

ASSESSING AND STRENGTHENING THE LEVEL OF STRESS TOLERANCE IN STUDENTS

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Abstract. The modern education system requires not only imparting knowledge, but also maintaining and developing the student's psychological health. In the process of education, students constantly face various psychological pressures. Supervision work, exams, evaluation system, peer relations, teachers' requirements, family environment and social factors have a significant impact on the student's psyche. These pressures can be natural and even developmental to some extent, but excessive or prolonged stress causes stress. Stress, in turn, negatively affects the effectiveness of educational activities, emotional state, motivation and health. Therefore, studying the level of stress tolerance in students and strengthening it is of great scientific and practical importance.

Key words: Stress, psychological stress, stress tolerance, resilience, psychological adaptation, emotional stability, coping strategies, psychodiagnostics, anxiety, educational activity, psychological health, educational environment, emotional self-control, motivation, social adaptation.

Enter. In psychology, stress is interpreted as an organism's response to external or internal influences. Stress is not always a harmful phenomenon. A certain level of stress can activate a person, help to concentrate, increase the sense of responsibility. This condition is often called eustress. Eustress can increase the student's mental activity and speed up the movement towards the goal. However, if the stress is too strong or lasts for a long time, it turns into distress. And distress leads to negative consequences such as psychological stress, anxiety, fear, fatigue, decreased attention, and decreased interest in studying. Especially in children of school age, distress often occurs and can negatively affect their mental development.

Stress in students manifests itself in different ways. Emotionally, it is felt through experiences such as restlessness, fear, nervousness, and depression. In the cognitive sphere, there is a decrease in attention, memory impairment, and slowing down of the thinking process. Behavioral signs such as aggression, passivity, lack of interest in lessons, and social withdrawal may occur. Physiologically, symptoms such as rapid fatigue, headache, sleep disturbance, and rapid heartbeat appear. These signs show that stress is a complex, multifactorial psychophysiological phenomenon.

The concept of stress tolerance means the ability to resist the effects of stress, adapt to complex situations and maintain psychological stability. In scientific literature, this phenomenon is often referred to as resilience. A stress-resistant student can control his emotions even in difficult situations, does not over-dramatize the problem, realistically assesses the situation and looks for a constructive solution. Such students are psychologically flexible, have internal resources and effectively use social support.

Determining the level of stress tolerance is carried out through a psychodiagnostic process. In this process, psychologists use several methods. One of the most common approaches is psychological tests. With the help of special methods, it is determined how the student perceives stress, the level of anxiety, emotional reactivity, and the method of solving problems. For example, tests measuring the level of subjective stress allow to evaluate the internal experiences

of the student. Anxiety scales, on the other hand, measure the level of persistent anxiety or situational anxiety. Resilience tests serve to assess a person's psychological resources, such as flexibility, optimism, and self-control. The importance of these tests is that they help identify hidden psychological processes.

Another important method of diagnosis is the observation method. Educators and psychologists can identify signs of stress by paying attention to the behavior of the student in his daily activities. For example, a previously active student's passivity in classes, irritability or withdrawal from social relationships may indicate psychological stress. Since the observation is carried out in real conditions, it provides very valuable information.

Individual interviews and questionnaires are also important diagnostic tools. During the interview, the internal experiences of the student, sources of fear, and causes of stress can be determined. Sometimes, when the test results are not enough, it is the interview that gives the psychologist a clearer picture. Establishing a reliable communication with the student increases the effectiveness of this process.

The causes of stress can be different. Overload in the educational process, high demands, fear of failure, uncertainties in the evaluation system, conflicts with the teacher, peer pressure create tension in the student. In addition, disagreements in the family environment, incorrect parenting methods, excessive control or indifference can also become a stress factor. In the age of information technologies, information stress, that is, too much information flow, also causes psychological fatigue.

Strengthening stress tolerance is a complex and systematic process that includes psychological, pedagogical and social measures. First of all, it is important to develop emotional self-control skills in students. Breathing exercises, relaxation techniques, and mindfulness exercises help to stabilize the nervous system. These exercises allow the student to control his emotions and reduce internal tension.

A cognitive approach is also important. Many stressful situations have more to do with how a person interprets the situation than the actual situation. If a student perceives a small failure as a tragedy, the stress level increases. Therefore, it is important to identify negative thinking and replace it with rational and constructive thinking. This process is called cognitive restructuring in psychology.

Coping strategies play an important role in overcoming stress. Coping is a person's ways of adapting to difficult situations. Strategies such as problem-focused approach, positive reappraisal, and seeking social support increase stress tolerance. On the contrary, reactions such as avoidance, denial, and aggression increase stress and make psychological adaptation difficult. The psychological environment at school is also one of the decisive factors. A supportive, fair, emotionally safe environment strengthens the student's psychological stability. Communicative culture of teachers, fairness in assessment, constructive form of criticism reduce stress. Resilience comes naturally when a student feels understood and supported increases.

It is also important to develop self-management skills. Proper time planning, maintaining a balance between rest and work, and observing sleep hygiene have a positive effect on psychological stability. Often, students are overstressed due to wrong routines.

The role of parents in the development of stress tolerance is also great. Psychological support in the family, realistic requirements for the child, reliable communication strengthen the

emotional stability of the student. Excessive pressure or comparison, on the other hand, increases stress.

In conclusion, although stress is a natural component of the educational process, its negative consequences can be reduced. For this, it is necessary to determine the level of stress tolerance, psychological prevention, pedagogical support and create a healthy social environment. A stress-resistant student achieves not only academic success, but also psychological well-being.

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