stress resistance of adolescents in groups with high and low levels of socio-psychological adaptation (Mann-Whitney U-test)

Indicator	High level SPA ($N = 43$)		Low level SPA ($N = 45$)		U	p
	\bar{X}	σ	\bar{X}	σ		
Stress resistance	29.744	4.326	34.4	5.906	463.5	.000
Involvement	45.837	7.064	23.6	7.526	34	.000
Control	40.372	6.362	23.311	10.051	157.5	.000
Risk taking	24.488	4.193	13.111	5.183	97.5	.000
Resilience	111.069	15.286	60.022	18.216	31.5	.000

Notes. The zeros before the comma are omitted.

Considering the results, we found that adolescents with high socio-psychological adaptation have higher stress resistance, as well as all indicators of resilience (all values at $p \leq 0.000$).

3.3.4 Relationships between external and internal resources of socio-psychological adaptation

The relationship between external resources (indicators of satisfaction with social support, life satisfaction) and internal resources for countering stress (stress resistance, resilience, psychological well-being) among adolescents with high and low levels of socio-psychological adaptation was considered.

Table 12. Values of Pearson correlation coefficients between indicators of external and internal resources of adolescents with a high level of socio-psychological adaptation (N=43)

Indicator	Stress resistance	Involvement	Control	Risk taking	Resilience	Autonomy	Competence	Personal growth	Positive relationships	Life goals	Self-acceptance	Psychological well-being
Emotional support	.110	.123	- .028	- .098	.032	.010	- .007	.228	- .082	.166	- .098	.070
Instrumental support	.381 *	.298	.146	.146	.252	.348 *	.173	.153	.025	.002	.090	.254
Social integration	.146	- .065	- .146	.039	- .072	.417 **	- .011	- .164	- .168	.121	.225	.136
Satisfaction with social support	- .112	.329 *	.160	.255	.322 *	.383 *	.355 *	.138	.117	.349 *	.207	.489 **
Satisfaction with relationships "Family"	- .042	.629 **	.465 **	.318 *	.592 **	.421 **	.591 **	.141	.062	.493 **	.202	.624 **
Satisfaction with relationships "School"	- .222	.470 **	.158	.179	.377 *	- .154	.487 **	.504 **	.097	.360 *	- .194	.368 *
Satisfaction with relationships "Teachers"	- .215	.444 **	.123	.365 *	.392 **	- .094	.411 **	.411 **	.215	.373 *	- .040	.401 **

Continuation of the table 12

Indicator	Stress resistance	Involvement	Control	Risk taking	Resilience	Autonomy	Competence	Personal growth	Positive relationships	Life goals	Self-acceptance	Psychological well-being
Satisfaction with relationships "Myself"	.002	.528**	.192	.354*	.448**	.485**	.446**	.162	.177	.225	.367*	.580**
Satisfaction with relationships "Friends"	.054	.124	.144	.032	.140	.120	.051	.107	.358*	.322*	-.063	.263
Life Satisfaction Scale (MSLSS)	-.145	.634**	.316*	.364*	.564**	.185	.587**	.384*	.213	.504**	.062	.619**
Life satisfaction scale E. Diener	-.219	.569**	.052	.431**	.444**	.572**	.447**	.195	.055	.226	.422**	.600**

Notes. ** - significance level $p \leq 0.01$, * - significance level $p \leq 0.05$. The zeros before the comma are omitted.

As can be seen from table 12, in the group of adolescents with a high level of SPA, external and internal resources are positively interconnected (34 connections at $p \leq 0.01$, 20 connections at $p \leq 0.05$).

Instrumental support is positively associated with stress tolerance and autonomy; social integration is positively associated with autonomy; satisfaction with social support is positively associated with engagement, resilience, autonomy, competence, life goals and psychological well-being, no relationships with emotional support were found.

Life satisfaction indicators have also formed numerous connections.

E. Diener's life satisfaction has positive correlations with engagement, risk-taking, resilience and indicators of psychological well-being: autonomy, competence, self-acceptance, general level of psychological well-being;

Next, the indicators of life satisfaction according to the method of E. S. Huebner were considered. The life satisfaction index has direct correlations with

indicators of resilience – engagement, control, risk-taking, resilience and indicators of psychological well-being - competence, personal growth, life goals, and the overall level of psychological well-being;

Life satisfaction in the Family sphere has direct correlations with indicators of resilience – engagement, control, risk-taking, resilience and indicators of psychological well-being - autonomy, competence, life goals, psychological well-being.

The indicator of life satisfaction in the field of "School" has direct correlations with indicators of resilience – engagement, resilience and indicators of psychological well-being - competence, personal growth, life goals, psychological well-being.

The indicator of life satisfaction in the field of "Teacher" has direct correlations with indicators of resilience – engagement, risk acceptance, resilience and indicators of psychological well-being - competence, personal growth, life goals, psychological well-being.

The indicator of life satisfaction in the sphere of "Myself" has direct correlations with indicators of resilience – engagement, risk acceptance, general level of resilience and indicators of psychological well-being - autonomy, competence, self-acceptance, psychological well-being.

The indicator of life satisfaction in the field of "Friends" has direct links with self-attitude and life goals.

Thus, numerous correlations of external and internal stress management resources have been found among adolescents with high levels of SPA. The largest number of connections of external resources is observed with engagement, resilience, competence, and psychological well-being. The greatest number of connections of internal resources is observed with life satisfaction and satisfaction with relationships with family. There are no connections with emotional support. This may indicate that indicators of resilience, psychological well-being and life satisfaction act as resources to counteract stress in adolescents of this group. The data also confirms the role of family in a teenager's life.

Next, the links between external and internal resources among adolescents with a low level of socio-psychological adaptation were considered.

Table 13. Values of Pearson correlation coefficients between indicators of external and internal resources of adolescents with a low level of socio-psychological adaptation (N=45)

Indicator	Stress resistance	Involvement	Control	Risk taking	Resilience	Autonomy	Competence	Personal growth	Positive relationships	Life goals	Self-acceptance	Psychological well-being
Emotional support	.048	.205	.137	.299*	.246	.282	.282	-.060	.302*	.361*	.097	.334*
Instrumental support	.186	.033	-.008	.038	.020	.124	.089	-.131	.241	.240	.201	.213
Social integration	-.051	.238	.223	.224	.285	.104	.341*	.030	.248	.275	.026	.265
Satisfaction with social support	-.305*	.414**	.460**	.144	.466**	.157	.383**	.372*	.286	.257	.093	.399**
Satisfaction with relationships "Family"	-.220	.014	.304*	-.336*	.078	.018	.097	.288	.256	.252	.357*	.343*
Satisfaction with relationships "School"	-.138	.530**	.456**	.265	.546**	.109	.577**	.585**	-.019	.184	.059	.374*
Satisfaction with relationships "Teachers"	-.192	.239	.568**	.050	.427**	.090	.301*	.406**	.024	.100	.267	.314*
Satisfaction with relationships "Myself"	-.171	.440**	.554**	.115	.520**	-.058	.268	.223	.264	.085	.397**	.328*
Satisfaction with relationships "Friends"	.049	.224	-.115	.336*	.125	.132	-.100	-.298*	.343*	.322*	-.138	.065
Life Satisfaction Scale (MSLSS)	-.234	.488**	.592**	.141	.568**	.112	.370*	.392**	.331*	.358*	.322*	.498**
Life satisfaction scale E. Diener	-.224	.462**	.218	.511**	.456**	.419**	.432**	-.017	.287	.450**	.160	.456**

Notes. ** - significance level $p \leq 0.01$, * - significance level $p \leq 0.05$. The zeros before the comma are omitted.

As can be seen from the table, in the group of adolescents with low SPA, external and internal resources are interconnected (30 connections at $p \leq 0.01$, 22 connections at $p \leq 0.05$).

Indicators of social support are related to internal resources as follows: emotional support is positively associated with risk-taking, positive relationships, life goals and psychological well-being; social integration is associated with competence; satisfaction with social support is associated with engagement, competence, personal growth and psychological well-being, while satisfaction with social support is negatively associated with stress tolerance, relationships no instrumental support was found.

Life satisfaction indicators are related as follows:

1) Life satisfaction (E. Diener) has direct correlations with indicators of resilience – engagement, risk acceptance, resilience and indicators of psychological well-being – autonomy, competence, life goals, psychological well-being (all links at $p \leq 0.01$);

2) life satisfaction (E. S. Huebner) has direct correlations with indicators of resilience – engagement, control, resilience and indicators of psychological well-being - competence, personal growth, positive relationships, life goals, self-acceptance, psychological well-being;

The indicator of life satisfaction in the field of "Friends" has direct links with the indicators of "Positive relationships" and "Life goals". It is worth paying attention to the negative relationship of this indicator with personal growth (all connections at $p \leq 0.05$).

The indicator of life satisfaction in the field of "Family" has positive relationships with control, self-acceptance and psychological well-being. A negative relationship with the "Risk taking" resilience index was found (all relationships at $p \leq 0.05$).

The indicator of life satisfaction in the field of "School" has direct correlations

with indicators of resilience – engagement, control, resilience and indicators of psychological well-being - competence, personal growth, psychological well-being.

The indicator of life satisfaction in the field of "Teacher" has direct correlations with indicators of resilience – control, resilience and indicators of psychological well-being - competence, personal growth, psychological well-being.

The indicator of life satisfaction in the sphere of "Myself" has direct correlations with indicators of resilience – engagement, control, resilience and indicators of psychological well-being - self-acceptance, psychological well-being.

It is worth paying attention to the negative relationships found between satisfaction with social support and stress tolerance, satisfaction with family relationships and risk taking, satisfaction with relationships with friends and personal growth.

Considering the differences between adolescents with high and low levels of socio-psychological adaptation, the interrelationships of emotional support with external resources of socio-psychological adaptation (risk taking, positive relationships, life goals, psychological well-being) of adolescents with low SPA levels were found, while adolescents with high SPA levels have no interrelationships. At the same time, in adolescents with a high level of SPA, the interrelationships of instrumental support with stress resistance and autonomy were found (in adolescents with a low level of SPA, such interrelationships are absent).

Adolescents with a high level of SPA have a greater number of connections of external resources with indicators of resilience "Engagement" (satisfaction with interaction in the field of "Family", "Teachers" at $p \leq 0.01$), "Risk acceptance" (satisfaction with interaction in the field of "Teacher", "Myself" and life satisfaction at $p \leq 0.05$), "Resilience" (satisfaction with social support at $p \leq 0.05$, satisfaction with interaction in the field of "Family" at $p \leq 0.01$). At the same time, adolescents with a low level of SPA showed a greater number of connections of external resources with the indicator of resilience "Control" (satisfaction with social support, satisfaction with interaction in the field of "School", "Teachers", "Myself" at

$p \leq 0.01$). Also, when considering the resilience indicator "Risk taking", a positive relationship between this indicator and satisfaction with family relationships was found in adolescents with a high level of SPA and a negative relationship in adolescents with a low level of SPA (at $p \leq 0.05$).

Adolescents with a high level of SPA have a positive relationship between risk-taking and satisfaction with family relationships, while adolescents with a low level of SPA have a negative relationship.

The interrelationships of internal resources with instrumental support were found in adolescents with a high level of SPA (there are no connections in adolescents with a low level of SPA). Adolescents with a low level of SPA have been found to have connections with emotional support (adolescents with a high level of SPA have no connections).

Adolescents with a high level of SPA were found to have a greater (than adolescents with a low level) number of connections of external resources with satisfaction with relationships with family, teachers, and with themselves.

At the same time, both groups found direct links of psychological well-being with satisfaction with social support, life satisfaction, satisfaction with relationships in the family, school, with teachers, with oneself.

A comparison of the average values revealed a higher level of resilience and its constituent indicators, as well as higher parameters of social support in the group with a high level of SPA (all differences are significant at $p \leq 0.000$).

3.4 Stress and socio-psychological adaptation

3.4.1 Perception of everyday stressors by adolescents with different indicators of socio-psychological adaptation

The sample was divided into groups by SPA level. The average SPA index in

the sample is 393.27, the standard deviation is 80.48, and the range of indicators is from 159 to 573. The group with a high level of SPA (from 474 to 573 points, $M = 526.83$) included 43 people (20 girls and 23 boys). The group with a low level (from 159 to 313 points, $M = 277.08$) included 45 people (34 girls and 11 boys). Further analysis was carried out in the selected groups.

Table 14. Indicators of stress perception, stress tolerance and stress tension in the life spheres of adolescents in groups with high and low levels of socio-psychological adaptation (Mann-Whitney U-criterion)

Indicator	High level SPA ($N = 43$)		Low level SPA ($N = 45$)		U	p
	\bar{X}	σ	\bar{X}	σ		
Perceived stress (PSS-C)	9.279	5.193	19.177	6.300	234	.000
Number of stressors	15.883	7.098	30.800	10.953	263	.000
Average stress level	.879	.576	2.889	1.247	109	.000
Loneliness, health (number of stressors)	.488	.855	4.000	3.711	447.5	.000
Loneliness, health (average stress level)	.177	.429	3.088	3.342	428	.000
Affairs, planning (number of stressors)	6.395	1.256	3.000	2.345	196.5	.000
Affairs, planning (average stress level)	3.239	1.967	2.486	2.143	783.5	.124
Fears, anxiety (number of stressors)	1.697	1.655	3.955	3.343	617	.003
Fears, anxiety (average stress level)	.616	.838	2.454	2.400	578	.001
Mystical fears (number of stressors)	.162	.574	.777	1.259	744	.008
Mystical fears (average stress level)	.247	1.081	1.614	2.915	742.5	.008
Self-attitude (number of stressors)	.348	1.020	4.244	2.689	232	.000
Self-attitude (average stress level)	.156	.565	4.485	3.250	214	.000
Finance (number of stressors)	.697	1.165	.911	1.258	866	.342
Finance (average stress level)	.623	1.162	.857	1.692	886.5	.451

Continuation of the table 14

Indicator	High level SPA (<i>N</i> = 43)		Low level SPA (<i>N</i> = 45)		U	p
	\bar{X}	σ	\bar{X}	σ		
Rejection (number of stressors)	1.093	1.949	4.355	3.220	426.5	.000
Rejection (average stress level)	.529	1.223	3.574	3.120	405	.000
School, study (number of stressors)	3.023	2.304	5.844	2.907	449	.000
School, study (average stress level)	1.258	1.315	4.491	2.629	313.5	.000
Communication with elders (number of stressors)	1.976	1.697	3.711	2.331	547	.000
Communication with elders (average stress level)	1.069	1.417	2.952	2.430	494.5	.000

Notes. The zeros before the comma are omitted.

Thus, adolescents with a low level of socio-psychological adaptation have significantly higher levels of perceived stress ($p \leq 0.000$), the total number of stressors ($p \leq 0.000$), and the average intensity of experience ($p \leq 0.000$). They have higher tension in all spheres of life, namely: in the areas of "Loneliness, health" ($p \leq 0.000$), "Affairs, planning" (number of stressors $p \leq 0.000$), "Fears, anxiety" (number of stressors $p \leq 0.003$, average intensity of experience $p \leq 0.001$), "Mystical fears" (number of stressors and average intensity of experience $p \leq 0.008$), "Self-attitude" ($p \leq 0.000$), "Rejection" ($p \leq 0.000$), "School, study" (number of stressors and average intensity of experience $p \leq 0.000$), "Communication with elders" ($p \leq 0.000$).

3.4.2 Interrelations of everyday stressors and socio-psychological adaptation

Correlation analysis revealed connections (101 connections at $p \leq 0.01$, 14 connections at $p \leq 0.05$) of perception of everyday stressors with indicators of socio-psychological adaptation of adolescents.

Table 15. The values of the Pearson correlation coefficients between the indicators of the Questionnaire of everyday stressors and socio-psychological adaptation

Sphere		Adaptation	Self-acceptance	Acceptance of others	Emotional comfort	Internality	Striving for dominance	SPA
Loneliness, health	Number of stressors	-.372**	-.254**	-.369**	-.337**	-.277**	-.259**	-.373**
	Average stress level	-.364**	-.249**	-.378**	-.340**	-.269**	-.252**	-.370**
Affairs, planning	Number of stressors	.356**	.272**	.304**	.308**	.327**	.221**	.359**
	Average stress level	.054	.085	.086	.064	.056	.038	.076
Fears, anxiety	Number of stressors	-.265**	-.259**	-.125*	-.258**	-.204**	-.163**	-.259**
	Average stress level	-.321**	-.279**	-.179**	-.300**	-.241**	-.182**	-.304**
Mystical fears	Number of stressors	-.243**	-.262**	-.191**	-.204**	-.136*	-.118*	-.229**
	Average stress level	-.233**	-.255**	-.185**	-.191**	-.139*	-.099	-.219**
Self-attitude	Number of stressors	-.522**	-.566**	-.418**	-.374**	-.414**	-.290**	-.515**
	Average stress level	-.536**	-.565**	-.441**	-.386**	-.432**	-.325**	-.537**
Finance	Number of stressors	-.086	-.070	.037	-.115*	-.069	-.086	-.084
	Average stress level	-.067	-.026	.035	-.110	-.060	-.085	-.069
Rejection	Number of stressors	-.439**	-.377**	-.383**	-.400**	-.282**	-.266**	-.428**
	Average stress level	-.446**	-.400**	-.401**	-.386**	-.290**	-.281**	-.440**

Continuation of the table 15

Sphere		Adaptation	Self-acceptance	Acceptance of others	Emotional comfort	Internality	Striving for dominance	SPA
School, study	Number of stressors	-0.289**	-0.274**	-0.188**	-0.286**	-0.255**	-0.230**	-0.310**
	Average stress level	-0.393**	-0.328**	-0.264**	-0.366**	-0.353**	-0.321**	-0.412**
Communication with elders	Number of stressors	-0.314**	-0.209**	-0.210**	-0.301**	-0.275**	-0.186**	-0.302**
	Average stress level	-0.348**	-0.233**	-0.260**	-0.308**	-0.295**	-0.192**	-0.328**

Notes. ** - significance level $p \leq 0.01$, * - significance level $p \leq 0.05$. The zeros before the comma are omitted.

The number of stressful events, the average intensity of experience in the areas of "Loneliness, health", "Fears, anxiety", "Self-attitude", "Rejection", "School, study", "Communication with elders" have negative associations with all indicators of socio-psychological adaptation (at $p \leq 0.01$). That is, higher values of socio-psychological adaptation correspond to fewer stressors and the strength of their experience.

The number of stressors in the field of "Affairs, planning" is positively interrelated with all indicators of socio-psychological adaptation (all connections at $p \leq 0.01$).

The number of stressors in the sphere of "Mystical fears" is negatively correlated with all indicators of socio-psychological adaptation, the strength of experience in this area is negatively correlated with adaptation, self-acceptance, acceptance of others, emotional comfort, internality, the desire for dominance and the general indicator of socio-psychological adaptation.

Thus, stressors in the spheres of "Loneliness, health", "Fears, anxiety", "Mystical fears", "Self-attitude", "Finances", "Rejection", "School, study", "Communication with elders" are negatively associated with indicators of socio-psychological adaptation. That is, a high level of socio-psychological adaptation implies a reduction in tension in these areas of everyday stress of adolescents. At the same time, stressors in the field of "Affairs, planning" are positively associated with indicators of socio-psychological adaptation, which may indicate that tension in this area, the presence of a large number of cases and plans may be indicators of more successful socio-psychological adaptation of adolescents.

Subsequently, a correlation analysis of the perception of everyday stressors with indicators of socio-psychological adaptation of adolescents in groups with high and low levels of socio-psychological adaptation was carried out. In the group with a high level of socio-psychological adaptation, 13 connections were revealed (1 connection at $p \leq 0.01$, 12 connections at $p \leq 0.05$), in the group of adolescents with low socio-psychological adaptation, 11 connections were revealed (8 connections at $p \leq 0.01$, 3 connections at $p \leq 0.05$).

Table 16. The values of Pearson correlation coefficients between indicators of everyday stressors and socio-psychological adaptation in a group of adolescents with a high level of socio-psychological adaptation (N = 43)

Sphere		Adaptation	Self-acceptance	Acceptance of others	Emotional comfort	Internality	Striving for dominance	SPA
Loneliness, health	Number of stressors	-.085	.111	-.095	-.144	.006	-.074	-.070
	Average stress level	-.158	.100	-.204	-.087	-.102	-.147	-.143
Affairs, planning	Number of stressors	.077	-.107	-.035	.108	-.028	.001	.006
	Average stress level	.034	.413**	.203	.304*	.085	-.011	.229
Fears, anxiety	Number of stressors	-.205	-.185	-.179	-.358*	-.174	-.134	-.289
	Average stress level	-.346*	-.145	-.233	-.301*	-.292	-.181	-.346*
Mystical fears	Number of stressors	-.369*	-.048	.081	-.155	-.245	-.338*	-.272
	Average stress level	-.367*	-.042	.072	-.191	-.358*	-.279	-.287

Continuation of the table 16

Sphere		Adaptation	Self-acceptance	Acceptance of others	Emotional comfort	Internality	Striving for dominance	SPA
Self-attitude	Number of stressors	-.206	.155	-.052	.011	.223	-.170	-.018
	Average stress level	-.143	.160	-.009	.100	.219	-.114	.044
Finance	Number of stressors	-.192	-.089	-.006	-.211	-.011	-.138	-.158
	Average stress level	-.309*	-.035	-.120	-.279	-.102	-.260	-.270
Rejection	Number of stressors	-.156	.047	-.119	-.092	-.022	-.143	-.118
	Average stress level	-.180	.015	-.171	-.037	-.008	-.200	-.142
School, study	Number of stressors	-.163	-.037	-.059	-.231	-.012	-.193	-.175
	Average stress level	-.331*	-.071	-.095	-.222	-.170	-.295	-.290
Communication with elders	Number of stressors	-.165	.068	-.162	-.258	-.196	-.273	-.249
	Average stress level	-.257	-.019	-.028	-.206	-.363*	-.300	-.293

Notes. ** - significance level $p \leq 0.01$, * - significance level $p \leq 0.05$. The zeros before the comma are omitted.

So, in a group with a high level of socio-psychological adaptation, the "Adaptation" indicator is negatively associated, at $p \leq 0.05$, with the strength of experience in the areas of everyday stress "Fears, anxiety", "Finance", "School, study", as well as the strength of experience and the number of stressors in the field of "Mystical fears".

"Self-acceptance" has a direct connection at $p \leq 0.01$ with the strength of experience in the field of everyday stress "Affairs, planning". That is, the higher the self-acceptance of a teenager, the higher the power of experience in this area.

"Emotional comfort" has a direct relationship with the strength of experience in the field of "Affairs planning" and a negative relationship with the strength of experience and the number of stressors in the field of "Fears, anxiety" (all connections at $p \leq 0.05$). That is, the higher the emotional comfort, the higher the intensity of experiencing a stressful event in the field of "Affairs, planning" and the

lower the stress tension in the field of "Fears, anxiety".

"Internality" has negative correlations ($p \leq 0.05$) with the intensity of experience in the areas of everyday stress "Mystical fears" and "Communication with elders". That is, with higher internality, there is a lower level of stress in these areas.

The "desire for dominance" is negatively related to the number of stressors in the sphere of "Mystical fears" ($p \leq 0.05$). With a higher desire for dominance, there are fewer mystical fears.

"Socio-psychological adaptation" is negatively associated with the power of experience in the field of "Fears, anxiety" ($p \leq 0.05$).

It is worth paying attention to the found positive connections of the power of experience in the field of everyday stress "Affairs, planning" with self-acceptance and emotional comfort, which may indicate that the higher the self-acceptance and emotional the comfort of teenagers, the stronger the worry about business and plans.

Negative associations of adaptation, emotional comfort, and socio-psychological adaptation with the sphere of everyday stress "Fears, anxiety" may indicate that emotional discomfort and difficulties in adaptation contribute to increased fears and anxiety.

The negative connections of the sphere of everyday stress "Mystical fears" with adaptation, internality and SPA may indicate that adolescents experiencing difficulties in adaptation, having an external localization of control (tend to perceive events as a result of circumstances, rather than the result of their own actions, are not always able to take responsibility for events), tend to experience the tension associated with mystical, not always objective fears.

The negative associations of the number of stressors in the areas of everyday stress "School, study" and "Finance" with adaptation may indicate the influence of the strength of experiencing stressors in these areas on the adaptation of a teenager. The higher the adaptation, the lower the intensity of experiencing stressful events in these areas. That is, adolescents with high socio-psychological adaptation may show signs of maladaptation in the presence of stressors in these areas.

The negative relationship of the power of experience in the sphere of "Communication with elders" with internality may indicate that the higher the internality of a teenager, the less the power of experiencing stressful events in this area. This is also consistent with the study, which noted that adolescents with low internality care more about their social status and adult approval (Shipova, Kukharchuk, 2015).

Table 17. The values of the Pearson correlation coefficients between the indicators of the Daily stress Questionnaire and socio-psychological adaptation in a group of adolescents with low socio-psychological adaptation (N = 45)

Sphere		Adaptation	Self-acceptance	Acceptance of others	Emotional comfort	Internality	Striving for dominance	SPA
Loneliness, health	Number of stressors	-.045	.075	-.181	-.101	.121	-.016	-.044
	Average stress level	-.073	.077	-.155	-.173	.164	-.064	-.084
Affairs, planning	Number of stressors	.066	.092	.116	.100	-.087	-.051	.054
	Average stress level	.041	.085	.082	.154	-.105	-.054	.053
Fears, anxiety	Number of stressors	.151	-.136	.298*	-.005	.079	.072	.119
	Average stress level	.145	-.027	.291	-.004	.138	.106	.183
Mystical fears	Number of stressors	.040	-.258	.121	-.163	-.045	.161	-.030
	Average stress level	.087	-.191	.150	-.074	.020	.218	.090
Self-attitude	Number of stressors	-.315*	-.405**	-.053	-.186	-.270	-.116	-.400**
	Average stress level	-.390**	-.292	-.152	-.237	-.181	-.115	-.398**
Finance	Number of stressors	.011	-.211	.075	.023	-.184	-.092	-.134
	Average stress level	-.141	-.198	.029	-.124	-.120	-.147	-.238
Rejection	Number of stressors	-.286	.049	-.118	-.497**	.217	-.260	-.339*
	Average stress level	-.389**	-.035	-.123	-.536**	.189	-.247	-.399**
School, study	Number of stressors	-.098	-.046	.154	-.150	-.244	-.238	-.252
	Average stress level	-.013	.120	.254	-.068	-.166	-.262	-.123
Communication with elders	Number of stressors	-.056	.056	.075	-.231	-.135	-.022	-.119
	Average stress level	-.029	.144	.064	-.201	-.007	.078	.011

Notes. ** - significance level $p \leq 0.01$, * - significance level $p \leq 0.05$. The zeros before the comma are omitted.

In the group with a low level of socio-psychological adaptation, the indicators "Adaptation" and "Socio-psychological adaptation" are negatively associated with stress levels in the areas of "Self-attitude", "Rejection". That is, with low adaptation and socio-psychological adaptation, stress is significantly higher in the inner sphere of a teenager's life – "Self-attitude", and in the outer sphere - "Rejection". It turns out that both the rejection of a teenager by others, rejection, and difficulties in self-attitude, self-rejection has connections with the level of adaptation of a teenager.

The indicator "Self-acceptance" is negatively correlated with the number of stressors in the field of everyday stress "Self-attitude". The lower the level of self-acceptance of a teenager, the higher the stress tension in the field of "Self-attitude".

Positive associations of acceptance of others with the number of stressors in the field of everyday stress "Fears, anxiety" were found, indicating that the higher the acceptance of others, the more fears and worries a teenager has.

"Emotional comfort" is negatively correlated with the level of stress in the sphere of "Rejection", that is, with higher emotional comfort, there is a lower level of stress in this area.

Thus, in a group of adolescents with a low level of SPA, correlations of indicators of socio-psychological adaptation with stress were found in the areas of "Fears, anxiety", "Self-attitude" and "Rejection".

The positive relationship between the sphere of "Fears, anxiety" and the indicator of "Acceptance of others" may indicate that adolescents from the low-SPA group experiencing a state of anxiety may be inclined to positively evaluate other people. This may be due to the search for approval and support from others by teenagers who are experiencing tension in the field of "Fears, anxiety" and have low socio-psychological adaptation.

Negative connections between the sphere of everyday stress "Self-attitude" and adaptation, self-acceptance, SPA can indicate a connection between self-acceptance and tension in this area. At the same time, adolescents with a high level of SPA do not have such connections. This may indicate that adolescents with low SPA are more

susceptible to stressors in the field of "Self-attitude".

Negative connections between the sphere of everyday stress "Rejection" and adaptation, emotional comfort, SPA may indicate that rejection situations are associated with emotional comfort for adolescents with a low level of SPA. At the same time, adolescents with a high level of SPA do not have such connections. This may indicate that adolescents with low SPA are more susceptible to stressors in the field of "Rejection".

Thus, when considering the correlations between indicators of everyday stress and socio-psychological adaptation, differences between groups of adolescents with high and low levels of SPA were revealed. No identical correlations were found in these groups.

3.5 Predictors of everyday stress

Due to the fact that the tasks of the work included the analysis of the role of individual and personal characteristics in the processes of perception and processing of stressors of everyday life, a regression analysis was carried out. In the regression analysis, indicators of psychological well-being, socio-psychological adaptation, resilience, stress resistance, social support, life satisfaction were identified as predictors, and indicators of daily stress in different spheres of life were used as dependent variables.

When analyzing the results, it was taken into account that "Stress tolerance" is the opposite indicator. According to the method "Stress resistance test" (Kirsheva N.V., Ryabchikova N.V.), the more points a person scored, the lower his stress resistance (that is, high indicators indicate a low stress tolerance of the individual).

Models with an explained variance of 38 to 78% were obtained.

Table 18. Regression model

Dependent Variable	R	R ²	Predictors	β	B(SE)	p
Number of stressors	.685	.469	<i>Stress resistance</i>	.280	.559 (.110)	.000
			<i>Satisfaction with relationships "Family"</i>	-.188	-.381 (.136)	.005
Average stress level	.787	.620	<i>Stress resistance</i>	.314	.065 (.010)	.000
			<i>Satisfaction with relationships "Family"</i>	-.222	-.047 (.012)	.000
			<i>Satisfaction with relationships "School"</i>	-.170	-.040 (.018)	.028
Loneliness. health (number of stressors)	.714	.509	<i>Stress resistance</i>	.229	.122 (.028)	.000
			<i>Satisfaction with relationships "Friends"</i>	-.573	-.394 (.047)	.000
			<i>Autonomy</i>	.981	1.393 (.818)	.090
			<i>Positive relationships</i>	1.016	1.408 (.839)	.095
Loneliness. health (average stress level)	.744	.553	<i>Stress resistance</i>	.249	.109 (.022)	.000
			<i>Internality</i>	-.153	-.022 (.012)	.059
			<i>Satisfaction with relationships "School"</i>	.149	.074 (.041)	.075
			<i>Satisfaction with relationships "Friends"</i>	-.574	-.326 (.037)	.000
Affairs. planning (number of stressors)	.476	.227	<i>Stress resistance</i>	.138	.055 (.027)	.040
			<i>Internality</i>	.184	.025 (.014)	.083
Affairs. planning (average stress level)	.422	.178	<i>Stress resistance</i>	.211	.079 (.026)	.002
Fears. anxiety (number of stressors)	.551	.303	<i>Stress resistance</i>	.180	.080 (.028)	.005
			<i>Emotional support</i>	-.156	-.054 (.030)	.073
			<i>Satisfaction with relationships "Family"</i>	-.343	-.154 (.035)	.000
Fears. anxiety (average stress level)	.594	.353	<i>Stress resistance</i>	.177	.055 (.019)	.004
			<i>Satisfaction with relationships "Family"</i>	-.308	-.098 (.024)	.000
Mystical fears (number of stressors)	.553	.306	<i>Stress resistance</i>	.167	.030 (.011)	.009
			<i>Satisfaction with relationships "Family"</i>	-.509	-.092 (.014)	.000

Continuation of the table 18

Dependent Variable	R	R ²	Predictors	β	B(SE)	p
Mystical fears» (average stress level)	.548	.300	<i>Stress resistance</i>	.172	.065 (.024)	.007
			<i>Satisfaction with relationships</i> "Family"	-.511	-.195 (.029)	.000
Self-attitude (number of stressors)	.645	.417	<i>Perceived stress (PSS-C)</i>	-.205	-.082 (.035)	.020
			<i>Self-acceptance (SPA)</i>	-.419	-.062 (.014)	.000
Self-attitude (average stress level)	.661	.436	<i>Perceived stress (PSS-C)</i>	-.147	-.058 (.034)	.088
			<i>Life satisfaction scale E. Diener</i>	-.171	-.066 (.032)	.037
			<i>Self-acceptance (SPA)</i>	-.407	-.060 (.014)	.000
Finance (number of stressors)	.403	.163	<i>Stress resistance</i>	.219	.046 (.015)	.002
			<i>Satisfaction with relationships</i> "Family"	-.187	-.040 (.018)	.027
Finance» (average stress level)	.385	.148	<i>Stress resistance</i>	.242	.067 (.019)	.001
			<i>Satisfaction with relationships</i> "Family"	-.149	-.042 (.024)	.080
Rejection (number of stressors)	.645	.416	<i>Acceptance of others</i>	-.209	-.049 (.022)	.030
			<i>Autonomy</i>	-1.200	-1.676 (.877)	.057
			<i>Competence</i>	-1.667	-2.157 (.888)	.016
			<i>Personal growth</i>	-1.205	-1.689 (.888)	.058
			<i>Positive relationships</i>	-1.298	-1.767 (.900)	.051
			<i>Life goals</i>	-1.240	-1.657 (.902)	.067
			<i>Self-acceptance (C. Ryff)</i>	-1.285	-1.567 (.893)	.080
Rejection (average stress level)	.686	.470	<i>Stress resistance</i>	.118	.055 (.026)	.034
			<i>Acceptance of others</i>	-.223	-.046 (.019)	.015
			<i>Autonomy</i>	-2.049	-2.537 (.740)	.001
			<i>Competence</i>	-2.565	-2.943 (.750)	.000
			<i>Personal growth</i>	-2.031	-2.524 (.750)	.001
			<i>Positive relationships</i>	-2.196	-2.651 (.760)	.001
			<i>Life goals</i>	-2.110	-2.500 (.761)	.001
<i>Self-acceptance (C. Ryff)</i>	-2.222	-2.403 (.754)	.002			
School, study (number of stressors)	.629	.395	<i>Stress resistance</i>	.151	.078 (.030)	.011
			<i>Involvement</i>	-.958	-.287 (.141)	.043
			<i>Resilience</i>	1.749	.235 (.134)	.082
			<i>Satisfaction with relationships</i> "School"	-.611	-.355 (.056)	.000

Continuation of the table 18

Dependent Variable	R	R ²	Predictors	β	B(SE)	p
School, study (average stress level)	.675	.456	<i>Stress resistance</i>	.148	.063 (.024)	.009
			<i>Striving for dominance</i>	-.129	-.017 (.009)	.070
			<i>Satisfaction with relationships</i> "School"	-.641	-.309 (.044)	.000
			<i>Satisfaction with relationships</i> "Myself"	-.170	-.087 (.045)	.052
Communication with elders (number of stressors)	.671	.450	<i>Stress resistance</i>	.219	.086 (.022)	.000
			<i>Instrumental support</i>	-.184	-.114 (.047)	.015
			<i>Self-acceptance (SPA)</i>	.226	.032 (.013)	.016
			<i>Satisfaction with relationships</i> "Family"	-.381	-.151 (.027)	.000
			<i>Satisfaction with relationships</i> "School"	-.296	-.131 (.041)	.002
Communication with elders (average stress level)	.687	.472	<i>Stress resistance</i>	.237	.088 (.020)	.000
			<i>Instrumental support</i>	-.185	-.109 (.043)	.013
			<i>Self-acceptance (SPA)</i>	.251	.034 (.012)	.006
			<i>Satisfaction with relationships</i> "Family"	-.332	-.125 (.025)	.000
			<i>Satisfaction with relationships</i> "School"	-.251	-.106 (.038)	.006

Notes. The zeros before the comma are omitted.

According to the models obtained, the predictor of the total number of stressors perceived by a teenager is the level of stress tolerance (the higher it is, the fewer stressors). The second predictor is all indicators of psychological well-being and life satisfaction. As can be seen from table 18, a decrease in life satisfaction and indicators of psychological well-being contribute to an increase in the number of perceived stressors. At the same time, the structure of predictors is characterized by originality in different areas of everyday stress. Thus, negative predictors of tension in the field of everyday stress "Loneliness, health" are satisfaction with relationships with friends (number of stressors $p \leq 0.000$, average intensity of experience $p \leq 0.000$), and internality (average intensity of experience $p \leq 0.059$), positive predictors are autonomy (number of stressors $p \leq 0.090$), positive relationships (the number of stressors $p \leq 0.095$) and satisfaction with relationships in the field of

"School" (average intensity of experience $p \leq 0.075$).

That is, a decrease in internality and satisfaction with relationships with friends are factors of higher stress tension in the field of "Loneliness, health". At the same time, autonomy, focus on positive relationships and satisfaction with relationships in "School" contribute to reducing the number of stressors and the strength of the experience.

Further, the analysis of the regression model showed that the predictors of tension in the field of everyday stress "Affairs, planning" are internality (the number of stressors $p \leq 0.083$). That is, high internality, taking responsibility contribute to an increase in the number of stressors in this area.

The predictors of tension in the field of everyday stress "Fears, anxiety" are perceived emotional support (number of stressors $p \leq 0.073$), satisfaction with relationships in the field of "Family" (number of stressors $p \leq 0.000$). Thus, the lack of emotional support and dissatisfaction with family relationships are factors of higher tension in the field of "Fears, anxiety".

Predictors of tension in the field of everyday stress "Mystical fears" are the indicator of satisfaction with relationships in the "Family" (the number of stressors $p \leq 0.000$, the average intensity of experience $p \leq 0.000$), which indicates an increase in tension in this area when teenagers are dissatisfied with relationships with their family.

The negative predictors of the number of stressors and the level of tension in the sphere of "Self-attitude" are life satisfaction (average intensity of experience $p \leq 0.037$), the indicator of socio-psychological adaptation "Self-acceptance" (number of stressors $p \leq 0.000$, average intensity of experience $p \leq 0.000$), the level of perceived stress (number of stressors $p \leq 0.020$, average intensity of experience $p \leq 0.088$). This means that a decrease in the level of self-acceptance and life satisfaction contribute to an increase in stress in the field of "Self-attitude".

Predictors of stress in the field of "Finance" are stress tolerance and satisfaction with relationships in the family (the number of stressors is $p \leq 0.027$, the average

intensity of experience is $p \leq 0.080$), i.e. a higher level of stress tolerance helps to reduce the number of stressors and the intensity of tension, while dissatisfaction with relationships in the family contributes to their increase.

Predictors that reduce the number of stressors and the intensity of tension in the sphere of "Rejection" are all indicators of psychological well-being: acceptance of others (number of stressors $p \leq 0.030$, average intensity of experience $p \leq 0.015$), autonomy (number of stressors $p \leq 0.057$, average intensity of experience $p \leq 0.001$), competence (number of stressors $p \leq 0.016$, average intensity of experience $p \leq 0.000$), personal growth (number of stressors $p \leq 0.058$, average intensity of experience $p \leq 0.001$), positive relationships (number of stressors $p \leq 0.051$, average intensity of experience $p \leq 0.001$), life goals (number of stressors $p \leq 0.067$, average intensity of experience $p \leq 0.001$), self-acceptance (number of stressors $p \leq 0.080$, average intensity of experience $p \leq 0.002$). This means that increasing psychological well-being and stress tolerance contribute to reducing the stress associated with rejection experiences.

Negative predictors of tension in the field of "School, study" are satisfaction with relationships at school (number of stressors $p \leq 0.000$, average intensity of experience $p \leq 0.000$), self-satisfaction, "Myself" (average intensity of experience $p \leq 0.052$), the desire for dominance (average intensity of experience $p \leq 0.070$), engagement (the number of stressors $p \leq 0.043$). A positive predictor is resilience (number of stressors $p \leq 0.082$) and stress tolerance ($p \leq 0.009$). This means that the resilience and stress tolerance of adolescents contribute to reducing the level of school stress, and factors that increase stress are dissatisfaction with relationships at school, dissatisfaction with oneself, and the desire for dominance. This can be explained by the fact that the stressors of school life can be associated with the general resilience of a teenager, the teenager's resistance to life difficulties, and an increase in tension in this area is possible if teenagers are dissatisfied with their relationships with themselves, at school and with a low desire for dominance.

In relation to the sphere of everyday stress, "Communication with elders"

predictors are instrumental support (number of stressors $p \leq 0.015$, average intensity of experience $p \leq 0.013$), satisfaction with relationships in the family (number of stressors $p \leq 0.000$, average intensity of experience $p \leq 0.000$) and at school (number of stressors $p \leq 0.002$, average intensity of experience $p \leq 0.006$). In this case, self-acceptance acts as a positive predictor (the number of stressors $p \leq 0.016$, the average intensity of experience $p \leq 0.006$), which may be related to one of the tasks of adolescence - separation from parents. At the same time, the low level of instrumental support, satisfaction with relationships in the family and school contribute to an increase in stressors in this area.

Thus, summarizing the data obtained, we can say that predictors of stress differ depending on the spheres of life.

a) In the field of "Loneliness, health", positive predictors are stress tolerance, "Autonomy", "Positive relationships", satisfaction with relationships at school, negative predictors are satisfaction with relationships with friends and internality.

b) In the field of "Affairs, planning", stress tolerance and internality are positive predictors.

c) In the field of "Fears, anxiety", stress tolerance is a positive predictor, emotional support and satisfaction with family relationships are negative.

d) In the field of "Mystical Fears", stress tolerance is a positive predictor, and satisfaction with family relationships is a negative one.

e) In the field of "Self-attitude", perceived stress, self-acceptance and life satisfaction are negative predictors.

f) In the field of Finance, stress tolerance is a positive predictor, and satisfaction with family relationships is a negative one.

g) In the sphere of "Rejection", stress tolerance is a positive predictor, acceptance of others, autonomy, competence, personal growth, positive relationships, life goals, self-acceptance are negative.

h) In the field of "School, study", positive predictors are stress resistance, resilience, negative ones are engagement, satisfaction with relationships at school,

self-satisfaction and the desire for dominance.

i) In the field of "Communication with elders", positive predictors are stress tolerance, self-acceptance, negative ones are instrumental support, satisfaction with relationships in family and school.

The regression analysis results described above are summarized in table 19.

Table 19. Predictors of everyday stress in adolescents

Areas of Everyday Stress	Predictors	
	Internal resources	External resources
Loneliness, health	Stress resistance, autonomy, positive relationships	Life satisfaction in the fields of "Friends", "School"
Affairs, planning	Stress resistance	-
Fears, anxiety	Stress resistance	Emotional support, life satisfaction in the sphere of "Family"
Mystical fears	Stress resistance	Life satisfaction in the sphere of "Family"
Self-attitude	-	Life satisfaction
Finance	Stress resistance	life satisfaction in the sphere of "Family"
Rejection	Stress resistance, autonomy, competence, personal growth, positive relationships, life goals, self-acceptance.	-
School, study	Stress resistance; resilience, involvement	Life satisfaction in the fields of "Myself", "School"
Communication with elders	Stress resistance	Instrumental support, life satisfaction in the fields of "Family", "School"

Thus, as can be seen from the table, positive predictors contributing to a decrease in the number of perceived stressors are the internal resources of the individual (stress resistance, resilience and engagement, a number of factors of psychological well-being and an overall assessment of life satisfaction). Support for the social environment, which is represented by an assessment of satisfaction with its individual aspects (in the areas of family, friends, school, myself), as well as the perception of emotional and instrumental support, can be attributed to external personal resources.

Next, the predictors of everyday stress in groups of adolescents with different

levels of socio-psychological adaptation were considered. First of all, a regression analysis was performed in a group with a high level of socio-psychological adaptation (N = 43).

Table 20. Regression model of predictors of stress in adolescents with a high level of socio-psychological adaptation

Dependent Variable	R	R ²	Predictors	β	B(SE)	p
Average stress level	.901	.812	<i>Adaptation</i>	- 1.912	-.178 (.072)	.027
Self-attitude (average stress level)	.811	.657	<i>Adaptation</i>	- 2.269	-.207 (.095)	.047
Finance (number of stressors)	.856	.732	<i>Adaptation</i>	- 2.085	-.392 (.173)	.040
			<i>Autonomy (C. Ryff)</i>	1.667	1.064 (.374)	.013
			<i>Personal growth (C. Ryff)</i>	.810	.632 (.251)	.025
Finance» (average stress level)	.843	.711	<i>Adaptation</i>	- 2.062	-.386 (.179)	.049
			<i>Autonomy (C. Ryff)</i>	1.622	1.032 (.387)	.018
			<i>Personal growth (C. Ryff)</i>	.785	.611 (.260)	.034
Rejection (average stress level)	.824	.680	<i>Positive relationships (C. Ryff)</i>	1.056	.937 (.406)	.037
School, study (number of stressors)	.865	.748	<i>Satisfaction with relationships "Friends"</i>	-0.995	-1.061 (.469)	.040
			<i>Autonomy (C. Ryff)</i>	1.290	1.628 (.717)	.039
Communication with elders (number of stressors)	.883	.780	<i>Satisfaction with relationships "Teachers"</i>	1.724	.602 (.250)	.031
Communication with elders (average stress level)	.917	.841	<i>Social integration</i>	.708	.416 (.159)	.021
			<i>Satisfaction with relationships "Teachers"</i>	1.506	.439 (.178)	.027

Notes. The zeros before the comma are omitted.

According to the models obtained, adaptation acts as a predictor that reduces the average intensity of experiencing stressful events ($p \leq 0.032$), as well as stress in the areas of "Finance" (number of stressors $p \leq 0.040$, average intensity of experience $p \leq 0.049$), the intensity of experience in the field of "Self-attitude" ($p \leq 0.047$).

In the field of Finance, autonomy (number of stressors $p \leq 0.013$, intensity of experience $p \leq 0.018$) and personal growth (number of stressors $p \leq 0.025$, intensity of experience $p \leq 0.034$) are positive predictors. Thus, autonomy and personal growth contribute to an increase in tension in this area, which may be associated with the desire of adolescents for independence and personal growth, including reliance on material resources.

In the field of everyday stress, "Rejection" is a positive predictor of the indicator of psychological well-being "Positive relationships" (the strength of experience $p \leq 0.037$), contributing to an increase in the strength of experiencing stressful events in this area. For example, teenagers who are positive towards others may experience rejection situations with greater force, since positive relationships with others can be a significant factor for them.

In the field of "School, study", the negative predictor is satisfaction with relationships with friends (number of stressors $p \leq 0.040$), the positive predictor is autonomy (number of stressors $p \leq 0.039$). Thus, positive relationships with friends can reduce, and autonomy can increase, the number of perceived stressors in this area.

Positive predictors in the field of everyday stress "Communication with elders" are satisfaction with relationships with teachers (number of stressors $p \leq 0.031$, intensity of experience $p \leq 0.027$) and social integration (intensity of experience $p \leq 0.021$). Thus, social integration and satisfaction with relationships with teachers contribute to an increase in stressors in this area, which may be due to the personal significance for adolescents of the sphere of interaction with adults and, as a result, increase susceptibility to stressors in this area.

Such results may mean that perceived stress is able to motivate, encourage action and interaction. Increased susceptibility to stressors in certain areas of life may indicate the importance of certain relationships and life situations for a teenager.

Next, predictors of daily stress in a group of adolescents with low SPA levels (N=45) were considered.

Table 21. Regression model of predictors of stress in adolescents with a low level of socio-psychological adaptation

Dependent Variable	R	R ²	Predictors	β	B(SE)	p
Loneliness, health (number of stressors)	.871	.759	<i>Instrumental support</i>	.835	.682 (.320)	.048
			<i>Adaptation</i>	-.731	-.380 (.177)	.047
			<i>Internality</i>	-.760	-.238 (.096)	.024
			<i>Satisfaction with relationships "School"</i>	1.150	.904 (.329)	.014
Loneliness, health (average stress level)	.883	.780	<i>Internality</i>	-.746	-.210 (.083)	.021
			<i>Satisfaction with relationships "School"</i>	1.026	.726 (.284)	.020
Affairs, planning (number of stressors)	.726	.526	<i>Self-acceptance (C. Ryff)</i>	-1.361	-1.153 (.485)	.030
Affairs, planning (average stress level)	.752	.566	<i>Self-acceptance (C. Ryff)</i>	-1.305	-1.011 (.424)	.029
Fears, anxiety (average stress level)	.835	.697	<i>Self-acceptance (C. Ryff)</i>	1.009	.875 (.397)	.042
Self-attitude (number of stressors)	.877	.769	<i>Life satisfaction scale E. Diener</i>	-.899	-.414 (.146)	.011
			<i>Acceptance of others</i>	.616	.168 (.079)	.048
			<i>Satisfaction with relationships "Myself"</i>	-.537	-.322 (.150)	.047
Self-attitude (average stress level)	.867	.752	<i>Life satisfaction scale E. Diener</i>	-1.002	-.558 (.183)	.007
Finance (number of stressors)	.801	.641	<i>Emotional comfort</i>	.807	.063 (.028)	.041
School, study (number of stressors)	.917	.841	<i>Self-acceptance (SPA)</i>	.575	.143 (.067)	.048
			<i>Striving for dominance</i>	-.502	-.067 (.027)	.026
			<i>Control</i>	.833	.241 (.098)	.025
			<i>Satisfaction with relationships "School"</i>	-.900	-.554 (.210)	.017

Continuation of the table 21

Dependent Variable	R	R ²	Predictors	β	B(SE)	p
School, study (average stress level)	.917	.841	<i>Satisfaction with relationships "School"</i>	-1.271	-.708 (.190)	.002
Communication with elders (number of stressors)	.902	.814	<i>Involvement</i>	1.411	.437 (.121)	.002
			<i>Satisfaction with relationships "School"</i>	-.991	-.489 (.182)	.015
			<i>Satisfaction with relationships "Friends"</i>	-.989	-.373 (.150)	.023
Communication with elders (average stress level)	.902	.814	<i>Involvement</i>	1.481	.478 (.127)	.001
			<i>Satisfaction with relationships "Friends"</i>	-1.028	-.404 (.156)	.019
			<i>Autonomy (C. Ryff)</i>	1.148	1.212 (.440)	.014
			<i>Personal growth (C. Ryff)</i>	.893	1.053 (.421)	.023
			<i>Life goals (C. Ryff)</i>	1.047	1.271 (.555)	.035
			<i>Psychological well-being</i>	-2.947	-.827 (.288)	.011

Notes. The zeros before the comma are omitted.

According to the models obtained, the negative predictors in the field of "Loneliness, health" are adaptation (number of stressors $p \leq 0.047$) and internality (number of stressors $p \leq 0.024$, intensity of experience $p \leq 0.021$). Positive predictors are instrumental support (number of stressors $p \leq 0.048$) and satisfaction with interaction at school (number of stressors $p \leq 0.014$, intensity of experience $p \leq 0.020$). Thus, adaptation and internality contribute to reducing tension, and perceived instrumental support and satisfaction with interaction at school contribute

to increasing tension in this area.

In the areas of everyday stress, "Affairs, planning (number of stressors $p \leq 0.030$, intensity of experience $p \leq 0.029$) and "Fears, anxiety" (intensity of experience $p \leq 0.042$), self-acceptance acts as a predictor that reduces perceived stress in these areas.

In the field of everyday stress, "Self-attitude", negative predictors are satisfaction with the relationship "Myself" (number of stressors $p \leq 0.047$) and overall life satisfaction (number of stressors $p \leq 0.011$, intensity of experience $p \leq 0.007$). A positive predictor is the acceptance of others (the number of stressors $p \leq 0.048$). Thus, satisfaction with life and oneself helps to reduce tension in the sphere of "Self-attitude", and orientation towards others, on the contrary, contribute to an increase in the number of perceived stressors.

In the field of everyday stress "Finance", emotional comfort acts as a positive predictor (the number of $p \leq 0.041$). Thus, a high level of emotional comfort correlates with an increase in the number of stressors in this area.

In the field of everyday stress "School, study", negative predictors are the desire for dominance (number $p \leq 0.026$) and satisfaction with relationships at school (number of stressors $p \leq 0.017$, intensity of experience $p \leq 0.002$). Positive predictors are self-acceptance (the number of stressors $p \leq 0.048$) and the resilience index "Control" (the number of stressors $p \leq 0.025$). Thus, the desire for dominance and satisfaction with relationships at school contribute to reducing the level of perceived stress in the field of "School, study", while increasing the level of self-acceptance and control contribute to an increase in the number of perceived stressors in this area.

In the field of everyday stress, "Communication with elders", negative predictors are satisfaction with relationships at school (number of stressors $p \leq 0.015$) and with friends (number of stressors $p \leq 0.023$, intensity of experience $p \leq 0.019$), as well as psychological well-being (intensity of experience $p \leq 0.011$). Positive predictors are the index of resilience "Engagement" (number of stressors $p \leq 0.002$, intensity of experience $p \leq 0.001$) and "Autonomy" (number of stressors $p \leq 0.014$),

"Personal growth" (number of stressors $p \leq 0.023$), "Life goals" (number of stressors $p \leq 0.035$). Thus, adolescents with low levels of SPA, psychological well-being, satisfaction with relationships at school and with friends, are able to withstand stress in interaction with adults. At the same time, increased engagement, autonomy, the desire for personal growth and the presence of life goals can contribute to an increase in susceptibility to stressors when interacting with elders in adolescents of this group.

For the purpose of comparative analysis of predictors in groups of adolescents with high and low levels of socio-psychological adaptation, the two models described above are shown in Table 22.

Table 22. Predictors of stress in adolescents with high and low levels of socio-psychological adaptation

Dependent Variable	Predictors	
	High level SPA (N=43)	Low level SPA (N=45)
Average stress level	Adaptation (-)	-
Loneliness, health (number of stressors)	-	Instrumental support (+) Adaptation (-) Internality (-) Satisfaction with relationships "School" (+)
Loneliness, health (average stress level)	-	Internality (-) Satisfaction with relationships "School" (+)
Affairs, planning (number of stressors)	-	Self-acceptance (-)
Affairs, planning (average stress level)	-	Self-acceptance (-)
Fears, anxiety (average stress level)	-	Self-acceptance (+)
Self-attitude (number of stressors)	-	Life satisfaction (-) Acceptance of others (+) Satisfaction with relationships "Myself" (-)
Self-attitude (average stress level)	Adaptation (-)	Life satisfaction (-)

Continuation of the table 22

Dependent Variable	Predictors	
	High level SPA (N=43)	Low level SPA (N=45)
Finance (number of stressors)	Adaptation (-) Autonomy (+) Personal growth (+)	Emotional comfort (+)
Finance (average stress level)	Adaptation (-) Autonomy (+) Personal growth (+)	-
Rejection (average stress level)	Positive relationships (+)	-
School, study (number of stressors)	Satisfaction with relationships "Friends" (-) Autonomy (+)	Self-acceptance (+) Striving for dominance (-) Control (+) Satisfaction with relationships "School" (-)
School, study (average stress level)	-	Satisfaction with relationships "School" (-)
Communication with elders (number of stressors)	Satisfaction with relationships "Teachers" (+)	Involvement (+) Satisfaction with relationships "School" (-) Satisfaction with relationships "Friends" (-)
Communication with elders (average stress level)	Social integration (+) Satisfaction with relationships "Teachers" (+)	Involvement (+) Satisfaction with relationships "Friends" (-) Autonomy (+) Personal growth (+) Life goals (+) Psychological well-being (-)

Notes. "+" is a positive predictor, "-" is a negative predictor.

As can be seen from the table, adolescents with a high level of socio-psychological adaptation revealed 14 predictors of everyday stress, whereas adolescents with a low level of socio-psychological adaptation had 28. Thus, it can be assumed that the number of predictors may depend on the number of perceived stressful events by adolescents – the less stress in a teenager's life, the fewer factors that can affect it. Perhaps this indicates a higher level of engagement and

mobilization.

In addition to more predictors of stress, adolescents with low levels of SPA have a change in their composition. Predictors include indicators of resilience (engagement, control), social support (instrumental support), life satisfaction (general life satisfaction and satisfaction in the areas of "Friends", "School", "Myself"), indicators of psychological well-being (autonomy, personal growth, self-acceptance, life goals, general level of psychological well-being well-being) and indicators of socio-psychological adaptation (adaptation, acceptance of others, self-acceptance, striving for dominance, emotional comfort).

In adolescents with a high level of SPA, predictors include indicators of social support (social integration), life satisfaction (satisfaction in the areas of "Friends", "Teachers"), indicators of psychological well-being (autonomy, personal growth, positive relationships) and an indicator of socio-psychological adaptation "Adaptation". Indicators of resilience and overall life satisfaction are not included in the list of predictors of everyday stress in adolescents with high levels of SPA.

At the same time, in both groups, adaptation, satisfaction with relationships with friends, autonomy and personal growth are predictors, but in different areas of everyday stress.

Adaptation in adolescents from both groups acts as a negative predictor contributing to the reduction of perceived stress: in adolescents with high SPA – in the areas of "Self-attitude" and "Finance", in adolescents with low SPA – "Loneliness, health".

Satisfaction with relationships with friends among adolescents from both groups acts as a negative predictor that helps reduce perceived stress, but also in different areas: for teenagers with high SPA – in the field of "School, study", for teenagers with low SPA – "Communication with elders".

Autonomy in adolescents from both groups acts as a positive predictor contributing to an increase in perceived stress: in adolescents with high socio-psychological adaptation – in the areas of "Finance" and "School, study", in

adolescents with low socio-psychological adaptation – "Communication with elders".

Personal growth in adolescents from both groups acts as a positive predictor contributing to an increase in the level of perceived stress: in adolescents with high socio-psychological adaptation – in the field of "Finance", in adolescents with low socio-psychological adaptation – "Communication with elders".

Thus, it can be seen that the most problematic area of adolescents with a low level of socio-psychological adaptation is the sphere of communication with elders, and for adolescents with a high level – school, study.

3.6 Age-related features of stress perception, socio-psychological adaptation and its resources in middle-aged and older adolescents

3.6.1 Age-related features

Next, the analysis of stress indicators in groups divided by age was carried out. The data of 74 adolescents were considered: 14-15 years old (32 people, 20 girls and 12 boys, average age 14.56, deviation – 0.504) and 16-17 years old (42 people, 22 girls and 20 boys, average age 16.357, deviation – 0.484).

Table 23. Stress indicators in the middle and older adolescent groups (Mann-Whitney U-test)

Indicator	14-15 years old (N = 32)		16-17 years old (N = 42)		U	p
	\bar{X}	σ	\bar{X}	σ		
Perceived stress (PSS-C)	19.5313	5.13046	16.2857	6.17345	490.5	.047
Stress resistance	36.2188	7.02867	32.7143	5.69675	488.5	.045
Average stress level	2.9272	1.53293	2.1405	1.23937	479	.035
Loneliness, health (number of stressors)	4.2813	3.79503	2.4286	3.58277	482.5	.028
Loneliness, health (average stress level)	3.4969	3.55539	1.7117	2.77356	452.5	.011
School, study (average stress level)	4.6394	2.49935	3.1781	2.50524	462.5	.022

Notes. The zeros before the comma are omitted. Only the indicators for which significant differences have been identified are left in the table.

Comparison of stress load in adolescents of different ages (Table 23) revealed that adolescents aged 14-15 years (average adolescence) have a higher level of perceived stress (PSS-C, $p \leq 0.047$), the average intensity of experiencing a stressful event ($p \leq 0.035$), as well as tension in the areas of everyday stress "Loneliness, health" (number of stressors $p \leq 0.028$, average the strength of experiencing a stressful event is $p \leq 0.011$) and "School, study" (the strength of experiencing a stressful event is $p \leq 0.022$). They have a lower level of stress tolerance compared to older adolescents ($p \leq 0.045$).

Table 24. Indicators of socio-psychological adaptation, resilience, and psychological well-being in the middle and older adolescent groups (Mann-Whitney U-test)

Indicator	14-15 years old ($N = 32$)		16-17 years old ($N = 42$)		U	p
	\bar{X}	σ	\bar{X}	σ		
Adaptation	55.1563	9.68574	63.0714	13.16757	440	.011
Emotional comfort	51.3750	15.53716	63.8571	18.33505	415	.005
Internality	52.5313	11.41019	61.9762	17.11580	425.5	.007
Striving for dominance	44.7813	18.62661	54.4286	19.54749	414.5	.005
SPA	327.0625	58.70535	374.7381	79.23046	421.5	.006
Control	24.1563	9.06645	28.7619	8.60745	483.5	.039
Autonomy	9.6563	1.97744	10.9524	2.11790	459.5	.019
Positive relationships	10.6563	2.57293	12.1429	1.90726	433.5	.009
Self-acceptance	10.1875	2.88978	11.9524	2.55622	432	.008
Psychological well-being	58.5625	9.03376	64.8333	8.26959	413	.005

Notes. The zeros before the comma are omitted. Only the indicators for which significant differences have been identified are left in the table.

The analysis of indicators of SPA, resilience and psychological well-being (Table 24) revealed a lower level of adaptation in adolescents of the younger age group ($p \leq 0.011$), a general indicator of socio-psychological adaptation ($p \leq 0.006$), as well as emotional comfort ($p \leq 0.005$), internality ($p \leq 0.007$), the desire for

dominance ($p \leq 0.005$). These adolescents have lower "Control" ($p \leq 0.039$) and indicators of psychological well-being: autonomy ($p \leq 0.019$), positive relationships ($p \leq 0.009$), self-acceptance ($p \leq 0.000$), psychological well-being ($p \leq 0.005$).

Thus, age differences manifested themselves in greater exposure to everyday stress, especially in the sphere of loneliness and the school sphere in middle adolescence. Accordingly, in this age group, there was a decrease in the parameters of SPA, stress resistance, resilience and psychological well-being.

3.6.2 Sexual characteristics in the groups of middle and older adolescents

Sexual characteristics were considered in groups of adolescents aged 14-15 and 16-17 years.

Table 25. Sexual characteristics of everyday stress, socio-psychological adaptation, resilience, psychological well-being in the group of middle adolescence (Mann-Whitney U-criterion)

Indicator	Girls ($N = 20$)		Boys ($N = 12$)		U	p
	\bar{X}	σ	\bar{X}	σ		
Loneliness, health (number of stressors)	5.60	3.43971	2.0833	3.4234	57	.012
Loneliness, health (average stress level)	4.628	3.44612	1.6117	2.98463	55.5	.011
Adaptation	52.60	8.70209	59.4167	10.09463	60.5	.020
Acceptance of others	55.35	10.48445	66.9167	9.27811	45.5	.004
Control	22.10	7.73849	27.5833	10.37881	67.5	.041
Resilience	61.50	16.71589	72.250	19.77659	65.5	.034
Positive relationships	9.85	2.08440	12.00	2.82843	57.5	.014
Self-acceptance	8.55	1.87715	12.9167	2.10878	16.5	.000

Notes. The zeros before the comma are omitted. Only the indicators for which significant differences have been identified are left in the table.

In young men of middle adolescence, the intensity of experience is lower ($p \leq 0.012$) and the number of stressors is lower ($p \leq 0.011$) in the field of "Loneliness, health". At the same time, they have a higher level of adaptation ($p \leq 0.020$), acceptance of others ($p \leq 0.004$), control ($p \leq 0.041$), resilience ($p \leq 0.034$), they are characterized by positive attitudes ($p \leq 0.014$) and self-acceptance ($p \leq 0.000$).

Data on sex differences in indicators of daily stress, life satisfaction and psychological well-being in older adolescence are presented in table 26.

Table 26. Sexual characteristics of everyday stress, life satisfaction and psychological well-being in the group of older adolescents (Mann-Whitney U-test)

Indicator	Girls ($N = 22$)		Boys ($N = 20$)		U	p
	\bar{X}	σ	\bar{X}	σ		
Fears, anxiety (number of stressors)	1.9545	2.71639	3.65	2.73909	128	.018
Fears, anxiety (average stress level)	1.1568	1.92849	2.216	1.92796	124.5	.014
Satisfaction with relationships "School"	19.0909	4.21911	14.05	4.92550	95	.002
Life Satisfaction Scale (MSLSS)	108.2273	20.49142	96.70	18.54184	135	.032
Autonomy	10.0909	1.90010	11.90	1.97084	113	.006
Competence	9.6818	2.74966	8.00	2.12751	123.5	.014
Personal growth	11.5455	1.68261	9.65	2.13431	105.5	.003
Positive relationships	11.5455	1.96946	12.80	1.64157	131	.023
Self-acceptance	10.2273	2.06863	13.85	1.46089	34.5	.000

Notes. The zeros before the comma are omitted. Only the indicators for which significant differences have been identified are left in the table.

The number of stressors ($p \leq 0.018$) and the intensity of experience ($p \leq 0.014$) in the field of everyday stress "Fears, anxiety" is higher in young men of older adolescence. At the same time, they have higher indicators of psychological well-being: "Autonomy" ($p \leq 0.006$), "Positive relationships" ($p \leq 0.023$) and "Self-acceptance" ($p \leq 0.000$).

Girls have higher life satisfaction ($p \leq 0.032$) and satisfaction with interaction in the field of "School" ($p \leq 0.002$). They have higher indicators of psychological well-being "Competence" ($p \leq 0.014$) and "Personal growth" ($p \leq 0.003$).

Thus, in older adolescence, sex differences in the burden of everyday stress are manifested only in the sphere of magical fears, which are higher in young men. For all other parameters of everyday stress, no sex differences were found, and the level of stress load turned out to be the same. Differences in the structure of psychological well-being have been revealed, girls rate their competence and focus on personal growth higher, they are characterized by higher satisfaction with interaction at school and overall life satisfaction.

DISCUSSION OF THE RESULTS

During the work, the main areas that cause stress tension in adolescents were identified: "Loneliness, health", "Self-attitude", "Rejection", "Fears, anxiety", "School, study", "Communication with elders", "Affairs, planning", "Finance", "Mystical fears". This is consistent with a number of studies that have identified school, relationships with teachers and classmates, and parental aggressiveness as problematic areas for adolescents (Skorobogatykh, 2016; Myskina, 2018). The spheres of stress tension of adolescents can be conditionally divided into two groups: intrapersonal stressors and environmental stressors. Intrapersonal experiences include loneliness, fears, and self-attitude problems. Stressors of the environment or the life of teenagers can include school stressors (school, study), communication with peers and with elders (with parents and teachers), rejection, business and planning, financial problems.

Differences in the number of perceived stressors, the strength of their experiences and stress resistance due to sex were found: girls showed greater tension in the areas of "Loneliness, health", "Self-attitude", boys had higher indicators in the field of "Fears, anxiety". At the same time, the boys showed higher levels of stress resistance. Perhaps, higher rates in the field of "Loneliness" in girls may be due to the tendency of girls to internalize, withdraw into themselves, in connection with stressful events in life, which is consistent with the results of research by a number of foreign scientists (Kim, Conger, Elder, Lorenz, 2003).

Differences in indicators of socio-psychological adaptation in groups of girls and boys were revealed: boys have higher adaptation, acceptance of others, emotional comfort, internality, desire for dominance and the general level of socio-psychological adaptation, girls have a higher indicator of "Self-acceptance". The data are consistent with the results of a study on sexual aspects of socio-psychological

adaptation, in which girls also showed higher rates of self-acceptance, but boys had higher values for other indicators of socio-psychological adaptation in boys (Companiets, 2014). In addition, the researchers note that boys rate their own activity higher and are less prone to anxiety than girls (Strozenko et al., 2020). We also found a high degree of severity of various types of school anxiety in the study sample.

Differences in the perception of everyday stressors were found in the general sample of adolescents, depending on indicators of socio-psychological adaptation: adolescents with a low level of socio-psychological adaptation have significantly higher levels of perceived stress, the total number of perceived stressors, the average strength of their experience, higher tension in the areas of "Loneliness, health", "Affairs, planning", "Fears, anxiety", "Mystical fears", "Self-attitude", "Rejection", "School, study", "Communication with elders".

Comparative, correlation and regression analysis revealed numerous correlations between the number of stressors and stress levels with life satisfaction, psychological well-being and indicators of socio-psychological adaptation. This is confirmed by the data of studies in which the influence of everyday stressors has been noted, which consists in increasing the level of psycho-emotional tension and reducing life satisfaction due to dissatisfaction with everyday needs (Kopina, Souslova, Zaikin, 1994).

Thus, the perception of stress, stress tolerance, the total number of stressors and the strength of the experience, the severity of stress in the areas of: "Loneliness, health", "Self-attitude", "Rejection", "Affairs, planning", "Fears, anxiety", "School, study", "Communication with elders", "Affairs, planning", "Finance", "Mystical fears" are interrelated with indicators of psychological well-being, life satisfaction and socio-psychological adaptation. These connections indicate that an increase in the level of stress tension is associated with a decrease in the level of positive functioning, negatively affects the psychological health of the individual, his life satisfaction and socio-psychological adaptation. This is consistent with studies conducted on adults and indicates a common mechanism of exposure to everyday

stress in adolescents and adults (Compas, Wagner, 1991; Kharlamenkova, 2016; Golovey, Petrash, Strizhitskaya, Savenysheva, Murtazina, 2018). At the same time, our study revealed a wider range of inner experiences of adolescents related to stress.

Predictors of everyday stress in the field of "School, study" are satisfaction with relationships at school, self-satisfaction, the desire for dominance, engagement, resilience. This is consistent with a study that noted the correlation of high levels of everyday learning stress with emotional maladaptation and social anxiety (Matyushkina, 2016). It is also known that adolescents who subjectively assess themselves as victims of school bullying, experiencing related stress, show a reduced level of psychological well-being, concern about the assessments of others, self-rejection, aggressive coping strategies, lack of independence (Odintsova, 2015).

Regression analysis revealed the peculiarity of predictors of stress depending on the spheres of activity of a teenager. The predictors of tension in the field of "Fears, anxiety" are perceived emotional support. Satisfaction with relationships in the field of "Family" acts as a predictor in the areas of "Fears, anxiety" and "Mystical fears". This may indicate the role of the family in the formation of adolescent fears and anxiety, which has also been noted in other studies (Sorokopud, Matveeva, 2021), and also indicates the importance of emotional support for adolescents to overcome them.

The sphere of "Finance" reflects situations related to the financial dissatisfaction of adolescents. According to the data, a financially secure life is one of the significant terminal values of adolescents (Zakharova, 2009). In the field of Finance, the predictor is satisfaction with family relationships, which can be explained by the financial dependence of adolescents on their parents, as well as talk about the role of the family in the economic socialization of the child (Fontalova, 2011).

In the field of "Communication with elders", the predictors are instrumental support, self-acceptance, satisfaction with relationships in the family and at school. This is consistent with research indicating the role of the institution in the experience

of the problems of school life (Regush, 2009) and family in the formation of self-evaluation of adolescents (Shabaeva, Mitina, Khasanova, 2019).

The predictors in the field of everyday stress "Loneliness, health" are autonomy, positive relationships, satisfaction with relationships in the areas of "Friends" and "School". High rates in the field of "Loneliness" are characterized by the experience of dissatisfaction with oneself, as well as the expectation of failure, criticism. These data are consistent with the results of the study, which indicate the relationship between loneliness and adolescent self-esteem, manifested both at the level of subjective feeling of loneliness, and at the level of communication with others and self-acceptance (Koshkarov, Borodina, Kadetova, 2013). The research also noted the role of school and peers in the lives of adolescents: the vastness of the circle of friends has a positive impact on quality-of-life indicators (Vikhareva et al., 2022).

In the field of everyday stress, "Affairs, planning" predictors are stress tolerance and internality. That is, teenagers who are concerned about their affairs and plans show a higher internality, which consists in the internal localization of control and attributing responsibility for the events of their own lives. Such data are confirmed by studies that noted the role of taking responsibility in analyzing a stressful situation and making decisions (Tokareva, 2022). This is also indicated by the connection between localization of control and stress tolerance of the individual, using constructive coping strategies (Nadyrgulov, 2020). Scientists also note the role of psychological well-being in the success of educational activities and the ability to realize their potential (Kozmina, 2013).

In the field of "Self-attitude", self-acceptance and life satisfaction are predictors, which is consistent with studies in which positive self-attitude acts as predictors of life satisfaction (Golovey, Danilova M.V., Danilova Yu.Yu., 2017) and the role of self-acceptance in the process of formation of adolescent self-attitude is noted (Arendachuk, 2017).

In the sphere of "Rejection", the predictors are acceptance of others and such

indicators of psychological well-being as autonomy, competence, personal growth, positive relationships, life goals, self-acceptance. These results are confirmed by research data, which revealed that young people who have experienced rejection are characterized by less positive and trusting relationships with others, a lower level of self-acceptance, and an inability to manage their lives (Golubeva, Istratova, 2018). This may also indicate the substantive features of this area of stress, presented in the Questionnaire of Everyday Stress developed by us.

In the obtained regression model, indicators of socio-psychological adaptation, psychological well-being and life satisfaction act as factors contributing to a decrease in the number of perceived stressors and a decrease in tension. At the same time, a busy life, the ability to plan things and events plays a positive role in the subjective well-being and life satisfaction of adolescents.

The age-related features of adolescents' perception of stress were revealed, which manifested themselves in a greater susceptibility to everyday stress in middle adolescence. In middle adolescence, the tension in the areas of "Loneliness, health" and "School, study" is significantly higher. Also, in this age group, there was a decrease in the parameters of socio-psychological adaptation, stress resistance, resilience and psychological well-being. Such features may be associated with increased emotionality and sensitivity of adolescents aged 14-15 years and already formed personal characteristics of adolescents aged 16-17 years, which contribute to their stress tolerance and greater susceptibility to the stressors of everyday life. Studies have noted that middle-level students experience severe social stress, have fears in relationships with teachers, fear of self-expression and low physiological resistance to stress (Shirvanova, Karimova, 2019). Stress caused by the future transition from the middle to the senior level, the need to prepare for exams (9th grade) (Bobrishcheva-Pushkina et al., 2015), can contribute to increased susceptibility to stress in the field of everyday stress "School, study". Foreign studies also note a high level of stress among middle-level students (Hosseinkhani et al., 2020) and describe a positive correlation of educational stress with the following

factors: the need to study difficult-to-understand subjects, difficulties in relationships with teachers, completing academic assignments, difficulties with academic disciplines, early rise to school, compulsory school attendance, conflicts with teachers, teachers' attitude to the appearance of adolescents (Moya et al., 2022). It seems that the results were obtained in a study aimed at studying the subjective perception of loneliness: It was revealed that adolescents aged 11-15 years are overwhelmingly inclined to experience loneliness (63.7% - an average level of subjective feeling of loneliness, 30% - a high level) (Khararbakhova, Musatova, Shpagina, 2021). Experiencing loneliness can be associated with both a real lack of social skills and a negative assessment of a teenager's own social skills (Lodder et al., 2016).

The study shows the positive role of socio-psychological adaptation of a teenager in reducing the number of perceived everyday stressors and the strength of their tension. An important role in the fight against stress belongs not only to the general level of the SPA, but also to its indicators such as self-attitude, the desire for dominance, and the ability to stand up for oneself. In our work, intrapersonal and environmental resources of resisting everyday stress were identified. Stress resistance, resilience in general and its components such as engagement, control can be called internal resources, which indicates the importance of activity, the subjective position of a teenager in the fight against stress. Family support and positive relationships with teachers act as an external resource for a teenager.

The results obtained in the study allow us to determine the directions of social and psychological support in order to reduce the negative impact of stress. Support measures should be aimed primarily at the humanization of the school environment, the system of relations between teachers and students. Given that stressors of case planning create a large proportion of stress, it is advisable to optimize the number of tasks, intelligently plan extracurricular activities (clubs, electives, etc.) and lesson schedules. Training sessions could be useful in order to develop positive communication styles for adults (parents, teachers). An important task of the school

psychological service may be monitoring student stress in order to identify children in need of social and psychological assistance.

It is important to take into account that the study was conducted before the outbreak of the pandemic and that stressors are inextricably linked to a specific social situation and the situation in the world.

RESUME

Thus, the conducted research allowed us to draw the following conclusions:

1. The approbation of the questionnaire of everyday stressors was carried out, the internal consistency and external validity of the questionnaire were established, the relationship between the indicators of the Scale of perceived stress for children and adolescents and stress resistance with the number of stressors and the average intensity of experiencing stressful situations measured using the author's Questionnaire was revealed.

2. The life spheres of stress tension of adolescents are revealed: "Loneliness, health", "Self-attitude", "Rejection", "Fears, anxiety", "School, study", "Communication with elders", "Affairs, planning", "Finance", "Mystical fears".

3. Differences in the number of perceived stressors, the strength of their experiences and stress resistance due to sex were found: girls showed greater stress in the areas of "Loneliness, health", "Self-attitude", boys had higher indicators in the field of "Fears, anxiety". At the same time, young men are characterized by a higher level of stress resistance

4. Significant sex differences were found in all indicators of socio-psychological adaptation: boys have higher adaptation, acceptance of others, emotional comfort, internality, desire for dominance and the general level of socio-psychological adaptation, girls have a higher level of self-acceptance.

5. Differences in the structure of socio-psychological adaptation in groups with different levels of adaptation were revealed. Adolescents with a low level of socio-psychological adaptation have lower values in terms of "Adaptation", "Self-acceptance", "Acceptance of others", "Emotional comfort", "Internality", "Striving for dominance".

6. Indicators of social support act as an external resource for socio-

psychological adaptation: emotional support, instrumental support, social integration and satisfaction with social support. Stress resistance and resilience indicators act as internal resources of socio-psychological adaptation: "Engagement", "Control", "Risk taking".

7. Differences in the perception of everyday stressors were found depending on the indicators of socio-psychological adaptation of adolescents: adolescents with low values of socio-psychological adaptation have significantly higher levels of perceived stress, the total number of stressors, the average strength of their experience, higher tension in the areas of "Loneliness, health", "Affairs, planning", "Fears, anxiety", "Mystical fears", "Self-attitude", "Rejection", "School, study", "Communication with elders".

8. Positive predictors contributing to a decrease in the number of perceived stressors are the internal and external resources of the personality. Internal resources include: stress tolerance, resilience and engagement, as well as factors of psychological well-being (autonomy, competence, personal growth, positive relationships, life goals, self-acceptance) and life satisfaction in the areas of family, friends, school, and myself.

9. External resources include a teenager's perception of social support, primarily emotional and instrumental.

10. The system of internal and external resources can change in different areas of everyday stress:

A. Stress tolerance is an internal resource that helps reduce stress levels in all areas of life: "Loneliness, health", "Affairs, planning", "Fears, anxiety", "Mystical fears", "Finance", "Rejection", "School, study", "Communication with elders".

B. Resilience is an internal resource in the field of "School, study".

C. Indicators of psychological well-being act as resources in the areas of "Loneliness, health", "Rejection".

11. Emotional (in the field of "Fears, anxiety") and instrumental support (in the field of "Communication with elders") act as external resources that help reduce

stress levels.

CONCLUSIONS

Hypotheses were confirmed about the difference in the degree of stress tension in different spheres of life in adolescents; the existence of sex differences in the number of perceived everyday stressors, the strength of their experience and stress resistance; the existence of differences in the perception of everyday stressors depending on the level and structure of indicators of socio-psychological adaptation of girls and boys; that the resources contributing to reducing the level of everyday stress can be external resources (social integration, perception of social support) and internal environment (psychological well-being, life satisfaction, stress tolerance, resilience).

The results obtained suggest that the perception of everyday stressors by adolescents is determined by both the characteristics of socio-psychological adaptation and individual personal characteristics of adolescents: sex, stress resistance and resilience, indicators of psychological well-being, life satisfaction. The teenager's perception of social support, emotional and instrumental (i.e., real-life support) support are essential for mitigating stress effects.

The facts obtained in the study allow us to identify the most stressful areas of adolescent life, identify them in a timely manner and provide psychological and pedagogical assistance. The developed questionnaire of everyday stressors for adolescents can act as a psychodiagnostics tool for solving stress management problems.

The prospects for further research are related to a more detailed study of the factors contributing to susceptibility to the stressors of everyday life; studying the effects of prolonged exposure to the stressors of everyday life on adolescents; clarifying the factors contributing to a decrease in susceptibility to the stressors of everyday life. In this study, data have been obtained indicating the role of stress

tolerance, vitality, as well as life satisfaction, psychological well-being and socio-psychological adaptation in the processes of processing everyday stressors by adolescents.

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APPENDIX A

Daily Stressors Questionnaire for Adolescents

1) Please mark the events that happened to you over the past two weeks. To do this, circle the question number in the box. If some event (experience) is missing, then we skip it and move on to the next one.

2) Next, note the strength (severity) of his experiences in the selected events, using a scale from 1 to 10, where 1 is the minimum severity of the experience (minimal stress level), 10 is the maximum severity, you were very worried during this event (maximum stress level).

Table A1. Daily Stressors Questionnaire for Adolescents

№	minimal stress level										maximum stress level
1. I felt unwanted, unnecessary	1	2	3	4	5	6	7	8	9	10	
2. I felt myself lonely, alone	1	2	3	4	5	6	7	8	9	10	
3. Someone wasn't paying attention to me when I needed it.	1	2	3	4	5	6	7	8	9	10	
4. I felt out of place among people	1	2	3	4	5	6	7	8	9	10	
5. I heard laughter behind me	1	2	3	4	5	6	7	8	9	10	
6. I suddenly started feeling unwell	1	2	3	4	5	6	7	8	9	10	
7. I felt sick, experienced malaise, physical discomfort, pain	1	2	3	4	5	6	7	8	9	10	
8. Communicated with strangers, unfamiliar people	1	2	3	4	5	6	7	8	9	10	
9. I was embarrassed, felt awkward	1	2	3	4	5	6	7	8	9	10	

Continuation of the table A1

№	minimal stress level										maximum stress level
10. I thought about my future	1	2	3	4	5	6	7	8	9	10	
11. I had to wait a long time for something (transport, the end of the school day, a queue, etc.)	1	2	3	4	5	6	7	8	9	10	
12. I thought a lot about my affairs, work, deal	1	2	3	4	5	6	7	8	9	10	
13. I couldn't stay with my homework.	1	2	3	4	5	6	7	8	9	10	
14. There was no time to do things that were interesting to me.	1	2	3	4	5	6	7	8	9	10	
15. I had to listen to someone say something uninteresting.	1	2	3	4	5	6	7	8	9	10	
16. Spent more time studying than expected	1	2	3	4	5	6	7	8	9	10	
17. Answered at the class blackboard, spoke in front of classmates	1	2	3	4	5	6	7	8	9	10	
18. I was nervous when the teacher chose who to give the task to.	1	2	3	4	5	6	7	8	9	10	
19. Lost in an argument, lose in a debate	1	2	3	4	5	6	7	8	9	10	
20. During the lesson, the teacher unexpectedly asked me a question.	1	2	3	4	5	6	7	8	9	10	
21. The people around fell silent when I approached them.	1	2	3	4	5	6	7	8	9	10	
22. It was necessary to ask a question or request to a stranger	1	2	3	4	5	6	7	8	9	10	
23. I was ridiculed, other people laughed at me.	1	2	3	4	5	6	7	8	9	10	
24. Received bad news	1	2	3	4	5	6	7	8	9	10	
25. There were hard days	1	2	3	4	5	6	7	8	9	10	

Continuation of the table A1

№	minimal stress level										maximum stress level
26. It seemed to me that something inexplicable could prevent me from achieving what I wanted	1	2	3	4	5	6	7	8	9	10	
27. I was in the dark, saw unclear silhouettes, heard strange rustling noises that scared me.	1	2	3	4	5	6	7	8	9	10	
28. I heard predictions about disasters and they scared me	1	2	3	4	5	6	7	8	9	10	
29. Wanted to be better than someone	1	2	3	4	5	6	7	8	9	10	
30. After the test, the teacher read the grades out loud, and at that moment I was worried	1	2	3	4	5	6	7	8	9	10	
31. I thought about whether other people liked me and worried about it.	1	2	3	4	5	6	7	8	9	10	
32. I compared myself to others and it was unpleasant for me	1	2	3	4	5	6	7	8	9	10	
33. Was dissatisfied with his appearance.	1	2	3	4	5	6	7	8	9	10	
34. Couldn't answer the teacher's question	1	2	3	4	5	6	7	8	9	10	
35. I couldn't perform as well as I would have liked.	1	2	3	4	5	6	7	8	9	10	
36. Spent more money than I planned.	1	2	3	4	5	6	7	8	9	10	
37. I had to borrow money	1	2	3	4	5	6	7	8	9	10	
38. There was not enough money to buy something; couldn't buy what I wanted	1	2	3	4	5	6	7	8	9	10	
39. Ate tasteless, bland, dry food.	1	2	3	4	5	6	7	8	9	10	
40. I needed to save money	1	2	3	4	5	6	7	8	9	10	

Continuation of the table A1

№	minimal stress level										maximum stress level
41. I was criticized, accused	1	2	3	4	5	6	7	8	9	10	
42. I had to be close to an unpleasant person	1	2	3	4	5	6	7	8	9	10	
43. People around me called me names	1	2	3	4	5	6	7	8	9	10	
44. People condemned my appearance	1	2	3	4	5	6	7	8	9	10	
45. Communicated with people who are not interesting to me	1	2	3	4	5	6	7	8	9	10	
46. I felt condemned by my classmates and friends.	1	2	3	4	5	6	7	8	9	10	
47. People interrupted me and didn't listen to me.	1	2	3	4	5	6	7	8	9	10	
48. There was an unpleasant acquaintance, an unpleasant meeting	1	2	3	4	5	6	7	8	9	10	
49. Wrote a test	1	2	3	4	5	6	7	8	9	10	
50. Thought about exams, tests, important assignments	1	2	3	4	5	6	7	8	9	10	
51. The teacher reprimanded me and scolded me.	1	2	3	4	5	6	7	8	9	10	
52. I didn't understand the teacher's teaching material	1	2	3	4	5	6	7	8	9	10	
53. Received a grade that was not the one I expected.	1	2	3	4	5	6	7	8	9	10	
54. My work was evaluated	1	2	3	4	5	6	7	8	9	10	
55. I felt myself very tired after study or work.	1	2	3	4	5	6	7	8	9	10	
56. There was not enough time for rest and sleep.	1	2	3	4	5	6	7	8	9	10	
57. My abilities was evaluated	1	2	3	4	5	6	7	8	9	10	

Continuation of the table A1

№	minimal stress level										maximum stress level
58. I talked with the curator, teachers, the school director.	1	2	3	4	5	6	7	8	9	10	
59. I had an important conversation with adults.	1	2	3	4	5	6	7	8	9	10	
60. One of the adults scolded me	1	2	3	4	5	6	7	8	9	10	
61. Parents didn't let me leave the house	1	2	3	4	5	6	7	8	9	10	
62. There were conflicts and scandals with relatives and close people.	1	2	3	4	5	6	7	8	9	10	
63. A ban on the use of gadgets and computers has been received	1	2	3	4	5	6	7	8	9	10	
64. I was scolded for my grades at school	1	2	3	4	5	6	7	8	9	10	
65. Didn't agree with my parents	1	2	3	4	5	6	7	8	9	10	
66. If there were other unpleasant, stressful events that are not on this list, please include them.											

Table A2. The key to the questionnaire

Names of factors	Events		Scores	
	Number	Quantity	Min	Max
1. "Loneliness, health"	1, 2, 3, 4, 5, 6, 7, 8, 9	9	0	90
2. "Affairs, planning"	10, 11, 12, 13, 14, 15, 16	7	0	70
3. "Fears, anxiety"	17, 18, 19, 20, 21, 22, 23, 24, 25	9	0	90
4. "Mystical fears"	26, 27, 28	3	0	30
5. "Self-attitude"	29, 30, 31, 32, 33, 34, 35	7	0	70
6. "Finance"	36, 37, 38, 39, 40	5	0	50
7. "Rejection"	41, 42, 43, 44, 45, 46, 47, 48	8	0	80
8. "School, study"	49, 50, 51, 52, 53, 54, 55, 56, 57	9	0	90
9. "Communication with elders"	58, 59, 60, 61, 62, 63, 64, 65	8	0	80

APPENDIX B

Alpha factor analysis of the Everyday Stressors Questionnaire for Adolescents

Table B1. Results of factor analysis of Questionnaire items using Alpha factorization

№	Questions	Factors								
		1	2	3	4	5	6	7	8	9
47	I compared myself to others and it was unpleasant for me	,877	-	-	-	-	-	-	-	-
12	I was jealous of someone	,813	-	-	-	-	-	-	-	-
26	It was unpleasant to look at myself in the mirror	,799	-	-	-	-	-	-	-	-
19	Wanted to be better than someone	,794	-	-	-	-	-	-	-	-
67	Was dissatisfied with his appearance	,767	-	-	-	-	-	-	-	-
40	I thought about whether other people liked me and worried about it.	,767	-	-	-	-	-	-	-	-
29	After the test, the teacher read the grades out loud, and at that moment I was worried	,754	-	-	-	-	-	-	-	-
68	Couldn't answer the teacher's question	,751	-	-	-	-	-	-	-	-
5	Concerned or dissatisfied with the state of your body	,745	-	-	-	-	-	-	-	-
79	I couldn't perform as well as I would have liked	,666	-	-	-	-	-	-	-	-
16	Someone wasn't paying attention to me when I needed it	-	,850	-	-	-	-	-	-	-
23	I felt out of place among people	-	,835	-	-	-	-	-	-	-
2	I felt unwanted, unnecessary	-	,834	-	-	-	-	-	-	-
9	I felt myself lonely, alone	-	,821	-	-	-	-	-	-	-
81	I was embarrassed, felt awkward	-	,787	-	-	-	-	-	-	-

Continuation of the table B1

37	I heard laughter behind me	-	,778	-	-	-	-	-	-	-
60	I suddenly started feeling unwell	-	,773	-	-	-	-	-	-	-
74	I felt sick, experienced malaise, physical discomfort, pain	-	,718	-	-	-	-	-	-	-
77	Communicated with strangers, unfamiliar people	-	,634	-	-	-	-	-	-	-
33	People condemned my appearance	-	-	,820	-	-	-	-	-	-
11	I was criticized, accused	-	-	,807	-	-	-	-	-	-
34	Communicated with people who are not interesting to me	-	-	,805	-	-	-	-	-	-
30	People around me called me names	-	-	,804	-	-	-	-	-	-
21	I had to be close to an unpleasant person	-	-	,757	-	-	-	-	-	-
46	I felt condemned by my classmates and friends	-	-	,734	-	-	-	-	-	-
71	There was an unpleasant acquaintance, an unpleasant meeting	-	-	,675	-	-	-	-	-	-
61	People interrupted me and didn't listen to me	-	-	,626	-	-	-	-	-	-
58	It was necessary to ask a question or request to a stranger	-	-	-	,706	-	-	-	-	-
38	Parents didn't let me leave the house	-	-	-	,678	-	-	-	-	-
73	I was ridiculed, other people laughed at me	-	-	-	,678	-	-	-	-	-
32	Lost in an argument, lose in a debate	-	-	-	,666	-	-	-	-	-
44	The people around fell silent when I approached them	-	-	-	,653	-	-	-	-	-

Continuation of the table B1

15	I was nervous when the teacher chose who to give the task to	-	-	-	,625	-	-	-	-	-
43	During the lesson, the teacher unexpectedly asked me a question	-	-	-	,621	-	-	-	-	-
1	Answered at the class blackboard, spoke in front of classmates	-	-	-	,613	-	-	-	-	-
87	My work was evaluated	-	-	-	-	,810	-	-	-	-
91	There was not enough time for rest and sleep	-	-	-	-	,800	-	-	-	-
89	I felt myself very tired after study or work	-	-	-	-	,787	-	-	-	-
92	My abilities was evaluated	-	-	-	-	,663	-	-	-	-
63	I didn't understand the teacher's teaching material	-	-	-	-	,662	-	-	-	-
57	The teacher reprimanded me and scolded me	-	-	-	-	,653	-	-	-	-
76	Received a grade that was not the one I expected	-	-	-	-	,564	-	-	-	-
22	Wrote a test	-	-	-	-	,464	-	-	-	-
49	I was scolded for my grades at school	-	-	-	-	-	,707	-	-	-
28	One of the adults scolded me	-	-	-	-	-	,694	-	-	-
42	There were conflicts and scandals with relatives and close people	-	-	-	-	-	,685	-	-	-
14	I had an important conversation with adults	-	-	-	-	-	,632	-	-	-
35	There were conflicts and scandals with relatives and close people	-	-	-	-	-	,628	-	-	-
7	I talked with the curator, teachers, the school director	-	-	-	-	-	,625	-	-	-
56	Didn't agree with my parents	-	-	-	-	-	,555	-	-	-
80	Took longer to complete a task than expected	-	-	-	-	-	-	,783	-	-

Table B2. Results of the analysis of the factor structure of the Questionnaire with Alpha factorization (Explained cumulative variance 58.316%)

Factor	Rotation Sums of Squared Loadings		
	Total	Total	Total
F1 "Loneliness, health"	6,570	10,108	10,108
F2 "Self-attitude"	5,522	8,496	18,604
F3 "Rejection"	4,538	6,981	25,585
F4 "Fears, anxiety"	4,527	6,965	32,550
F5 "School, study"	4,397	6,764	39,314
F6 "Communication with elders"	3,559	5,475	44,789
F7 "Affairs, planning"	3,414	5,253	50,041
F8 "Finance"	2,922	4,496	54,537
F9 "Mystical fears"	2,457	3,779	58,316