



Psychological Characteristics of Emotional Stress in the Process of Adaptation of School Students

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ABSTRACT:

In this paper, scientific research on the emotional sphere of a person and its phenomenological nature is analyzed. Also, the manifestation of emotional states, the intensity of emotions and experiences were considered. Emotional stress includes anxiety, worry, fear, stress, frustration, long attention span, anticipation of unpleasant situations, and depression. In the process of pilot research, attention was paid to the psychological aspect of the level of emotional stress in students, as well as to their individual and socio-psychological characteristics.

INTRODUCTION

It is clear that the human emotional world has an extremely impressive character as well as it is natural that its study provides a lot of interesting and contradictory information about the passage of various emotional conditions.

T. Pollak, R. Stanfords in the years 1930 and 1950, G. Reworking Sele's theory, they tried to find answers to such questions as the causes and functions of life stress, the dynamics of relationships in a stressful situation [1]. As the authors write, the phenomena of "tension" and

"stress" first entered the English language from Old French and medieval English. And this state was initially described as "disillusionment". In modern science, the terms "stress" and "frustration" have different meanings, that is, actions associated with "tension" and "stress" can be pleasant or unpleasant.

Nowadays, although a lot of scientific research has been carried out on the emotional sphere of a person and its phenomenological nature, the causes that cause it, as well as the mental [2] ability of a person to external influences, emotional stress and its influence on human



activity, solving human problems in difficult conditions, so far remain unknown. Issues such as the ability to act, the role of emotional stability in upbringing and working conditions are noted as topical issues that are in the focus of many psychologists. Although the concept of "stress" is widely used in modern psychology, the study of this emotional experience is not enough to fully illuminate the problem of "emotional stress".

"Emotional stress" in a broad sense is a set of emotional experiences and experiences that reduce the emotional background of a person and the intensity of the motivational field.

According to VSAgavelyan, emotional tension arises when a person feels unnecessary or realizes his helplessness in the face of difficult life situations. Therefore, this concept is more widely used in many studies to denote not only the content of mental, but also physiological states. That is, it is used to assess the appearance of the human body or the state of the body in difficult situations. In addition, in many psychological publications, you can find various definitions concerning the description of the concept of "emotional stress". For example, VK Viljunas' book "Manifestation of Emotional States" describes that emotional tension is, in Latin, trembling, realizing the values of arousal, in which the intensity of emotions and experiences increases, and eventually, as a reaction to internal or external problems, new mental states appear. According to this definition, emotional tension does not arise in objective or normal conditions, but with the development of conflicts, especially at the stage of their aggravation, it quickly manifests itself. This condition is characterized by an increase in internal threat in the body, a decrease in the ability to control conscious activity, an inability to realize their capabilities at the proper level and a quick surrender to problems. Other researchers, however, try to explain emotional tension by anxiety, anxiety, fear, stress, disappointments, too long concentration of attention, expectation of uncomfortable situations, as well as states of depression. VA Hansen says that emotional stress in a person is a state of excessive activity of the physiological functions of the body, which occurs when solving a difficult task or in a dangerous situation. Moreover, schoolchildren are more likely to suffer from this condition, especially in adolescence.

In accordance with this approach, unfavorable situations and difficulties in educational conditions, conflict

situations between teachers and students, negatively affect the effectiveness of the educational process. It seems to us that emotional tension manifests itself not only in relation to the living conditions of a person, but also in working conditions, educational environment, various age stages and activities characteristic of him [3]. Therefore, it is considered extremely expedient to clarify the content of stress and other negative emotional experiences when clarifying the nature of emotional stress. Because in most modern studies, the problem of emotional stress is devoted to ways of psychological elimination of the causes of stress and stressful situations. In the works of many foreign researchers, the phenomenon of "tension", that is, "stress", has become the meaning of the life of residents of a modern city, which is even recognized in some modern psychological literature as "fashion", which is considered a life cycle. Since the concept of emotional stress is explained in general terms in connection with the state of stress, below we will try to focus on negative emotional experiences based on various approaches and their specific nature, information.

Researcher Yu.B. According to Shcherbatiks, tension surrounded us everywhere: at work, on the roads, in public places, even at home, among close people. It exists everywhere, it is impossible to avoid it, it is only believed that people should understand the causes of tension. Also, the only way out of tension and stressful situations is to know its essence, the mechanism of its occurrence, and also be able to ease its course. The word "Stress" in English means "pressure", "tension", "tension". This term was first introduced into science by the Canadian physiologist Hans Sel (1907-1982). Stress is currently used as a word that means three different things.

First of all, the concept of stress can be defined as an external influence or event that causes pressure or excitement in a person. Therefore, most studies use the terms "stressor", "stress factor", "stress factor". Secondly, stress is associated with the subjective reaction of the individual and reflects the internal mental state of the individual. This state of affairs in a person is interpreted as a feeling, a defensive reaction, a process of overcoming. Such processes can contribute to the development and improvement of the functional system, while exerting mental pressure. Thirdly, stress can also be a physical reaction [4] of the body to external influences. So, in modern psychological science, the



concept of "tension" is also more broadly expressed by the concept of "stress", in the content of which both concepts have the same basis. Russian psychologist EP According to Ilyin, when it comes to difficulties in the professional activity of an individual and the functional capabilities of the human body to perform tasks, it is advisable to use the concept of "tension" rather than the concept of "stress". Because the content of the concept of stress reflects many types of stress and socio-psychological, general psychological factors that cause it, that is, stressors. According to Sele Hans, according to the reaction expressed to the state of stress or tension of a person, two types of stress are distinguished. If stress has a positive effect on a person, it is called "eustress", if it has a negative effect - "distress". "Eustress" gives a person spiritual strength, encourages activity. "Distress" negatively affects a person. Its consequence can lead to mental, physical, emotional and mental stress, exhaustion of the body and an increase in blood pressure, disruption of the heart. The accumulation of stress can have such a force that as a result a person becomes unable to cope with it and suffers from illness. Summarizing the results of his research, the author proved that stress consists of the following three-stage process, and divided the course of stress into three stages, calling it a general adaptation syndrome:

1. Stage of anxiety - manifests itself in the initial form of a stressor. For a short time, the level of vivacity of the body decreases, physical and vegetative functions are disrupted. If the protective reaction is effective, the anxiety subsides, and the organism returns to normal activity.
2. The phase of resistivity - (resistance) begins when the effects of stress persist for a long time and there is a need to maintain a protective reaction of the body. Adaptation occurs when the Reserve is spent in a balanced manner.
3. The stage of overcoming or rejection - reflects a violation of the body's mechanisms to combat the effects of extremely strong and prolonged stressors. The tolerance of the body decreases, as a result of which not only functional disorders in the body may occur, but also morphological changes. VSI In his monograph, Merlin describes the state of "emotional tension" as follows: "when a person tries to fulfill a need, he is faced with a contradiction. That is, as a result of various external and internal contradictions, a difficult situation arises. The situation in a difficult situation is reflected in situations

such as neuropsychiatric tension, fatigue, depression or inactivity, home boredom, decreased activity." R. Lazarus and S. According to Folkmans, tension in interpersonal relationships in everyday life is also highlighted, according to which most people are afraid to give public speeches. Others, on the other hand, enjoy the attention of many. The content of such a case can be interpreted in three cases:

- This story has nothing to do with me;
- This story is connected with me, but it cannot threaten;
- This story is extremely scary for me.

OOKosyakova identifies two types of psychological stress: operational and emotional. The state of operational tension [5] arose as a result of the neutral attitude of the subject to the process of activity and was characterized by the predominance of the procedural motive. The state of emotional tension causes strong emotional experiences in the process of activity, as well as inconsistencies characteristic of negative experiences. In addition, the working voltage affects activity and widely helps to maintain a stable working capacity of the body, that is, precisely due to the harmony of the motive and purpose of this activity. It should be noted that if the reader gets the right goal, has strong motives that encourage him to work, then any observed tension will lead a person to success. On the contrary, emotional tension is characterized by a discrepancy, a sharp discrepancy between the purpose and motive of the activity, which creates a discrepancy between the objective meaning of the activity and its personal meaning for the subject. This causes a violation of normal emotional comfort in the body. The work of SDSmirnov shows that emotional stress has a fundamental impact on the effectiveness of students' activities: for example, in a state of emotional stress, the quality of intellectual tasks sharply deteriorates, the number of mistakes made in tests increases, their quality changes.

Tools that serve for psychological research of emotional tension are used to analyze not only the emotional sphere of an individual, but also indicators of abilities aimed at interpersonal relationships, or to study his individual psychological characteristics for educational activities, professional beliefs, possibilities of mental processes, etc. Emotional stress observed during the adaptation of specialized schoolchildren is carried out based on the



analysis, comparison of the capabilities of the sensory-volitional sphere and their psychological assessment.

In the system of general secondary education, the problem of psychological diagnosis of students' problems in connection with the preparation for the educational process of activity and various difficulties arising in it includes psychological research in the current direction and combines psychological factors that are consistent with emotional tension. In order to organize the educational process on a correct, scientific basis, it is necessary to know well the specific psychological patterns of the educational process, that is, the process of mastering knowledge, skills and abilities, the content of the processes of active, independent and positive thinking. Psychological factors that cause emotional stress in students of specialized schools, and the rationale for its implementation in practice from a psychological point of view serve to study both scientific and theoretical and practical nature.

METHODS

Without knowing the psychological characteristics of students of a certain age, they cannot be educated and brought up in accordance with the set goal. Each age of the student will have its own difficulties and will require special treatment. Tension can also change according to the imagination, in which organic processes are considered only as a consequence of emotions. The process of applied research conducted in relation to the research work we have chosen is considered when clarifying our research work, taking into account the task of creating a specific theoretical, methodological and practical empirical basis for our scientific research.

The question of studying the psychological factors of emotional stress that arise in them in the process of adapting to the educational activities of students of

specialized schools is considered one of the topical issues facing the subject of psychology. Because when psychological knowledge about the prevention of emotional stress among students of specialized schools is systematically taught in the process of general secondary education, their ability to easily solve this problem in future educational and similar activities arises. During the study, we selected students of the secondary education system, mainly a contingent of high school students studying in specialized schools [6].

In the course of the study, we focused on the psychological aspect of the level of emotional tension among students, as well as on their individual and socio-psychological characteristics. In our study, students of specialized schools for the study of psychological factors that cause emotional tension in the process of adaptation IDLadanova and VA The methodology of "Express diagnostics of stress factors in educational activities" developed by Urazayeva, the questionnaire "Study of socio- adaptive characteristics" by Rogers, the questionnaire "study of anxiety and depression levels" by Sigmond and Snaitis and GS Used questionnaires such as "self-control in emotional states" developed by Nikiforov. Parametric and nonparametric criteria, factor analysis and aspects of correlation relationship were also determined between them. The object of our research is 236 students studying in specialized schools in Tashkent, Andijan, Namangan, Farkhon and Bukhara regions. Below is an analysis of the results of the study.

RESULTS

The first table shows the general average indicators of express diagnostic features of stress factors in educational activities of students of Andijan, Namangan and Fergana regions.

Table 1 Questionnaire for the study of express diagnosis of stress factors in educational activities overall average indicators (according to the Kraskal-Wallis criterion)

Scales	Professions			H	P
	Andijan N=50	Ferghana N=48	Namangan N=44		
Conflict resolution	76.12	58	80.98	8.53	0.14
Excessive stress	69.33	58.86	87.75	11.97	0.03**
Stress in the framework of educational activities	64.27	66.75	84.90	7.05	0.05*



Stress in teacher-related relationships	60.01	67,19	89.26	13,18	0.001***
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The results of the study of psychological factors that cause emotional stress in the adaptation process of specialized school students show that, according to the questionnaire of express diagnosis of stress factors in the educational activities of specialized school students in Andijan, Fergana and Namangan regions, according to the non-parametric criterion, that is, the Kraskal-Wallis criterion, the overall average indicators according to the first scale, that is, conflict flexibility in students It was shown that he recorded the results like 76.12-58-80.98 and it recorded the lower amount according to the standard norm. According to the Kraskal-Wallis criterion, the level of significance of the scale and the difference between the groups were not observed.

According to the scale of excessive stress, the presence of psychological excessive stress among schoolchildren was 69.33-58.86-87.75, which indicates that there is almost no excessive stress among students. However, it was found that this scale was higher in the students of the specialized school in Namangan region compared to both groups, and the average difference was also shown.

In the framework of the third scale educational activity, the levels of students on the stress scale were 64.27-66.75-84.90. According to the normative index of the results obtained by the students on this scale, the results of the students of specialized schools of Namangan region showed a high result. The level of importance was

also medium. It is determined by the fact that the students showed a lower result on the stress scale within the educational activity, and that they have the ability to easily overcome the obstacles that arise in the future educational activity.

The results of the fourth scale, the scale of tension in the relationship with the teacher, were 60.01-67.19-87.26. This is characterized by the fact that the factors related to the relationship with the teacher showed an average result in the students and that they were able to establish a mutual [7] agreement during the educational activity, to follow the teacher's orders unconditionally, and that subjective local control was established in the general secondary educational activity. The difference between the results of the testers showed a high level.

The results obtained from the students showed that the stress factor was low according to the general average of the express diagnostic questionnaire of the stress factor in educational activities. The following table shows the results obtained from the students on the social adaptation questionnaire.

The methods used in psychological research are to determine the manifestation of mental characteristics of a person in the process of one or another activity. Development and implementation of experimental methods is the main task of psychologists and researchers.

Table 2 Questionnaire of social adaptation characteristics overall average indicators (according to the Kraskal-Wallis criterion)

Scales	Professions			H	P
	Andijan N=50	Ferghana N=48	Namangan N=44		
Adaptation	73.12	69	72.39	0.27	0.13
Self acceptance	61.64	58.85	96.50	23.79	0.000***
Acceptance of others	64.86	63.33	87.95	10.35	0.06*
Emotional discomfort	73.99	67.90	72.60	0.59	0.26
Control	48.04	62.03	108.49	54.87	0.000***
Sovereignty	64.48	64.45	87.17	9.59	0.08

The results of the research on the surface of psychological factors that cause social adaptation, that is,

flexibility in students, show that the general average indicators of the questionnaire for determining social



adaptation of students of specialized schools in Andijan, Fergana, and Namangan regions on the first scale, i.e., adaptation reasoning, are 73,12-69-72. It turned out that 39 recorded the result and recorded that it was an average amount by the standard norm. No intersubject differences were detected.

According to the self-acceptance scale, the students' levels of social adaptability were 61.64-58.85-96.50. The results obtained by the students on this scale showed an average result according to the standard indicator of the questionnaire. The difference between the results reflected the high rate. This scale was higher in students of specialized schools in Namangan region. The fact that the students showed an average result on the self-acceptance scale is explained by the fact that they understand themselves together with others.

The results of the third scale, i.e. acceptance of others, were 64.86-63.33-87.95. This is determined by the fact that students have the opportunity to understand the people around them as well as themselves. The

acceptance of others scale showed moderate differences in the three groups of examinees.

According to the fourth scale emotional discomfort scale, the students' results were 73.99-67.90-72.60, which means that it is close to the average amount according to the standard norm. No differences were found between the results between the subjects. The fifth scale is determined by the fact that it has a value of 48.04-62.03-108.49 on control, is able to manage itself, and implements control and orderly behavior. The level of significance of the indicators between the results of the three groups was shown to be higher. The last scale is distinguished by the fact that the results on dominance 64.48-64.45-87.17 are average and tend to authoritarian power in establishing relationships with others. The results obtained from the students indicated that the overall mean score on the Social Adaptation Questionnaire was average. The following table shows the results obtained by the questionnaire of anxiety and depression in the study of emotional stress of specialized school students.

Table 3 and Depression Levels Study Questionnaire Overall Mean Scores (Kruskal-Wallis Scale)

Scales	Professions			H	P
	Andijan N=50	Ferghana N=48	Namangan N=44		
Worry	73,34	75.75	64.77	1.91	0.05*
Depression	73.18	70.63	70.55	0.13	0.07

It can be seen that the general average coefficient of the psychological characteristics of the manifestation of emotional stress during the adaptation process of the specialized school students is the average level with the amount of 73.34-75.75-64.77, anxiety according to the first scale. The difference between the results of the testers showed a moderately significant unity. That is, it showed that students have a lower level of anxiety, they have the ability to independently solve certain situations. A person's life activity can be understood from two perspectives. On the one hand, life activity is a continuous process of personal activity, that is, life activity has continuous characteristics. On the other hand, the life activity of a certain person continues in a sequence of special situations for him, that is, it has the characteristics of discreteness. In the continuous model of life, active systematic descriptions of life activities in general are defined as the most important, while in the

discrete model, the analysis of individual situations taken in relation to the person acting in such situations plays an important role [18,19].

The fact that the value of 73.18-70.63-70.55 according to the second scale shows that the students do not fully rely on others to get help from people around them in the process of implementing relationships with people. The hindrance felt by students in difficult situations is not related to existential problems, does not pose a threat to life and health. This description limits difficult situations to extreme or crisis situations. It is worth mentioning that the category of situations such as extreme cannot be included in such typologies, because the extreme situation destroys the state of integration of the subject by posing a threat to vital needs, determining human behavior and calling for behavior of the type of exposure to external events. That is, human activity in such situations is organized according to a fundamentally



different scheme, so extreme situations should be studied separately [8].

This shows that they were able to correctly understand the content of the given questionnaire and were able to

objectively evaluate their situation at an average level in relation to the comments given during the questionnaire.

Table 4 The overall mean scores of the Emotional Self-Control Questionnaire (according to the Kraskal-Wallis criterion)

Scales	Professions			H	P
	Andijan N=50	Ferghana N=48	Namangan N=44		
Self-control in emotional situations	62.78	76,72	75,72	3.59	0.16
Control in educational activities	70.38	73.49	70.60	0.17	0.09
Self-control in socialization	72.37	74.14	67,64	0.63	0.28

Reliability of methods is important in psychodiagnostics. The reliability of the methodology shows how accurate the obtained result is. The reliability of any methodology and test should be considered as a set of data that characterizes the correct application from the point of view of their reflection of the studied psychological characteristics.

"Self-control in emotional situations" scale is 62.78-76.72-75.72 in specialized school students. This is the average according to the standard indicator. Socially acceptable and antisocially aggressive types of emotional stress are distinguished. In socially acceptable stress, stress and anxiety resulting from frustration and conflict are resolved through actions that conform to social norms. Asocial aggressive behavior is manifested in actions contrary to norms (fighting, cursing). Individuals with this indicator do not give in to external influences, they rarely observe aggressive situations, and do not want to depend on others [4,8].

The average score of schoolchildren on the scale of "self-control in educational activities" is 70.38-73.49-70.60. Independence is observed in the behavior and behavior of students with this indicator. Aggressive behavior is based on the motive of aggression. Aggressive behavior causes moral, psychological, material and physical damage to people. Lorenz, the Nobel laureate, said that "

control in emotional situations still exists as an instinct in animals and humans and is passed down from generation to generation [18]. Hostile traits are the result of a long and complex evolutionary process. Lorenz and several others argue that aggression in humans should be studied because humans are part of the animal kingdom.

The average score on the scale "Self-control in socialization" is 72.37-74.14-67.64 among schoolchildren. There are many students with this indicator. In some cases, aggressive behavior is observed during the transition period. David Bass, an evolutionary psychologist at the University of Texas, analyzes the nature of the sociobiological and euevolutionary approaches as follows: "Sociobiology denies the psyche and focuses on behavior, while evolutionary psychology considers the psyche (that is, the psychological mechanisms formed in us during the process of evolution) to be the center of the locus of adaptation." Bass these two approaches while explaining the difference between sociobiology, the human species is the best adapted species to the environment, evolutionary psychology recognizes that humans have psychological mechanisms that have allowed the increase of adaptability as a result of the evolution of their species, but not always with the intended goal.



DISCUSSION

Table 5 Express diagnosis of stress factors in educational activities and correlation of results of self-control methods in emotional situations

scales	Self-control in emotional situations	Self-control in educational activities	Self-control in socialization
Conflict resolution	0.562**	0.465*	0.472*
Excessive stress	0.258	0.541**	0.425*
Stress in the framework of educational activities	0.574**	0.436*	0.264
Stress in teacher-related relationships	0.481*	0.568**	0.676**

Note: * – $p \leq 0.05$; ** – $p \leq 0.01$; *** – $p \leq 0.001$.

From the given results, self-control in emotional situations with conflict flexibility scale, self-control in socialization and self-control in educational activities, self-control in educational activities with extreme stress scale and self-control in socialization scales, self-control in emotional situations with stress scale within educational activities it was found that the scales of self-control in doing and educational activities, the scale of stress in relations with the teacher, the scales of self-control in emotional situations, self-control in socialization and self-control in educational activities are in correlation [11].

It is necessary to analyze the concepts of aggression and aggressiveness separately from each other. Aggression is

a set of individual or collective actions aimed at causing physical and psychological harm to people, groups of people. Aggressiveness is a relatively stable characteristic of a person, and it expresses readiness for aggression, as well as a tendency to accept and understand the behavior and behavior of others on the basis of hostility. Therefore, aggression [9,10] is any form of behavior aimed at causing physical or mental harm. This definition emphasizes that aggression is not an emotion or a motive, but a pattern of behavior. Although aggression has been associated in most cases with motivations related to the desire to insult or harm, and with negative emotions, including anger, rage, and anger.

Table 6 between the results of the study of social adaptation characteristics and the methods of studying the levels of anxiety and depression

Scales	Worry	Depression
Adaptation	0.528**	0.469*
Self acceptance	0.464*	0.428*
Acceptance of others	0.584**	0.576**
Emotional discomfort	0.251	0.186
Control	0.548**	0.253
Sovereignty	0.563**	0.527**

Note: * – $p \leq 0.05$; ** – $p \leq 0.01$; *** – $p \leq 0.001$.



The results obtained on the psychological features of the manifestation of emotional stress in the adaptation process of specialized school students show that the questionnaires of social adaptation and anxiety and depression of students of specialized schools of Fergana region have the following units with adaptation scale, anxiety and depression scale, self-acceptance scale, anxiety and depression scales, acceptance of others scale, anxiety and depression scale, control scale and anxiety scale, dominance scale and anxiety and depression scale were connected [12,13].

Constructive Aggression is a determined, innate, self-protective form of behavior aimed at achieving a goal. This innate mechanism serves to adapt to society, satisfy needs, strive for a goal, and instill a sense of confidence in one's personality. This mechanism starts working from the moment a person feels the desire to "see for life". Destructive hostility is a form of unpleasant, angry, angry, malicious, vindictive behavior. This is also a variety of self-defense, which is activated as a result of strong, unpleasant experiences.

Aggression differs according to the mechanism of manifestation and activity, and the mechanism and principle of activity often depend on the decision and evaluation of the situation by a person.

According to the results of the research carried out on the psychological characteristics of the manifestation of emotional stress in the adaptation process, the average value of the anxiety scale was 7.24, and the standard deviation was 2.2. The average value of the depression scale was 7.7, with a standard deviation of 2.4.

Lorend and Andry define it as a means of human innate self-defense, Morrison as a means of striving for dominance, and Horney and Fromler as a reaction of the individual against the hostility of the people around him. Emotional stress is a feature characterized by a person's tendency to mischief and is manifested mainly in the field of intersubjective relations. In fact, anger, fear and other emotions perform the function of adaptation to the surrounding environment. We should take into account that the disturbance of emotional development and difficulties in the student's personality are not a mental illness, but only a deviation from the normal state.

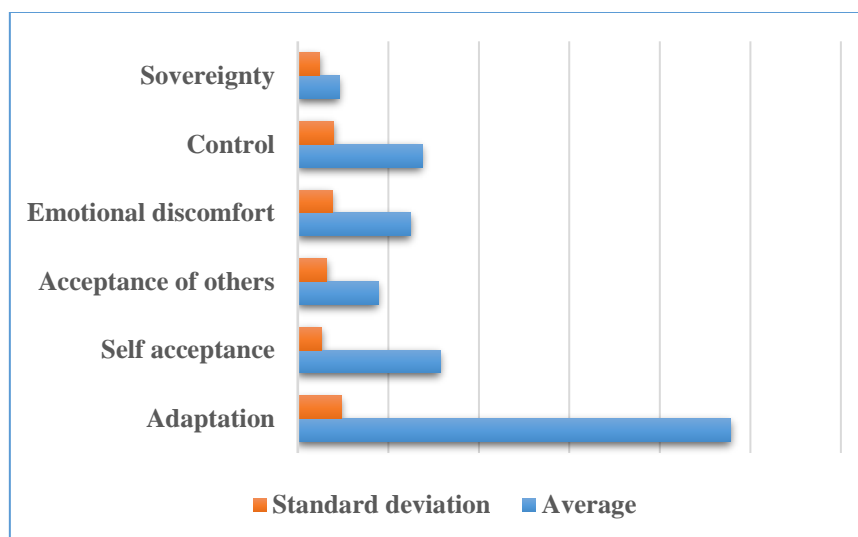


Figure 1 The result of questionnaires of emotional stress in the process of adaptation

According to the results of the emotional stress questionnaire during the adaptation process, the dominance scale had a mean of 9.15, a standard deviation of 4.8, a control of 27.5 and 7.9, an emotional discomfort scale of 24.94, a standard deviation of 7.6, acceptance of others 17.74 with a standard deviation of 6.4, self-acceptance with a mean of 31.49 with a standard

deviation of 5.3, and adaptation scale with a mean of 95.59 with a standard deviation of 9.6.

According to A.N. Leontev, one of the special characteristics of emotional stress is its lack of awareness [12,13].

According to researchers of emotional stress behavior, in order to determine the situation, it is necessary not to



analyze the child's own response, but to compare it with the characteristics of the real situation, and to talk with parents and educators. Specific characteristics of affective behavior can be distinguished based on the

situation of students in these and similar situations. Aggressive students are highly dependent on concrete and obvious situations [17].

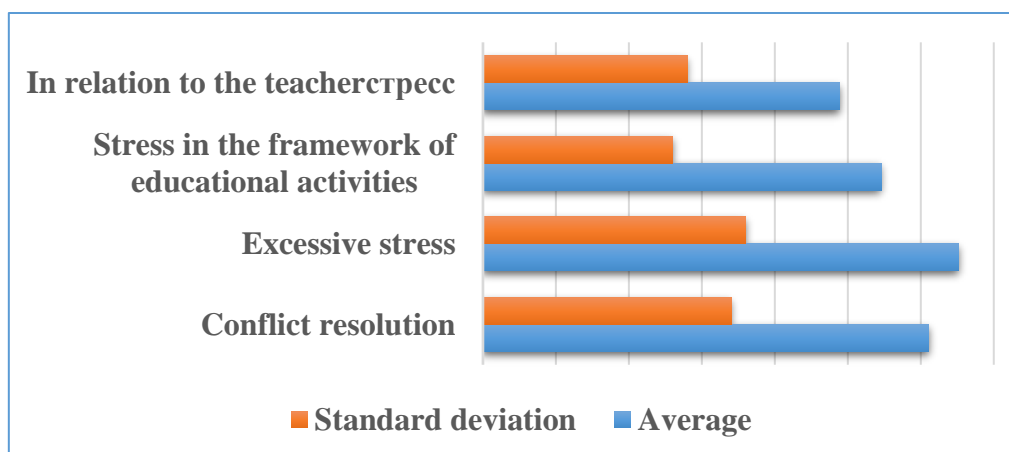


Figure 2 The result of questionnaires of emotional stress in the process of adaptation

According to the questionnaire of express diagnosis of stress factors in educational activities, the first scale of the stress in the relationship with the teacher was 4.89-2.89, the stress within the educational activities was 5.46-2.6, the extreme stress scale was 6.52-3.6, and the scale of conflict flexibility varied between 6.11-3.4 according to the standard norm [14].

Scientists in their research have covered the concept of emotional stress in different ways. In their definitions, they studied emotional stress as a negative behavior, differentiated between destructive and constructive [16]

manifestations, types of aggression according to the mechanism of manifestation and activity. Also, the socio-psychological aspects of the phenomenon of emotional tension were scientifically and theoretically interpreted in the research works of foreign and Commonwealth countries, and its types and manifestations were discussed. Although in the past, our ancestors did not study psychological laws as a specific scientific direction, the works and manuscripts of scholars show the illumination and analysis of these situations.

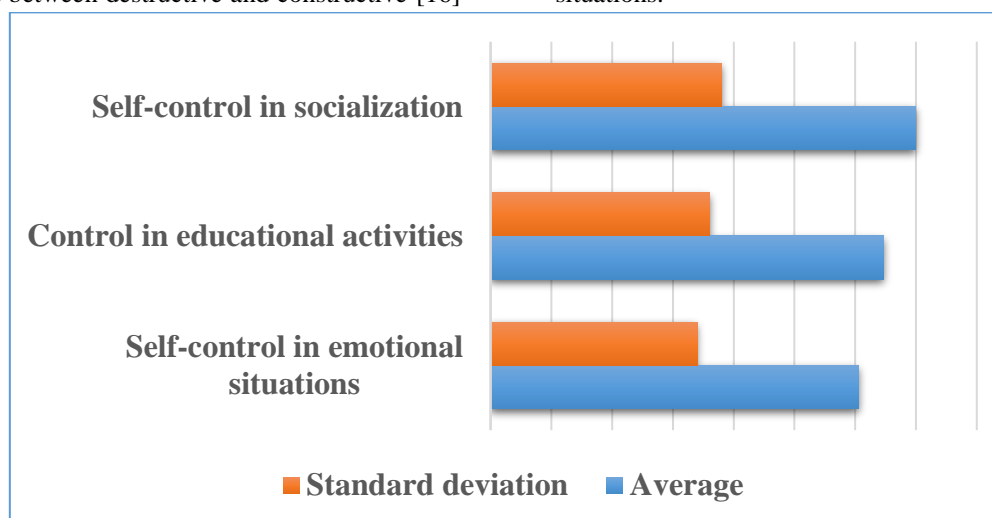


Figure 3 The result of questionnaires of emotional stress in the process of adaptation



The result of questionnaires of emotional stress in the process of adaptation showed that the first scale self-control in emotional situations was 6.06-3.4 in specialized school students, the second scale self-control in academic activities was 6.47-3.6 difference, self-control in socialization the scale of doing 7-3.8 was shown with the results[15].

Psychological factors that cause emotional stress in students and the methods of their elimination, in relation to the analysis of the mutual individual aspects between regional directions in students, the diagnosis of the emotional stress factor, the stress factor in educational activities, personality characteristics and levels of anxiety and depression are mutually important units [20].

Conclusion:

The following conclusions can be made regarding the study of the psychological characteristics of the manifestation of emotional stress by schoolchildren during the adaptation process. It has been revealed that psychological characteristics such as self-control in emotional situations, self-control within educational activities, self-control in socialization, self-acceptance, control, etc. The psychological features of the manifestation of emotional stress were studied in specialized school students, and it was revealed that the level of the stress factor, self-control in emotional situations, social adaptation and anxiety and depression questionnaires had a positive result and high correlations with each other.

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