



## **EMOTIONAL STRESS FACED BY STUDENTS IN THE PROCESS OF LEARNING ACTIVITIES**

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### **Abstract:**

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It consists in developing proposals and recommendations by determining the factors that cause emotional stress in students and their socio-psychological characteristics.

**Keywords:** students, emotional stress.

**INTRODUCTION.** It is self-evident that the socio-political, economic, spiritual and cultural development of the republic as a national state, the development of its own path of development, the determination of national independence and ideology require the need to inculcate it in the minds of all people. is enough. Various social situations that arise through the main activity of students - participation in educational processes, have an effect on the psycho-physiological structure of students. As a result of this, together with external and internal factors, a number of changes may occur in the student's social activity as an individual and cause various emotional stress in students. Stress has a leading influence on academic performance and learning components, and on interpersonal relationships. By studying the factors that cause these tensions, it is possible to draw conclusions about the interaction between young people today, the importance of educational motives, and the origin and consequences of stress.

The achievement of independence of Uzbekistan and the political, economic, historical and spiritual changes that have taken place in our Republic have led to radical changes in the social life of our society, and they play an important role in determining the future fate of the Uzbek people.

It is self-evident that the republic as a national state needs to develop its own path of development, national independence and ideology, and to inculcate it in the minds of all people. is enough. This means that not only the fate of the current generation depends on it.

Taking into account that we are living with the largest group of young people in the history of mankind, President Shavkat Mirziyoyev's proposal to adopt the UN Convention on Youth Rights was warmly welcomed by the international community.

In his words, President Shavkat Mirziyoyev said: "I repeat the wise words of our famous

enlightened grandfather Abdulla Avloni: "Education for us is a matter of either life or death, or salvation - or destruction, or happiness - or disaster." - I don't get tired of repeating. In the following years, this approach to the issue became the criterion of our activity in this field. Indeed, if we change education, education changes people. When a person changes, the whole society changes. Therefore, we are paying special attention to improving continuous education, raising our children to become well-rounded people, and radically improving the training of highly qualified pedagogues.

Various social situations that arise through the participation of students in their main activity - educational processes, automatically affect the psycho-physiological structure of students. This, together with external and internal factors, can trigger a number of changes in the student's social activity as a person and cause various emotional stress in students.

From this point of view, the period of adolescence is considered an important aspect in human life, and during this period, a person is required to systematize his life, study and professional activities on a certain basis. The student's desire to determine his spiritual world, personal qualities, intellectual potential, ability, and opportunity increases. It is important to help them to understand their feelings, inner experiences, to overcome the difficulties that arise in the right way. Based on this, we named the subject of the master's thesis "Social-psychological factors of emotional stress in students".

Taking into account the above, one of the most important goals promoted by our state and society is to train competent and competitive personnel in all respects, who can fully meet world standards. In order to achieve this goal, it is a priority to ensure that the future personnel are healthy in all respects.



**AIM OF STUDY.** It consists in developing proposals and recommendations by determining the factors that cause emotional stress in students and their socio-psychological characteristics.

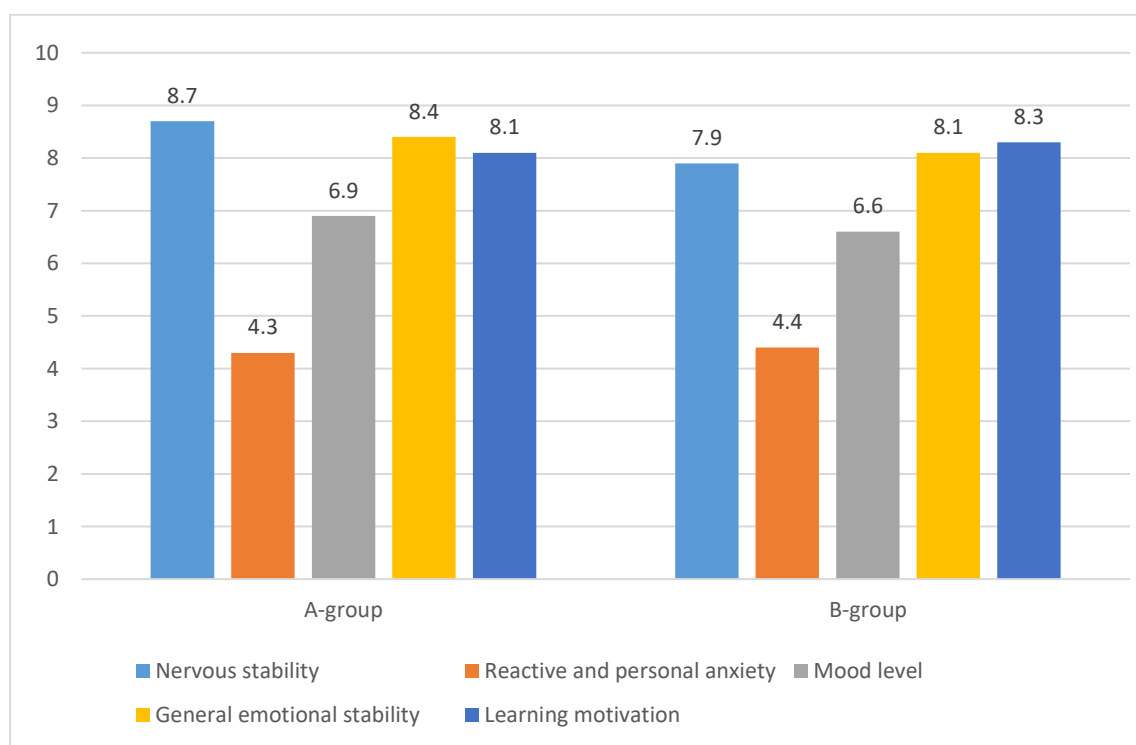
**MATERIAL AND METHODS.** The object of our research is the existing laws in the psychological study of the factors that cause emotional stress in students, the theories about the personality structure, and the dynamics of psychological-pedagogical features in today's educational activities. 85 students (30 students of Tashkent State Pedagogical University named after Nizami and 55 students of the International Islamic Academy of Uzbekistan) who are receiving higher education in our country participated in the dissertation research, and research and test work was carried out on the basis of relevant methodological materials. In our research, there is a questionnaire examining "reactive (situational) and personal anxiety levels" (Ch. D. Spielberger and YLXanin), a questionnaire to determine the scale of lack of mood - subdepression (V. Zung - TNBalasheva), a test to determine mental and nervous stability. , Complex

questionnaire for determining emotional stress factors in students (sfd Sh.M. Sodikova and KIMinovarkhojayeva). The results of the research were calculated by means of a test of mental and nervous stability, as well as mathematical and statistical analysis methods.

**Research results.** The result of the implementation of preventive work programs is evaluated by the retest method. It is necessary to reassess the changes in certain aspects of the students' sense of stress and to review the effectiveness of the training program. In this case, the results obtained in the selected group ( $A_2$ ) are compared with the initial results of this group ( $A_1$ ) and the results of the comparison group in another educational institution ( $B_1$ ) and the next result ( $B_2$ ).

According to the obtained results, it was found that the level of emotional tension in both groups of students (A and B) is normal. It was found that the level of academic motivation and emotional stability of some students is below the norm.

Let's get acquainted with the results obtained below with their indicators before training (here  $N_A = 30$ ,  $N_B = 55$ ):



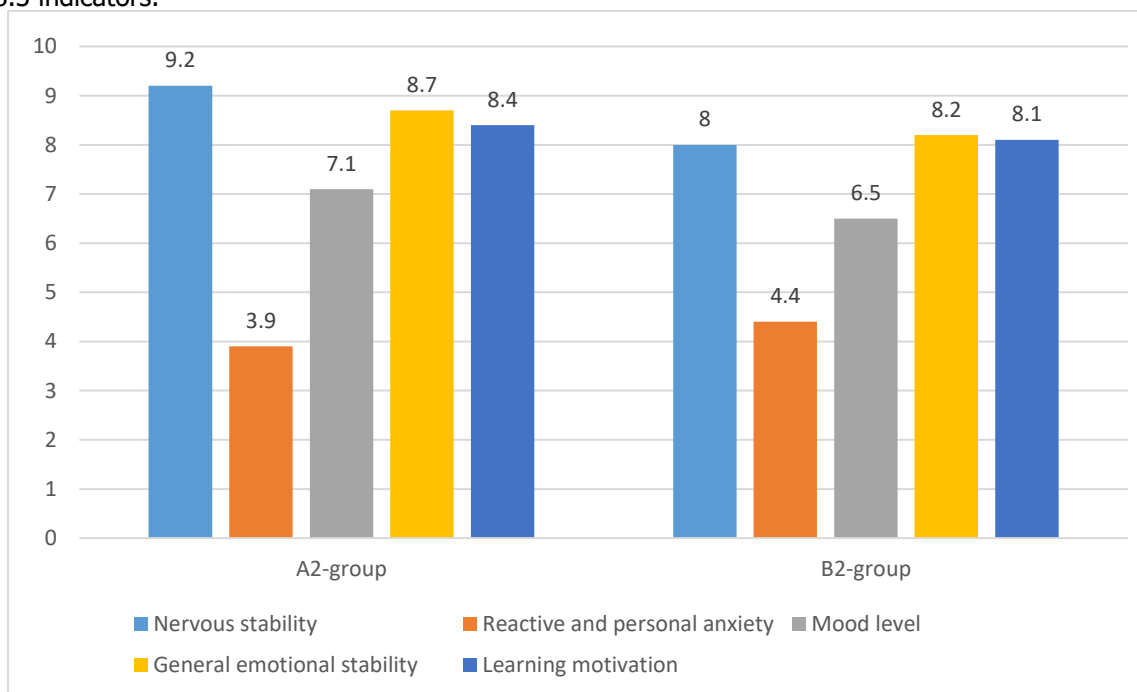
**Diagram 1. Results of research methods of emotional tension in students (before the training program).**

When the specified maximum amount is equal to 10, in group A "Nervous stability" indicator is 8.7, "Reactive and personal anxiety" level is 4.3, "Mood level" is 6.9, "General emotional stability" is 8.4 indicator, and "Learning motivation" was 8.1.

For comparison, we can see that the results of IIAU (group B) were as follows: "Nervous stability" indicator was 7.9, "Reactive and personal anxiety" level was 4.4, "Mood level" was 6.6, "General emotional stability" shows 8.1, "Learning motivation" shows 8.3 indicators.

It can be seen that the difference in "Nervous stability" indicators is high (0.8) and the level of significance is higher than other indicators. Further results: "Reactive and personal anxiety" level (0.1), "Mood level" (0.3), "General emotional stability" (0.3), "Learning motivation" (0.2) Some differences were noted.

When we analyzed the results after the training sessions, we got the following indicators. (where  $N_{A2} = 16$ ,  $N_{B2} = 30$ ):



**Diagram 2. Results of research methods of emotional tension in students (after the training program).**

When the specified maximum amount is equal to 10, in group A<sub>2</sub> "Nervous stability" indicator is 9.2, "Reactive and personal anxiety" level is 3.9, "Mood level" is 7.1, "General emotional stability" is 8, 7 indicators, and "Learning motivation" was 8.4.

For comparison, we can see that the results of IIAU (B<sub>2</sub> group) were as follows: "Nervous stability" indicator was 8.0, "Reactive and personal anxiety" level was 4.4, "Mood level" was 6, 5, "General emotional stability" shows 8.2, "Learning motivation" shows 8.1 indicators. It can be seen that the indicators of change in group A<sub>2</sub> have a high level of significance in other indicators of the results of "Nervous stability" (+0.5). In the further results, "Reactive and personal anxiety" level (-0.4), "Mood level" (+0.2), "General emotional stability" (+0.3), "Learning motivation" (+0, 3) certain changes were noted.

B<sub>1</sub> and B<sub>2</sub> presented the following results:

According to the post-training tests, the results of "Nervous stability" (-0.1), "Reactive and personal anxiety" level (0, no change), "Mood level" (-0.1), "General emotional stability" (+0.1), "Learning motivation" (-0.2) (table 2).



No	Learning features	A group (TSPU Nizami)			Group B (IIAU)		
		Before training A <sub>1</sub> group (N = 30)	After training A <sub>2</sub> group N=16	Change	Before training B <sub>1</sub> group N=55	After training B <sub>2</sub> group N=30	Change
1	Nervous stability	8.7	9.2	+0.5	7.9	8.0	+0.1
2	Level of reactive and personal anxiety	4.3	3.9	-0.4	4.4	4.4	0
3	Mood level	6.9	7.1	+0.2	6.6	6.5	-0.1
4	General emotional stability	8.4	8.7	+0.3	8.1	8.2	+0.1
5	Learning motivation	8.1	8.4	+0.3	8.3	8.1	-0.2

**Table 2. Received in the results primary k indicators .**

Based on the changes in the repeated tests, the effect of the training program on these changes can be evaluated. Taking into account that the level of students' tendency to emotional stress is related to educational motives, self-mastery and the level of interpersonal communication, the student's nervous stability, anxiety level in primary measures, mood level (at the time of the test) and learning motivation are assessed in secondary dimensions.

**Questionnaire for determining the factors of emotional stress in students.** During the research, a sociological questionnaire was

developed in order to check the level of reliability of the results and fill them with additional information. The student will have to choose one of the options "Yes" or "No" according to the opinions given in this questionnaire .

According to the questionnaire, there will be an opportunity to study students' learning motivation and general emotional stability. The questionnaire consists of 15 statements, which the examinees have to confirm or deny. The results of the survey in groups A and B were as follows:

No	Considerations	A group (TSPU Nizami) (N=30)		Group B (IIAU) (N=55)	
		Yes %	No %	Yes %	No %
1	I often feel tired and have a headache after classes.	30	70	20	80
2	Most of the time, teachers' and coaches' comments outside of class get on my nerves.	10	90	15	85
3	The lessons are meaningless and boring to me.	6.7	93.3	7.3	92.7
4	I have lost interest in my field of study.	10	90	14.5	85.5
5	After class, I go to other classes and clubs.	13.3	86.7	16.3	83.7
6	I entered the university only to get a diploma.	3.3	96.6	3.6	96.4
7	I often fall asleep during classes.	6.6	93.3	7.3	92.7
8	The class hours are too many and tight.	23.3	76.6	16.3	83.7
9	I often miss my family during school hours.	46.6	53.3	40	60
10	I intend to continue my studies again (master's	56.7	43.3	31	69



	degree, doctorate).				
11	Finding accommodation is (was) a big problem for me.	76.6	23.3	52.7	47.3
12	Various extracurricular activities and meetings tire me.	30	70	31	69
13	The teachers do not take into account the interests of the students at all.	6.7	93.3	7.3	92.7
14	I do not believe that I will work in the field I studied in the future.	6.7	93.3	12.7	87.3
15	If I could go back in time, I would choose this higher education institution again.	63.3	26.6	61.8	38.2

**Table 3. Percentages of the results of the complex questionnaire to determine the factors of emotional stress in students.**

1. 30% of the representatives of group A chose the answer "Yes" and 70 % chose the answer "No" in the statement "I often feel tired and have a headache after classes ". 20% of representatives of group B gave the answer "Yes", while 80% chose the answer "No". It follows that TSPU NIZAMI students (group A) feel less fatigue and headaches after class than IIAU students (group B).

2. 10% of group A gave a positive answer to the statement, " Most of the time, teachers' and coaches ' words outside of class get on my nerves," while 90% gave a negative answer. 15% of representatives of group B answered "Yes", 85% answered "No". IIAU students are more sensitive to extracurricular communication than TSPU Nizami students, and this affects communication with teachers and mentors.

3. 6.7% of representatives of group A answered "Yes" and 92.3% "No" in response to the statement " Lessons are meaningless and boring for me " . 7.3% of students in group B answered "Yes", 92.7% answered "No". In this regard, we can see that the performance of IIAU students is higher. In this case, the initial impressions of the subjects may have been formed by evaluating the motivations in the educational activity, the principle of voluntariness, and the extent to which the expectations are fulfilled.

4. In the statement " I have lost interest in the field of study I am studying ", study motives and the decline of interest in classes are studied. In this case, among the representatives of group A, the positive answer was 10%, the negative answer was 90%, while in group B, the indicators were 85.5% negative answer to 14.5% positive answer.

5. " After class, I go to other activities and clubs " will determine whether or not to participate in after-school educational activities. 13.3% of representatives of group A responded positively, 86.7% negatively, while 16.3% of group B answered

"Yes". 83.7% of students said that they do not participate in extra clubs.

6. While 3.3% of students from group A (1 student) supported the opinion "I entered the university only to get a diploma ", 3.6% of group B (2 students) said that getting a diploma is the primary goal admitted that This opinion shows that the above students have a higher desire to have an official status and official privilege than the educational motive. In the example of a diploma, the direction of students in their future life is also determined.

7. " I often feel sleepy during classes " was used by 6.7% of group A, and 7.3% of group B gave a positive answer. Boredom in class, dissatisfaction with self, and discomfort in learning activities may be of primary importance in obtaining the results of this emphasis.

8. 23.3% of the representatives of group A confirmed the opinion that "class hours are too many and tight ", while 16.3% of the students of group B agreed with this opinion. Through this indicator, it can be seen that among the factors that interfere with getting to classes, learning and development, the factor of the burden of class time on the student is also important.

9. 46.3% of students from group A agreed with the statement " I often miss my family during classes ", while 40% of students from group B agreed. This opinion is explained by the problem of education away from the place of birth, which is one of the major factors affecting the emotional stability of students. It suggests that students' learning motivation may decrease due to empathy towards their family. It is also possible to react to the student's relationship with family members and relatives by the extent to which the value of the family is in the student.

10. " I intend to continue my studies again (master's degree, doctor's degree) ". 56.7% of





students in group A gave a positive response to this idea, which shows the continuation of the learning motive, the desire for the next stages, and the desire to learn, while 31% of the students in group B responded to the desire to continue the next stages of education. stated that there is. It should be noted here that the difference between the results of group A and group B is significant. This indicator did not confirm the hypothesis at the beginning of the study.

11. " Finding accommodation is a big problem for me " is a very relevant idea for students. Many students study far from their permanent place of residence, live temporarily with relatives near educational institutions, live in a rented house or settle in a dormitory of higher education institutions. These problems can become a factor affecting academic performance and emotional stability, and can lead to lower learning motivation and achievement rates. This opinion was confirmed by 76.7% of students of group A, while in group B it was 52.7%. It should not be overlooked that this emphasis affects the results of study scales in other methodologies.

12. The statement " Various extracurricular activities and meetings tire me " is based on the attitude of the student to involvement in various activities and activities that require social activity. Many students confuse various spiritual-educational activities with useless "social" activities. In fact, spiritual and educational activities, sports competitions, exhibitions and excursions are likely to be useful for students. 30% of students of group A confirmed this opinion. 31% of the representatives of group B responded positively.

13. The opinion " Teachers do not take into account the interests of students at all " is formed on the basis of resistance to the procedures in educational activities, the teaching method of the pedagogue, and means non-recognition of norms or attitude to the conditions of educational activities. This statement was used by 6.7% of students of group A, while 7.3% of representatives of group B responded positively.

14. The statement " I don't believe in working in the field I have studied in the future " means not to connect the field of work after studying to the current field of study. Problems arising from insecurity in one's field, difficulties in finding a job and career development can also be a factor of emotional stress. 6.7% of students of group A confirmed this statement. In group B, it was 12.7%. The difference between the results of this emphasis also shows great tension.

15. The thought " I would choose this higher education institution again in retrospect " means

satisfaction with education. This opinion can be considered a part reflecting the general content of the questionnaire. 63.3% of A group responded positively to this opinion, while 61.8% of B group students confirmed it. Expectations and self-confidence in the educational process are also important in choosing a higher education institution.

It can be said that the above questionnaire is used as a methodology that serves to more fully cover the topic and increase the level of reliability of the results. Both groups of students participate for the same amount of time and for the same part of the academic year. In this way, there will be an opportunity to avoid unwanted differences between them.

**CONCLUSION.** . Emotional stress factors are manifested in students in different ways. First of all, a drop in learning motivation can be observed in emotional stress. A drop in learning motivation has a major impact on nervous stability. Factors affecting the stability of the nervous system are manifested by a decrease in the performance indicators. In students, withdrawal from social norms, avoidance of communication, emotional disorder can also be observed.

A psychologist conducting psychodiagnostic examinations is responsible for ensuring the decision made on the basis of test data, the validity of the used methodology and the necessary level of reliability of the diagnosis. This responsibility is manifested in the development of psychological aspects of students' educational activities - motivation to study, understanding and attention levels. In addition to personality traits such as level of nervous stability, temperament, character, factors such as group relations, quality and efficiency of education, structure of educational programs also play an important role in the manifestation of emotional stress of students .

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