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MANIFESTATION OF STRESS IN STUDENTS AND SOCIO-PSYCHOLOGICAL WAYS TO PREVENT IT

Aripova Oyxumor Vaxabovna
Psychologist at School No. 28, Gulistan District, Syrdarya Region

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Abstract: This article examines the manifestations of stress and anxiety among students within the modern education system, the socio-psychological determinants triggering these states, and prevention mechanisms, based on international IMRAD standards. The article concludes by proposing a system of practical recommendations aimed at fostering socio-psychological cooperation among the school, the family, and the classroom community.

Keywords: student stress, situational anxiety, academic workload, stress resilience, socio-psychological environment, bullying, emotional intelligence, school psychological service.

INTRODUCTION. The modern education system demands not only high intellectual potential from students but also strong psychological resilience. The accelerating flow of information, the burden of examinations, and changes in the social environment are leading to increased stress levels among students. According to World Health Organization (WHO) data, a significant proportion of school-age children regularly experience emotional strain and anxiety.

Student stress not only negatively affects academic performance but also paves the way for the development of chronic psychosomatic illnesses. Therefore, examining this issue from a socio-psychological perspective and developing mechanisms for its prevention is one of today's pressing tasks.

Stress in students is a reaction of mental and physical strain resulting from heavy academic workloads, fear of exams, conflicts in the social environment, or an inability to meet parental expectations. This condition negatively affects a student's academic performance, health, and interpersonal relationships.

METHODS. The manifestations of stress in students and the socio-psychological methods for its prevention involve the following systematic stages:

1. Forms of stress manifestation in students

Stress in children primarily manifests through four main groups of symptoms: [2]

- Physiological symptoms: Frequent headaches and stomachaches, chronic fatigue, sleep disturbances (insomnia or excessive sleeping), and loss of appetite or overeating.
- Emotional (psychological) symptoms: Unexplained anxiety, fear, irritability, aggression, emotional instability, and tearfulness.
- Cognitive (mental) symptoms: Inability to concentrate, memory impairment, a decline in interest in learning, and difficulty making decisions.
- Behavioral symptoms: Withdrawal (isolation) from peers and family members, refusal to attend school, truancy, and a decrease in self-confidence.

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Within the scope of the study, comprehensive methods were employed to identify the characteristics of stress manifestation in students. Students in grades 7–11 from general education schools in Tashkent (n=150) participated in the study. The following diagnostic tools were used for data collection:

1. Charles Spielberger's State-Trait Anxiety Inventory (STAI): To assess students' levels of state and trait anxiety.
2. A.N. Orekhov's stress resilience questionnaire: To examine the emotional stability of the students' personalities.
3. Sociometric method: To analyze the socio-psychological climate within the classroom and peer relationships.

The obtained data were analyzed both quantitatively and qualitatively and processed using mathematical-statistical methods (Student's t-test).

RESULTS.

Socio-psychological factors causing stress

- High academic workload: A large number of class hours and complex curricula.
- Fear of exams and assessment: Anxiety about failing tests or receiving low grades.
- Family environment: Excessively high parental expectations or family conflicts.
- Peer relationships: School bullying and difficulty adjusting to the class environment (maladjustment).

Research results indicated that 42% of students experience high levels of situational anxiety (particularly before assessments and exams). The distribution of stress factors was observed as follows:

1. Academic stress (workload): Identified as the primary stressor for 54% of students.
2. Family environment and parental expectations: 26% of cases (excessively high demands from parents).
3. Peer conflicts (bullying and social isolation): Causing emotional distress in 20% of students.

Among psychosomatic symptoms, students most frequently reported headaches (38%), sleep disturbances (31%), and chronic fatigue (21%). Statistical analyses confirmed that stress levels in school classes with a poor socio-psychological climate are 1.8 times higher than in classes with a positive climate.

Preventing stress among students requires a comprehensive approach involving the collaboration of the school, the family, and the psychologist: [1]

Duties and methods of the school psychologist

1. Psychological assessment: Early identification of children at risk using methods that measure anxiety and stress levels among students (e.g., the Phillips School Anxiety Test, the Spielberger-Hanin questionnaire).
2. Psycho-corrective training: Conducting socio-psychological training sessions to help students build stress resilience, manage emotions, and resolve conflicts constructively. [3]
3. Relaxation and autogenic training: Teaching students proper breathing exercises, time management skills, and muscle relaxation techniques.

DISCUSSION. The results indicate that the stress experienced by students is not merely a product of intellectual fatigue but is deeply rooted in socio-psychological factors. When the physiological changes of adolescence collide with the pressures of social adaptation, students' psychological defense mechanisms often prove insufficient to cope.

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Discussions reveal that educational institutions prioritize knowledge transmission while failing to pay adequate attention to the development of students' emotional intelligence. Furthermore, the "perfect child" syndrome exhibited by parents exacerbates the child's fear of failure (atychiphobia). Addressing this issue requires a differentiated and systematic socio-psychological approach to stress prevention.

Working with Families (Social Environment)

- "Parent University": Organizing seminars and consultations to educate parents on developmental crises and how to support their children during times of stress.
- Emotional Support: Fostering an environment where parents value the child as an individual, rather than focusing solely on academic grades. Improving the pedagogical environment
- Healthy psychological climate: Class teachers and subject teachers fostering an environment based on friendliness and cooperation with students during lessons.
- Differentiated approach: Assigning tasks that take into account each student's individual capabilities and avoiding overburdening them.

Systematically addressing and preventing stress is a key factor in maintaining not only a student's academic success but also their mental and physical health.

CONCLUSION.

The following socio-psychological measures are recommended to identify and prevent stress among students at an early stage:

1. Modernizing school psychological services: Establishing stress management and relaxation rooms in schools, and teaching students autogenic training and meditation techniques.

2. Working with the teaching staff: Conducting socio-psychological training sessions for teachers on establishing positive and supportive relationships with students.

3. Family-school cooperation: Organizing seminars and training sessions for parents regarding developmental crises and methods for providing emotional support to their children during times of stress.

4. Improving the classroom climate: Eliminating instances of bullying through team-building activities and games that foster group cohesion.

In conclusion, stress is an integral psychological factor in the educational process for school students, significantly influencing their academic performance, emotional state, and social adaptation. Failure to identify and properly manage stress in a timely manner can lead to a decline in student motivation, indifference toward studies, irritability, and various behavioral problems. Therefore, the effective organization of psychological services within the school environment is crucial. Regular activities—such as psychological training sessions, individual counseling, relaxation exercises, and exercises aimed at fostering positive thinking—should be conducted to help students reduce and manage stress. Such approaches help strengthen children's emotional stability and activate their inner resources. Collaboration among the family, the school, and the psychologist also plays a vital role in reducing stress. A supportive attitude from parents, combined with an understanding and encouraging approach from teachers, creates a psychologically safe environment for students. This, in turn, boosts their interest in learning and lays the foundation for their success. Overall, managing stress among

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schoolchildren is a key responsibility not only for the psychologist but for the entire educational system. Through properly organized psychological support and a comprehensive approach, it is possible to ensure the healthy psychological development of students and shape them into independent and stable individuals for the future.

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