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**PRACTICAL GUIDE  
FOR  
FORMING READINESS AND BUILDING QUALITIES  
OF YOUNG PEOPLE TO OVERCOME EXTREME  
SITUATIONS**

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## Preface

The formation of readiness among young people to overcome extreme situations is a vital problem that has not yet been fully resolved. Extreme situations are occurring more and more often and with greater force. Back in 2015, the European Science Foundation ESF asked in a report: “Why are we not prepared for extreme situations?” The guide attempts to point out a way to solve this problem.

In **the first chapter**, the theory of extreme situations is developed. When conditions require active actions, *the situation is extreme*. Global factors of the situation are danger and difficulty, and their integral functions are risk and effort. In the case of great danger and difficulty, when the probability of death is very high, the situation is considered *super-extreme*.

**Chapter Two** includes the analysis of readiness and the main qualities for overcoming extreme situations. In the structure of readiness, the main place is occupied by mental and physical readiness, on which technical and tactical readiness are built. The essence and structure of *situational readiness are examined*, and its systematic formation builds *sustainable readiness*. Based on scientific research, the main qualities included in the structure of sustainable readiness, which is implemented in practice as situational readiness, have been derived.

**The third chapter** offers practical recommendations for overcoming extreme situations, including a selection of methods, basic mechanisms and specific methods for forming readiness and building qualities in young people to overcome them.

## Chapter one

### THEORY OF EXTREME SITUATIONS

#### 1. Nature of situations

To reveal the essence of extreme situations, it is necessary to determine the content of the word "*situation*". This word is one of the most used in the languages of different people. The situation is considered from different points of view and different definitions are given, which to one degree or another reveal individual sides of this complex phenomenon. The issue of deriving a single definition of the situation has not yet been resolved. From this it follows that the situation is a complex phenomenon with a multifactorial structure.

Some researchers consider the situation within the process of a scientific experiment, while others consider it as a condition that causes an organism to react. The concept of the situation from the so-called theory of the life space of the personality, known as the "field theory", is interesting. This theory states that in the process of satisfying his needs and interests, the personality finds himself in various situations that increase his activity and cause certain tension. This complex of conditions is considered as a "current situation". It is also argued that human behavior can be considered as a function of the situation in time. In other words, the situation appears as an important factor, a psychological condition of the "life space". Other scientists pay special attention to the situation, called by them "borderline", in which a person must find himself in order to realize himself. By "borderline situation" they mean understand a situation in which a person is placed "in the face of death". Another group of researchers point out that a person is always in a certain situation, and when leaving it he falls into another. The constant presence in the situation is defined as "a way of human existence in the world".

The role and attitude of the individual or group in a specific situation determine the unity between the person and the external environment . Objectively existing environmental conditions are perceived differently, subjectively, by the participants in the specific situation.

Based on the analyzed concepts of various authors about the essence of situations, two main factors are derived that determine the essence of the situation – **conditions** and **environment** . The situation is defined as *"complex" from environmental conditions* .

According to some authors, the meaning of the concept of *"condition"* is related to the concepts of quality, property, feature, characteristic, attribute . The condition can represent that on which something else depends, that which makes the existence of a given object, state, or process possible. The condition is directly related to *the environment* . The *external environment* includes the natural and social environment, which are made up of numerous interrelated factors: mechanical, physical, chemical, biological, informational, political, religious, ideological, economic, technical , environmental , etc.

*The internal environment* includes the mental and physical environment (structure) of a person. *The internal ( psychic ) environment* is a regulator of the overall human activity, since always “external causes act through internal conditions” . The internal psychic environment includes the formed stable psychic properties, qualities, traits, experience, motivation, attitudes, ideas, worldview, etc. All of them build a stable psychic state (readiness), which manifests itself in the situation as a situational state (readiness) for action.

The *internal physical environment* includes the somatic and motor substructures. The somatic environment is related to the course of physiological processes and determines the physical state of the human organism . The motor

environment is the state of the physical (motor) a person's readiness to perform certain actions.

The situation has a complex structure and is associated with certain requirements for a person's actions. Their effectiveness is determined by the adequacy of his mental and physical (psychophysical) readiness. *A special type of situation is the extreme situation.*

## **2. Extreme situations. Global factors.**

The concept of “*extreme situation* ” was introduced after the Second World War . There are different interpretations of its meaning. Extreme situations are considered as strong impacts of the external environment that disrupt human adaptation. The interdependence of the extremeness of situations with the level of emotional tension is indicated.

Extreme situations are associated with mobilization and active actions to satisfy needs. It reveals the unity of mental and physical activity in achieving predetermined goals . Six main psychogenic factors of extreme situations have been identified: 1) monotony; 2) change in spatial and temporal structure; 3) limitation of significant information; 4) loneliness; 5) group isolation 6) threat to life. Human activity in extreme situations is considered as a complex objective-subjective phenomenon. Objectivity is defined as a real threat to the health and life of people, and subjectivity – by the different way of perceiving the impact of the extreme situation and the level of their preparation.

An analysis is made of the impact of various extreme situations on the dynamic changes in the socio-psychological characteristics of the personality. In people with insufficient preparation, their actions in extreme situations are inadequate, and their

mental states are negative, which include various mental disorders - frustration, distress, crises, affects, post-traumatic stress, mental trauma, etc.

On the basis for summarizing the views of individual authors on extreme situations a unified understanding of the essence of this complex phenomenon, *the main feature* of which is *the extremeness of the situation*.

Extremeness manifests itself in the interaction between man and the environment. Therefore, the concept of "extremeness" acquires meaning only in subject-object relations. Depending on the accumulated experience of people, the extremeness of situations is perceived differently, subjectively.

Based on the considered concepts of situations, environment, conditions and the extremeness of situations, the definition is adopted that *extreme situations are "a complex of environmental conditions requiring active actions for a certain period of time."*

Extreme situations are built from two *global interconnected factors* – **danger** and **difficulty**.

**Danger** as a global factor of situations, is most often seen as a factor that negatively impacts the activities, health and life of the individual and human societies. Danger is seen as the possibility of realizing in practice situations that are harmful to people's existence. People perceive danger based on their accumulated experience and most often define it as a negative event that has a harmful, destructive impact.

**The danger** of the situation is characterized by a **qualitative** and **quantitative side**, which are interconnected.

**The qualitative side** of the danger depends on the content of environmental factors that have a significant impact on humans. In *the external environment* hazards are related to factors at different levels of the natural and social environment, conditions that are harmful to humans and threaten their health and life. The

dangers of *the indoor environment* are related to the somatic, motor and mental environment of a person.

**The quantitative side** of the danger is determined by the degree of tension caused in the individual and human communities.

**Difficulty** as second global factor of situations is associated with limiting a person's actions . It is a barrier for achieving goals . To overcome it, it is necessary to mobilize psychophysical forces, which are a function of vital energies.

There are different *types of situations* . The main criterion for assessing situations is the degree of extremeness of the situation, which depends on the degrees of danger and difficulty. Three degrees of extremeness are considered with nine degrees of danger and difficulty, which correspond to three types of situations - standard, extreme and super-extreme.

## **Chapter 2**

### **READINESS AND QUALITIES TO OVERCOME EXTREME SITUATIONS**

#### **1. Readiness to overcome extreme situations.**

Adequate readiness for effective actions in various extreme situations is not formed. Extreme situations also cause very strong negative experiences of despair, panic, and horror in unprepared people.

In the process of many experimental studies and on the basis of the accumulated practical experience, people have naturally come to the elementary truth that a person must have the necessary preparation (readiness) to cope with the various life dangers and difficulties that arise. Every person finds himself in one situation or another with a certain degree of extremeness. In order to survive and live fully, he needs to purposefully prepare and form readiness for action in various extreme situations .

The problem associated with the study of readiness is the subject of research in various fields of science (philosophy, psychology, pedagogy, etc.). Each scientific field has a different approach to interpreting the category of “readiness” depending on the specifics of the tasks being solved in the research.

Most often, readiness is studied in connection with a person's professional realization in a specific activity. Readiness is considered as a "psychological basis" for determining professionalism (readiness for school, for professional choice, for training, for improvement, for work, etc. The main goal in forming readiness for actions in extreme situations is to prepare a person for effective actions and ensure his security. A group of authors propose a four-factor structure of readiness: 1. Psychological and pedagogical knowledge about extreme situations; 2. Personal qualities vigilance, attention, self-confidence, optimism, resilience; 3. Habits and

skills for active actions in extreme situations and ensuring safety; 4. Skills for overcoming extreme situations and coordinating the actions of the group.

Preparedness is rightly defined as “dynamic personal education, which is based on *the human need for security* .” Danger as a global factor of extreme situations can be overcome through risky actions that provide security.

Since actions in a certain situation are carried out directly in practice, it is appropriate to analyze readiness as situational .

***Situational readiness*** for action in extreme situations is actually the practical action itself that determines its adequacy. That is why situational readiness is the most important in the overall activity of a person in various situations. The state of readiness for action is immediately present in the situation itself. Readiness is comprehensive and is built up of various structures, including many elements. It is very dynamic and changes depending on the dominance of the leading influences of the situation. Readiness as a state determines the compliance with the requirements of the situation and the degree of mobilization of vital forces in the process of the occurring changes of the extremes of the situation.

The structure of situational readiness for action in extreme situations is made up of mental, physical, technical, tactical and specialized readiness.

***Mental readiness is fundamental*** and is a key factor in forming adequate readiness for action in extreme situations. In general, mental readiness is considered as “a state of mobilization of all psycho-physiological systems in the body, which ensure the effective implementation of the necessary actions”. It is “a short-term dynamic state associated with the implementation of certain actions to achieve specific goals”. These definitions of mental readiness significantly contribute to revealing the essence of situational readiness for action in extreme situations.

***Situational physical readiness*** is the basic structure of readiness for action in extreme situations. It is built from the basic physical qualities of speed, muscle strength, endurance, flexibility and agility, as well as from the special qualities of speed and power endurance. All physical qualities are interconnected and complement each other when implementing actions in extreme situations.

The main criteria that provide information about physical readiness are the physical working capacity, physical ability to act and physical fitness of a person. With the development of physical qualities, the structure of physical readiness is improved.

***Technical readiness*** is a set of skills for the quick and accurate execution of certain movements and actions in accordance with the requirements of the extreme situation. It is formed on the basis of mental and physical readiness and is realized in practical activity.

The technique is a motor action (psychomotor) that is performed with high efficiency with minimal energy expenditure.

***Tactical readiness*** occupies a central place in the structure of readiness for action in extreme situations. Tactical readiness is based on tactical thinking, in the process of which the regularities and interrelationships of the external and internal environment are revealed, the main factors of extreme situations are identified and the actions that are purposefully regulated are determined. Tactical readiness unites the totality of a person's mental, physical and technical capabilities for performing effective actions in extreme situations.

## **2. Qualities for overcoming extreme situations**

***Situational readiness*** for action in extreme situations is a consequence of ***sustainable readiness***. It is formed in the process of purposeful preparation. The structure of sustainable readiness, as well as situational readiness, is built from

interconnected sustainable mental, physical, technical and tactical substructures. *The sustainability* of these readiness is an expression of formed permanent formations - properties, qualities, traits, skills and habits of people for responding to situations with varying degrees of extremeness.

The selection of the main virtues, qualities and character traits is based on the results of research by two world-renowned American scientists. They examined the 3,000-year history of all religions and philosophical movements and ranked the first six of the main common virtues: *wisdom* , *courage*, *humanity and love*, *justice*, *moderation and transcendence*.

*Wisdom* is listed as the most significant virtue.

Wisdom is the foundation of understanding in the search for meaning in life, making the world a better place, rethinking values, distinguishing good from evil, etc.

*Courage* ranks second among the virtues listed. In fact, courage is a fundamental emotional quality in the structure of mental readiness for action in extreme situations.

In third place is *humanity and love*, which express kindness, generosity. *Justice (justice)* is ranked fourth and expresses a sense of duty, cooperation, objectivity, loyalty, leadership. *Moderation* is fifth in a row in the ranking of the six main virtues, which include self-control, prudence, caution, humility and modesty. And in sixth place is *transcendence*<sup>1</sup>, expressing optimism, gratitude, forgiveness, mercy, a sense of humor, enthusiasm.

The main quality that determines to varying degrees the adequacy of mental, physical, technical and tactical readiness is **the mind** as the main factor of wisdom. The mind of a person is realized in the situation through thinking. *Thinking* is a higher cognitive process that reflects the essence, regular connections and

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<sup>1</sup> Transcendent – which is beyond the limits of sensory experience, inaccessible to the senses

relationships of objects and phenomena of reality. The main forms of thinking are concepts, judgments and conclusions. That is why the acquired knowledge is the basis on which thinking takes place. The development of the mind is carried out through the development of thinking. Thinking is the main and most important process in a person's life, which governs his activity. Thinking is formed on the basis of cognitive mental processes sensation, perception, memory, attention, representation and imagination. To form a high degree of readiness, it is advisable to develop all the processes.

With the development of the six main virtues, a number of positive human qualities develop, and *a sustainable adequate readiness for action in extreme situations is formed.*

## CHAPTER 3

### PRACTICAL METHODS AND MECHANISMS FOR FORMING READINESS AND BUILDING QUALITIES TO OVERCOME EXTREME SITUATIONS

#### 1. Basic mechanisms forming adequate preparedness for overcoming extreme situations

Based on the rich experience and conclusions from various scientific studies, the main features and qualities of human beings, ensuring high achievements. High achievements in various human activities are the result of their adequate readiness for action in extreme situations.

**1.1 Passion.** Passion is considered as “a strong, persistent and deep feeling, a dominant quality of consciousness that fills the personality and subordinates its other manifestations to itself.” Passion in the positive sense gives the energy to achieve success and realize one's true potential, overcoming various extreme situations. In order to realize one's true potential, it is necessary to form an adequate sustainable readiness for action in situations with varying degrees of extremeness. The main factor determining the adequacy of readiness is *the goal set*. The young person must very precisely define to his global goal, related to understanding the meaning of life. The global goal is made up of two interrelated goals: 1. Personality development and 2. Helping people.

*According to the first goal* – personal development – this means that a person constantly develops mentally, physically and spiritually while he is alive. The main elements of the psyche are the mind, feelings and will. Their development requires deep, objective, positive thinking, objective, positive

emotions, a strong and firm will. Physical development includes the development of motor skills, healthy eating. Spiritual development includes the upbringing of valuable moral qualities such as honesty, hard work, humanity, justice, kindness, etc.

***On the second goal*** – helping people means that in the process of one's development one helps other people who are in need. In fact, every person with their work to one degree or another helps and works for other people. The fundamental goal as a permanent one in human existence is achieved through a system of long-term, distant, close and immediate goals. If all goals are subordinate to the fundamental one, a person achieves great success and realizes his true potential. He has formed an adequate sustainable readiness for action in extreme situations, which is realized through situational readiness.

**1.2 Faith.** Faith is seen as the conviction that something is true. Confidence and expectation also express faith. In order to consistently achieve their goals, a young person needs to be convinced of their own abilities to overcome various difficulties, solve problems that arise, and consistently achieve the goals they set. A young person needs to believe in well-intentioned people, to be convinced that good is stronger than evil, that truth is stronger than lies.

**1.3 Strategy.** The strategy is seen as a way to organizing resources. One of the important stages in achieving goals is managing available sources and stocks of materials, funds. One of the most important resources, which is constant and independent of other phenomena, is ***time***. Time moves in one direction, irrevocably, and every person, especially young people, should value it very much. It is necessary for a person to plan his activities every day, achieve the set goals and report on their achievement in the evening. It is noticeable that young people do not pay much attention to time and when they get older they appreciate that they have wasted many years of their lives. Other significant resources for the formation of

adequate readiness for action in extreme situations are full-fledged communication, acquaintance with well-intentioned people, the experience and knowledge of successful people.

#### **1.4 Clear awareness of values.**

Values are considered as a system of beliefs about good and bad, about right and wrong. Values are those things that every person needs in order to live a full life and develop. They guide the overall way of life, determine our reactions in different situations. That is why values are essential for the formation of adequate sustainable readiness for action in extreme situations. Many conflicts are the result of contradictions in values. People differ in their values, and for each person they are arranged in order of importance. Some of the most significant values are love, communication, joy, respect, beauty, honesty, freedom, growth, support, creativity . In the structure of Sustainable readiness for action in extreme situations values play a central role.

**1.5 Energy.** The achievement of individual goals is always associated with the performance of certain actions. The performance of certain actions is carried out through volitional (mental) effort and muscular (physical) effort, which are strongly interconnected. These efforts, such as mental and physical strength, are a consequence of vital energy. Authoritative researchers consider energy as the fuel of perfection. The path to perfection is the path of development of young people through adequate sustainable readiness, which is realized in the situation through it. Therefore, the higher the energy level are, the more harmonious the structure of sustainable readiness will be, in which high achievements will be realized to a greater extent and the goals will be achieved. That is why when forming readiness for action in extreme situations, a systematic provision of vital energy is necessary.

**1.6 Relationship building skills.** It has been found that that successful people have the ability to develop relationships with people from different backgrounds

and beliefs. Every person needs to create long-lasting bonds of love with others. A person lives in a social environment, where relationships between people are vital. A person develops and achieves his goals and develops in the social environment. A key factor in the ability to create relationships with different people is mutual understanding. It is the ability to “enter someone else’s world, make them feel that you understand them, that there is a strong connection between you”. The ability to establish relationships is one of the most important skills of a person pursuing big development goals. The ability to create a powerful, unifying human connection and relationships of mutual understanding is one of the main factors improving the structure of sustainable readiness for action in extreme situations.

**1.7 The art of communication.** One of the famous authors writes: “The way we communicate with others and with ourselves ultimately determines the quality of our lives.” Successful people and people who change life and society are masters of communicating with others. What they have in common is their ability to convey their ideas, dreams, joys, goals. The basis of the art of communication is a positive attitude, respect, and the search for mutual interest. It has been established that people who fail perceive failures as insurmountable obstacles. It is known that failure and success are subject to the principle of cyclicity. As it is said: “Every failure contains in its essence an equal or greater benefit.” In fact, the perception of failures, setbacks, and misfortunes are ineffective actions of people in extreme situations. Effective people do not despair from failures, but accept them as something natural and useful for their development. They mobilize their capabilities to overcome the extremes of situations and achieve high successes.

The formation of adequate sustainable preparedness through the implementation of the seven mechanisms discussed is primarily related to overcoming social extreme situations.

## **2. Methods for building preparedness and building qualities for overcoming extreme situations**

A key place in the structure of readiness to overcome extreme situations is occupied by mental readiness. The effectiveness of actions in situations with varying degrees of extremeness is determined by the strength of the interrelations (correlations) between mental, physical, technical and tactical readiness in *the leading role of thinking* . Mental activity is organized, directed and focused by *attention* . That is why attention is a major factor related to the management of the overall mental and physical activity of a person in different situations. It is of key importance for the formation of readiness for action in situations with varying degrees of extremeness.

### **Attention control**

Attention is defined as a mental process of directing and concentrating a person's activity in certain objects, phenomena, situations. Attention plays a major role in the formation of mental, physical, technical and tactical readiness. The mental processes of perception and memory are directly related to attention. With reduced attention, a person is distracted and his perception is very difficult, he cannot recall and remember necessary knowledge. His representations and imagination are severely limited. Thinking processes are impaired, as a result of which his actions do not correspond to the requirements of the extremes of the situation. Various properties of attention are known: concentration, intensity, stability, volume. Attention as a cognitive and volitional mental process can be controlled. Before applying individual techniques of self-influence, a person needs to self-observe and self-assess and determine the state of his attention. When attention deteriorates, a person strives to improve it by first developing the main

quality of attention - concentration. To develop the properties of attention, several easy-to-perform exercises are offered.

### ***1. Exercise to develop concentration of attention.***

In a comfortable body position, a person focuses his attention on a small point at a distance of 1-2 meters. He concentrates on the point, trying not to blink. His thought is aimed at maintaining a longer period of concentration. A particularly important point of the exercise is for a person to “catch” the moment of distraction. Then he concentrates again until the new moment of distraction. The exercise is repeated several times until the fourth time of distraction. It is recommended to perform the exercise 2-3 times during the day.

### ***2. Exercise to develop concentration and attention intensity .***

In a comfortable body position, a person chooses a rectangular object at a distance of 2-3 meters, on which he directs and focuses his attention. He moves his gaze slowly several times along the periphery of the object in a clockwise direction. Then the gaze moves counterclockwise several times, gradually increasing and decreasing the speed of movement. The gaze movement changes direction for several minutes. The exercise is repeated 2-3 times during the day at a convenient time. The effectiveness of the exercise is subjectively assessed.

### ***3. Exercise to develop attention intensity***

In a comfortable position of the body, the gaze is directed at the arranged books in one's personal library. Focus on the rightmost book and very quickly move one's gaze along its edges clockwise. Sequentially move one's gaze along the periphery of the other books on the left. After reaching 12 books, one begins the opposite way - from left to right of the books, moving one's gaze along their periphery. The exercise is repeated until the person feels tired. It is recommended to perform the exercise 2-3 times at a convenient time during the day.

#### ***4. Exercise to develop attention span***

A person stands in one corner of the room and observes the objects for 7 seconds. He tries to remember the objects and their location in the room. Then he closes his eyes and imagines the objects and their location, opens his eyes and reflects them on a piece of paper, then compares them with their real location. The more objects he remembers, as well as their location, the more developed the person's attention span. The exercise is performed 4-5 times a day at a convenient time.

### **Objective thinking**

Thinking is a fundamental process that plays a major role in the structure of mental, physical, technical and tactical readiness for action in extreme situations. Thinking is a major factor in the process of forming readiness for action in extreme situations. As a mental process of reflecting the essence, regular connections and relationships, thinking governs the actions and behavior of people in different situations. Thinking as a cognitive mental process is realized on the basis of remembered and stored in memory information about objects and phenomena and the accumulated practical experience of reacting in different extreme situations. One of the main criteria for assessing people is the objectivity of their thinking. Due to insufficient knowledge and under the influence of emotions, the thinking of many people does not correspond to the truth. ***Through objective thinking, the truth is revealed.*** There are different types of thinking - strategic, practical, creative, non-standard, figurative, theoretical, positive, objective, negative, etc.

The most important part of human activity is ***objective assessment*** of extreme situations and readiness for action. An essential moment of objective

thinking is ***predicting*** the development of extreme situations and the possible damage they are likely to cause.

Objective thinking involves sequentially solving four basic tasks:

1. Collection and analysis of available information on extreme situations that are most likely to occur in the near future. There is information on various extreme and super-extreme situations. Extensive experience has been accumulated on the damage caused, the reasons for ineffective and effective actions of state bodies, institutions, people. The most significant elements of the impact of the situations are determined. The situation is described, noting the degree of extremeness, type of situation, the most dangerous factors of impact, probable damage, as well as the development of the situation.

**2. Collection of information on people's readiness to act in extreme situations.**

From the analyses made on the number of victims, material damage, permanent disabilities, environmental pollution caused by natural and social disasters, it is established that the main cause is the human factor and its inadequate readiness for action in extreme situations. Preparing people for action in extreme situations is a very important problem to be solved by all state and public institutions, as well as by every person. An objective assessment of the situation with people's readiness for action in extreme situations is necessary. An objective assessment means indicating what the truth is and on this basis organizing more effective preparation of people, with efforts directed towards their mental, physical, technical and tactical preparation with a view to forming adequate readiness for action.

The objective thinking of each person should be directed towards revealing the truth, and on the basis of the truth – building a positive strategy of thinking and actions in situations with varying degrees of extremity. A positive strategy of

thinking means positive thinking in the context of managing available resources in accordance with the requirements of the situations. Young people need to expand their knowledge of the virtues, valuable qualities and traits of a wise person and prepare themselves to overcome situations with varying degrees of extremity.

### ***Development of willpower***

The will is a person's ability to achieve their goals, which are related to satisfying their interests and needs. Goals are achieved through deliberate actions. A basic element of will is ***volitional effort*** . Putting in a certain effort in overcoming the extremes of situations is the most important process in the manifestation and development of will and with a lot of work in learning and writing the development of physics and virtues. All great people have struggled with ignorance, hatred, injustice. And many unknown people have developed their will and thus achieved high results in their activities. The development of will should begin in childhood. There are also young people who achieve very high successes in various fields of science, art, technology, sports. The volitional process takes place in two main stages - preliminary and implementation of the decision made.

**The first stage** includes five consecutive steps: 1. Awareness of the need; 2. Birth of motives; 3. Struggle of motives; 4. Victory of one of the motives 5. Decision-making.

*The first step is to realize the need* . Needs are the main driver of activity. Young people cannot realize many of the needs .A large part of them are aware mainly of biological needs, and do not understand the urgent and the spiritual ones.

*The second step – birth of motives* . Motives are the main instigators of actions. They are born as a result of needs and interests. Motives are related to

satisfying biological needs and satisfying spiritual needs. Both types of motives are necessary for the development of will.

*The third step – **the struggle of motives*** is a natural process, corresponding to the dialectical law of the unity and struggle of opposites. It is very important which motives will win the battle. It is necessary to have a balance of biological and spiritual motives.

*Fourth step – **victory of one of the motives*** . The process of struggle of motives can sometimes last a long time, a person hesitates and he is not decisive. This process is harmful, especially when the situation arises suddenly and requires quick decisions and effective actions.

*Fifth step – **making a decision*** is the most important step of the volitional process. Making a decision is the first step towards action. However, there is something disturbing, because there are many people who promise, make a decision, but only in words. The decision is not fulfilled. A strong-willed person, a strong person, when he makes a decision, he no longer thinks about it, but fulfills it. This person is a fighter, he fights the difficulties and dangers of life and succeeds. He actually has adequate readiness for action in extreme situations.

**The second stage** is related to the implementation of the decision making. This stage is essential in achieving goals. A study found that people who have become addicted to alcohol, cigarettes, drugs, gambling, etc. actually want to give up this addiction, make a decision, but do not carry it out, which means that they have weak willpower. When making a decision objective thinking, formed virtues, beliefs, valuable qualities are of great importance.

In order to form a sustainable adequate readiness for action in extreme situations in young people, it is necessary to develop the basic willpower qualities such as perseverance, persistence, determination, self-control, and energy. At the heart of every willpower quality is the willpower effort.

**Persistence** is a strong-willed quality in which a person firmly, unyieldingly and consistently pursues his or her set goals. The young person needs to define his or her goals very precisely and to pursue them unwaveringly. Persistence should not turn into stubbornness, which is defined as “meaningless persistence”. Consistent pursuit of a set goal requires making efforts to overcome the various difficulties and dangers of situations. The young person must fully realize and strive to overcome difficulties, demonstrating firm persistence.

**Perseverance** is very close in content to stubbornness and expresses firm defense of one's interests, non-rejection of one's positions, which one considers fair, defending one's beliefs, being convinced of their objectivity, being intransigent to lies and injustice, and being honest in one's relationships with other people.

**Determination** is one of the most important willpower qualities in the structure of sustainable readiness for action in extreme situations. A determined person is brave, firm, unwavering. He has a strong spirit and physique. He is convinced of the meaning of overcoming dangers and difficulties, of reasonable risk and effort in the process of pursuing his goals. One of the most important elements of determination is overcoming fear. The key point is in the fight against fear. It is natural for every person to be afraid to one degree or another. The point is to consciously "go" against fear. Only in this way will he fight it and not become its victim.

**Self-control** is the ability of a person to control himself in extreme situations. Control is actually an effective response to situations with varying degrees of extremeness, which is a consequence of adequate readiness. Maintaining readiness for effective action is a very important quality for managing people's activities in extreme situations. Self-control as a significant quality of sustainable readiness is formed through purposeful overcoming of various situations.

***Energetics*** is a quality that expresses the power capabilities to perform certain actions in specific situations. In the structure of readiness for action, energetics is the factor that shows the realization of vital energies in mental and physical activity in the process of overcoming the difficulties and dangers of situations. When overcoming extreme situations, large amounts of vital energy are spent, which can be restored.

The development of will is a purposeful process that requires young people to consciously, with desire and persistence, systematically overcome various difficulties and dangers in pursuit of reasonable goals. On this basis, a sustainable adequate readiness to endure extreme situations will be formed.

### **Breathing control**

Breathing is central to the process of forming readiness for action in extreme situations. Actions in extreme situations are realized by expending a certain amount of energy. Providing the body with the necessary energy is carried out through breathing and blood circulation. Blood circulation is a system that carries oxygen and nutrients to all cells of the body. Breathing controls the saturation of cells with oxygen. It also controls the flow of lymph fluid, which is four times more than blood. The heart pushes blood, which carries oxygen and nutrients through the arteries to the thin porous capillaries, from where they spread into the lymph fluid surrounding the cells. The cells absorb oxygen and nutrients and expel toxins. Dead cells and toxins are removed by the lymphatic system, and the lymphatic system is activated by deep breathing.

Many studies have been conducted by lymph specialists on the effect of deep breathing on the cleansing of the lymphatic system. It has been found that through deep diaphragmatic breathing, the rate of elimination of toxins increases fifteen times. Scientists have concluded that ***the lack of oxygen*** plays a major role in the

transformation of healthy *cells into malignant ones*. This is why breathing is of great importance for the health of young people and is an essential factor directly related to the formation and regulation of readiness for action in extreme situations.

***Instruction for performing breathing exercises*** : The exercises are performed in a comfortable body position in an environment where the air is clean. The exercises serve to optimize the structure of readiness for action in extreme situations.

Breathing is performed in four phases: 1. Inhalation; 2. Holding; 3. Exhalation; 4. Holding. The phases are performed sequentially - inhalation, holding, exhalation, holding. The duration of inhalation to holding is 1:4 (four times), during holding to exhalation 2:1 (twice), during exhalation to holding 1:1 (once). It is recommended that the duration of the phases be counted in a count (in seconds) from one upwards for each phase, with each number corresponding to one second. **For example:** One, two (inhalation); one, two, three, four (holding); one, two (exhalation) and one, two (holding).

Attention is focused on the abdomen, which begins the first phase (inhalation). Initially, the exercises begin with two in the first phase. There should be no tension when performing the exercises. The count gradually increases to three in the first phase, in which attention is initially focused on the abdomen, and then redirected to the chest and collarbone. Once mastered, the count goes to four in the first phase. For advanced users, the count can start from five and up. The exercises are performed several times a day, with abdominal breathing taking up more than 70% of the time for their performance.

### **Muscle tension control**

Physical activity is carried out by the skeletal muscles of the upper and lower extremities. When muscles contract, certain movements and actions are performed.

Muscle contraction is a consequence of their effort, which in turn is determined by volitional effort. Volitional effort is a mental process that can be controlled. When performing certain actions that are realized through muscular effort, a certain amount of energy is spent. It has been established that during active physical activity, 95% of all energy expended by the body falls on the muscles, and during standard activity, the energy expenditure of the muscles is 70%.

And since muscular effort is considered as muscular tension, which also means volitional, the possibility of conscious control of muscular tension is revealed. Hence the proposition that muscular tension as a physical tension and volitional tension as mental tension are in unity and are considered as psychophysical tension. This proposition serves for the development of methods for controlling muscular tension.

**Recommendation 1.** After any muscle tension during the performance of a given action, the corresponding muscles should be maximally relaxed (loosened). As is known, the performance of physical (practical) activity is carried out by the muscles of the upper and lower limbs. After performing the specified actions, the muscles loosen and the limbs relax. The tension is reduced and energy is saved.

The contraction of the facial muscles reflects the mental state of a person in different situations. When affecting these muscles, the state can be changed - the tension can be reduced or increased. Particular attention should be paid to *the masticatory muscle and the muscles around the mouth*.

**Recommendation 2.** For *To reduce tension*, the chewing muscle and the muscles around the mouth are maximally relaxed. *To increase activity*, the jaw is clenched for a few seconds and the muscles of the mouth are contracted. These techniques are repeated several times. The sign of the effect is the feeling of reducing tension or increasing activity.

Important for the formation of adequate readiness to overcome extreme situations is the control of muscle tension in *the fingers of the upper limbs* . Most activities are performed with the fingers. It is no coincidence that six energy channels of vital energies pass through them. The control of the tension in the fingers is carried out by regulating muscle strength .

**Recommendation 3.** To increase activity, the fingers of the hands are tightly clenched into a fist and held in this position for 5-7 seconds, taking a deep breath. Then exhale slowly and the fingers are relaxed. Attention is focused on the fingers of the hands. This technique is repeated several times.

**Recommendation 4.** When reducing tension, inhale quickly for 1-2 seconds and strongly clench the fingers into a fist, then exhale slowly for 5-7 seconds. Focus on breathing. The technique is repeated several times. It is recommended to do the technique 5-7 times during the day and observe the effect.

**Recommendation 5.** Simultaneously with the tension of the muscles of the body, clench the fingers into a fist, inhale for 3-5 seconds, hold for 3-5 seconds. Then the tense muscles of the body are slowly relaxed and the fingers clenched into a fist are opened, exhaling deeply for 4-7 seconds . The technique is repeated 3-5 times. Attention is focused on the tips of the fingers .

### **Accumulation of vital energy**

Overcoming various extreme situations is associated with the expenditure of large amounts of vital energy. By improving the structure of readiness to overcome extreme situations, vital energy is accumulated. Vital energy is restored by consuming various foods, liquids, and rest. In various yoga practices, at the end of training, the exercise *of self-relaxation is applied* to restore vital energies. Based on this exercise, various methods for restoring energies have been created. On the basis of these methods, a very short technique for accumulating vital energies has

been developed. The technique can be applied **before and after overcoming extreme situations**. The processes of energy accumulation occur intensively when moving from the waking state phase to the so-called paradoxical phase, “super-recovery *phase*” ( exaltation phase ), **REM sleep**. In this phase, the electromagnetic waves of the brain are in the range from 7 to 14 hertz. These waves are known as *alpha waves*. In the waking state, the electromagnetic waves (beta waves) are above 14 hertz, in the theta level they are from 4 to 7 hertz, and in the delta level – from 0 to 4 hertz. Rapid recovery occurs in the alpha level – in the REM sleep phase.

Naturally, the restoration of energies takes place over 2-3 days, and through the proposed technique in 20-30 minutes.

The technique is carried out in a quiet place with normal temperature and clean air. The person, having satisfied his biological needs, takes a comfortable position in a lying or sitting position. He calms down, breathes calmly. Then he closes his eyes, focuses his attention on the phases of breathing - inhalation, exhalation. In this state for several minutes, feeling that he has calmed down and has concentrated on breathing, then he focuses his attention on the lower limbs, reduces the tension of the muscles by relaxing them and mentally repeats the verbal formulas: "The muscles of the legs relax, relax, relax... they are relaxed, relaxed, completely relaxed. They are pleasantly warm, I do not feel them". The same verbal formulas are applied to the hands. Then he focuses his attention on the face and applies the verbal formula: "The muscles of the face relax, relax, relax. They are relaxed, relaxed. They are soft, they are very soft". Then, attention is focused on breathing and heart, applying the formula: "My breathing is calm, calm. My heart works calmly, calmly. I am charged with vital energies". In this state lasting from several minutes to 30 minutes. The effect of the impact occurs about 15 minutes after the procedure is completed.

## **CONCLUSION**

The formation of adequate readiness in young people to overcome extreme situations is a purposeful process that requires conscious, active and systematic self-training. Its existence and development is associated with achieving certain goals through mental and physical efforts and taking risks, i.e. overcoming extreme situations. Extreme situations are considered as situations requiring active actions. Global factors of situations are danger and difficult. To overcome them, adequate sustainable readiness for action is necessary, which in its structure contains valuable qualities. Sustainable readiness is realized in practice through situational readiness. The formation of adequate readiness to overcome extreme situations is carried out through the purposeful application of reliable methods of influence for the development of will, attention control, accumulation of vital energy, etc., which will contribute to improving the quality of life of young people, their mental and physical resilience.