

## **FACTORS THAT CAUSE EMOTIONAL DISTRESS IN UNIVERSITY STUDENTS AND THE CHARACTERISTICS OF THEIR PSYCHOLOGICAL CORRECTION**

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### **Annotation:**

The article analyzes the analysis of scientific approaches that illuminate the content and essence of the psychological factors of the manifestation of emotional distress in students of higher education institutions. As well as there are practical recommendations for the organization and conduct of psychological correctional measures to overcome emotional distress in students.

**Keywords:** Emotional distress, adaptation, maladaptation, physiological affective, cognitive anxiety, communication

The personality traits of future professionals as a sensory period of the student period play an important role in the formation of their emotional fronts.

Emotionality is one of the main signs of human biosocial existence.

Psychologists B.G. Ananov, N.V. Kuzmina, N.V. Talizina, V. Ya. Lyaudis, I.S. Kon, V.T. Lisoveskiy, A.A. Bodolev, A.V. Petrovskiy, I.I. Ilyasov, A.V. Dimitrieva, Z.F. Esarova, A.A. Verbitskiy, V.A. Tokareva, M. G. Davletshin, E.G. Goziev, Z.T. Nishonova, S.X. Jalilova and according to the other researchers of education in higher education is very difficult for students, because in this period the complex qualities, attributes of the individual are at the stage of development.

K. Maslach emphasizes that a state of emotional tension is formed based on a person's feelings of insignificance for others. The author also cites signs of emotional distress. Personal impairments, negative self-esteem, and negative recognition of one's level of ability can lead to personality disorders. Psychologists Perlman and E.A. Hartman describe the dynamics of emotional distress as emotional transitions specific to the body's stress.

1. Physiological reactions, manifestations of changes in the physical condition of the body (fatigue).

2. Affective and cognitive reactions (personality disorders of various natures in the emotional and motivational spheres) The author also cites signs of emotional distress: Reactions in the behavioral sphere.

3. Manifestations of behavioral manifestations (decadence), which arise in the process of combating factors that damage the individual in the social situation and are formed as a result of a negative impact on the activity motivation of the individual.

Groysman A.A.'s emotional crunch divides the stages into the following. [5]

1. The first stage is the emergence of behavioral stress-related situations in the process of adaptation to the new social situation in higher education. Tensions in this category are

formed as a result of the lack of interest in the chosen specialty in cases where the new requirements for the study of academic subjects in a social situation that is new to students are higher than the level of abilities and capabilities.

2. The second stage may not lead to strong emotional experiences using stress assessment skills.

The transition from the first stage of emotional equality to the second stage of the person's social status formed based on role expectations is conditioned by the individual characteristics of the person.

3. The third stage is manifested in the individual course of reactions in the physiologically effective cognitive areas of the individual.

4. The fourth stage is the stage of emotional distress caused by multifaceted psychological stress is formed as a result of fatigue in the physical and emotional spheres as a result of physical and psychological fatigue resulting from the failures of the subject.

In some studies, emotional distress is described as a stable state of a person. [6,11,8].

K. Maslach includes the following as factors that cause emotional distress. [6,8].

1. The existence of individual boundaries based on the emotional "me" as opposed to the person's state of emotional exhaustion and distress.

2. The existence of a socio-psychological experience that includes a variety of motives, expectations, feelings, and attitudes.

3. Personality problems, distress status, negative consequences of personality disorders.

Emotional instability in a person's behavior during conflict situations, emotional instability is a risk indicator of emotional distress.

Emotional distress in students is attracting the attention of psychologists According to some studies, 40% of students have or are experiencing emotional distress. [1].

V.P. Rochev and L.V. Krashevsky argue that students' health deteriorates steadily as a result of emotional distress. [14].

Inadequate incentives for student achievement may also contribute to the development of emotional distress.

E. Maler points out the following factors that are characteristic of emotional distress [8].

-exhaustion, fatigue psychosomatic disorders, bronchial asthma, neurodermatitis, peptic ulcer, insomnia, negative attitudes towards work, irresponsibility towards one's duties and responsibilities, increased intake of psychostimulants (smoking, coffee, alcohol, drugs), loss of appetite or, conversely, overeating, self-esteem, aggression, passivity. Perlman and Hartmann's theory states that emotional stress is a dynamic process characterized by an increase in the influence of the factors that cause it over some time. [9].

- physiological reactions - physical fatigue

- in affective-cognitive reactions (emotional and motivational fatigue depersonalization);

- behavioral reactions are actions aimed at solving a problem that has occurred (maladaptation, decreased motivation, decreased sense of responsibility for their duties) [9].

The main cause of emotional distress is the negative experiences that result from the mismatch between the individual and the students placed on him.

Freudenberg identifies the following individual factors that contribute to emotional distress. Fanaticism is the practice of humanism, the pursuit of curiosity, and the placement of superior students 10].

V.I. Kovalchuk emphasizes the importance of external locus control and self-assessment factors in the development of emotional distress. That is, people with low self-esteem are more likely to develop emotional distress [7,11].

Psychovegetative features of personality accentuation in students during the educational process have a direct impact on the level of emotional distress, apathy manifests itself in students from the first year based on depressive symptoms.

Introverted, impulsive, egocentric students are more likely to develop emotional distress. Increased autonomic responses can lead to angry aggression in stressful conflict situations [7]. Emotional stress situations in a person can increase under the influence of problems that are important to a particular person, especially when the urgency of the problem increases, leading to an increase in the level of emotional stress.

In a sense, emotional stress is exacerbated by factors that a person perceives as dangerous to himself (a state of the frustration associated with the emergence of obstacles to the satisfaction of his needs, a conflict of interests, confrontation with their implementation in any situation) [3]

There are certain differences between the concepts of emotional distress and stress, and it is important to distinguish them.

Emotional distress is a mental state and stress is a consequence of that state.

G. Selye classified human activating eustress into distress types that interfere with activity.

Joy, amazement, fear of love, hatred represent human life as a social being. Emotional experiences are shared with others. Their thoughts, in turn, have a direct impact on the direction of emotional experiences.

In the process of research, people may try not to show negative emotional experiences to others. On the contrary, they tend to share positive experiences with others. [11].

Emotional distress is the result of a person's inability to deal with negative emotions. Negative emotions accumulate in the process of various traumatic situations and lead to the formation of neurotic disorders in humans.

Of course, not all people with the same emotional distress will experience the same changes. These changes also depend on factors such as a person's temperament, character, and place in the immediate social environment. [4].

In this regard, it is possible to overcome emotional distress with the help of exercises and methods of various psychotherapy with internal factors. However, changing the external factors that cause stressful situations is a more difficult task. The fact that a loved one will marry his daughter, the father or mother will want alcohol substances, inability to enter the chosen higher educational institution of study or employment with boring chronic family conflicts)

The development of social adaptive skills in students is important in overcoming emotional stress.

Issues of social adaptation from Russian researchers L.S.Vigotsky, D.B.Elkonin, V.V.Davidova, T.A.Kurakina, L.I.Novikova, A.V.Mudrik; B.K.Babansky, I.S.Kon, while in Uzbekistan V.M.Karimova, N.G. Kamilova studied by such scientists. However, insufficient research has been done to examine the social adaptation of students as a widespread problem and the potential for emotional distress. In the process of socio-psychological adaptation, the individual not only adapts to the new social conditions but also uses his needs, interests, aspirations, the individual is expected to function as a member of society and to express his or her individuality.

Psycho-correctional programs are based on the results of psychological diagnostics aimed at identifying the factors that cause emotional distress in the student.

The emergence of different levels of emotional distress is large since the student's adaptation to interpersonal relationships in a new social group is influenced by the process of formation of social adaptive skills in him. The development of social perceptual skills in the student's personality allows the prevention and elimination of emotional distress associated with the new learning situation.

Some problems have an organizational nature in the process of students experiencing emotional distress.

1. New group, new social situation, problems in establishing interpersonal relationships with new people student-student, student-teacher)
2. Insufficient psychological training in the chosen specialty.
3. The manifestation of external motivation as a determinant of the chosen specialty (parents, friends, financial interest, high access to higher education)
4. Lack of professional interests of the student.

New social relationships that are new to students can lead to a variety of hormonal changes as a result of increased workload on subjects, specific features of learning and daily activities, and increased levels of anxiety in the student's personality. In particular, chronic fatigue and changes in the respiratory and circulatory systems can lead not only to poor mental health but also to exacerbation of chronic diseases as a result of decreased immunity. [5].

Correcting a state of anxiety leading to a state of emotional distress involves a problem in two directions: the emergence of a state of anxiety and the problem of overcoming its negative

consequences; the problem of settling as a direction of anxiety as a temporary personal experience. Anxiety management consists of the following interrelated and interrelated steps.

1. Psychological corrective measures to teach students how to manage strong feelings of anxiety.
2. To expand the student's capabilities, to form in the important knowledge, skills, and abilities that increase the effectiveness of the activity.
3. Strengthen the student's self-confidence.
4. Development of communication skills in students.
5. Formation of the internal motivation of the student in the chosen specialty.

In some cases, factors of emotional distress can be consciously managed. To this end, the student's social support needs (family, friends) to be able to properly allocate the student's free time, to develop the student's personal and social skills.

The ability to perceive new social situations in everyday life, to consciously manage them is an important condition for the development of mental and physical health student personality. In this regard, individual and group psycho-correctional training sessions aimed at preventing and overcoming the psychological health problems of students, strengthening their confidence in their abilities, can help to overcome emotional stress. [12].

Training sessions are planned and conducted based on the results of psychodiagnostic.

Psychocorrection of the emotional, socio-psychological aspects of the individual is complex and should consist of students who have common problems that lead to the formation of mutual emotional tension in the training groups.

One of the main goals of correctional training is to teach participants to control their emotional reactions by not criticizing or evaluating their opinions.

It also seeks to create an enabling environment for students to learn how to express their behavior and emotions in a way that is in line with social norms, to feel at ease, and to engage in open communication.

Particular attention is paid to the development of communication skills, the ability to listen to others, the ability to express one's thoughts freely, and the ability to express one's inner experiences clearly.

Repeated psychodiagnostic examinations after the completion of psychocorrectional training, as well as feedback interviews, allow concluding the effectiveness of the results of the psychological correction of individual questionnaires.

Psychological counseling of higher education professors and parents on ways to form internal motivation of students concerning the socio-psychological characteristics of the educational process, to teach them the psychological culture of officials for the personal education of students on the content and essence of this process. It is necessary to start work.

Besides, students' participation in various research projects allows them to cope with the emotional states that arise by coordinating their level of self-esteem based on a sense of "need" for the community.

Students must be supported by university professors and group coaches.

Emphasis on student achievement, combined with the establishment of a close emotional relationship between teacher and student based on mutual trust, can increase the effectiveness of psychocorrectional work.

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