

THE CHARACTERISTICS OF OPTIMISTIC POSITION AND STRESS RESISTANCE IN HIGHER EDUCATION INSTITUTION STUDENTS

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Abstract:

This article examines the effect of optimistic and pessimistic attitude observed in students of higher education institutions on their susceptibility to stress and resilience to stress. The psychological characteristics of each position are analyzed and its impact on stress stability is highlighted.

Keywords: stress, susceptibility to stress, resilience to stress, optimism, pessimism, position, studentship, educational activity.

Introduction

Today, increasing the psychological literacy of students studying in higher education institutions, in particular, the issue of their academic activity, stress stability, and optimistic attitude is gaining importance. According to O.N. Stolpovskaya, one of the Russian scientists who studied this problem in connection with the student period, the successful course of educational activities during the student period is directly related to the optimistic understanding of events.

As a result of her research, O.N. Stolpovskaya comes to the conclusion that if a student can see his professional future during his studies, the desire to achieve high results in studies and, therefore, the opportunity to achieve success will be important for him. Because the optimistic mood of the student plays an important role in realizing the desire to achieve high results in studies. If the student has an optimistic spirit, if he believes that the successes he is achieving in his life are the result of his own strength and capabilities, it will be easy for such a student to achieve success. Such a student believes that even when faced with bad luck and failures, this situation is temporary, and the possibility of success is permanent [3].

So, how are the states of optimism and pessimism explained? We will give brief information about this.

Optimism is mainly understood as a condition related to a person's confidence in his own strength and capabilities, his achievements, and expectations of positive relations from life and the people around him. Most of the "optimists" are usually extroverts and engage in a sincere and open relationship in the process of communication. They definitely believe in the success of a certain work before starting it. Even when they fail, they never stop on their path or what they have started, instead they just move forward [4].

On the other hand, pessimists, who are people of the opposite category, doubt not only their own strength and capabilities, but also the goodwill and goodwill of the people around them. People of this category tend to expect failure in their minds before starting a certain task. In interpersonal



relationships, there are more cases of trying to avoid a wider range of relationships (being around many people), being buried in one's inner world (introversion).

Based on the results of the research conducted by M.S.Zamyshlyeva, it was noted that optimists are active in everyday life, and the concept of activity includes such positive qualities as activity, cheerfulness, cheerfulness, carelessness, calmness, and a tendency to take risks. On the contrary, pessimists have been observed to be passive in everyday life, and the concept of passivity is expressed by the intensity of anxiety and stuttering, the extreme decrease in self-confidence in problematic situations, or the unwillingness to do something for the solution of the problem [1]. Studying the above information, we set out to determine the relationship between students' resistance to stressful situations and the characteristics of optimism-pessimism. We bring to your attention the analysis of the results, noting that the results obtained on the basis of empirical research conducted with students correspond to the above analysis.

The results presented in the diagram in Fig. 1 can be analyzed as follows: according to the results, the stress resistance index of the "Realists" category was 20.8, which is a high index, and the stress susceptibility was a relatively low index - 15.3. . This result can be analyzed as follows: students belonging to the group of realists adequately assess the current situation, i.e., the problematic situations that have arisen during educational activities, to the best of their ability. They never complain about the number and difficulty of tasks and are satisfied with their existing opportunities and achievements in life.

Accordingly, students belonging to this category are relatively resistant to psychological stress. But this does not mean that they have never been stressed, they also have a tendency to get stressed, but their achievement is that they look for opportunities to overcome difficulties, act, find and get out of stress quickly.

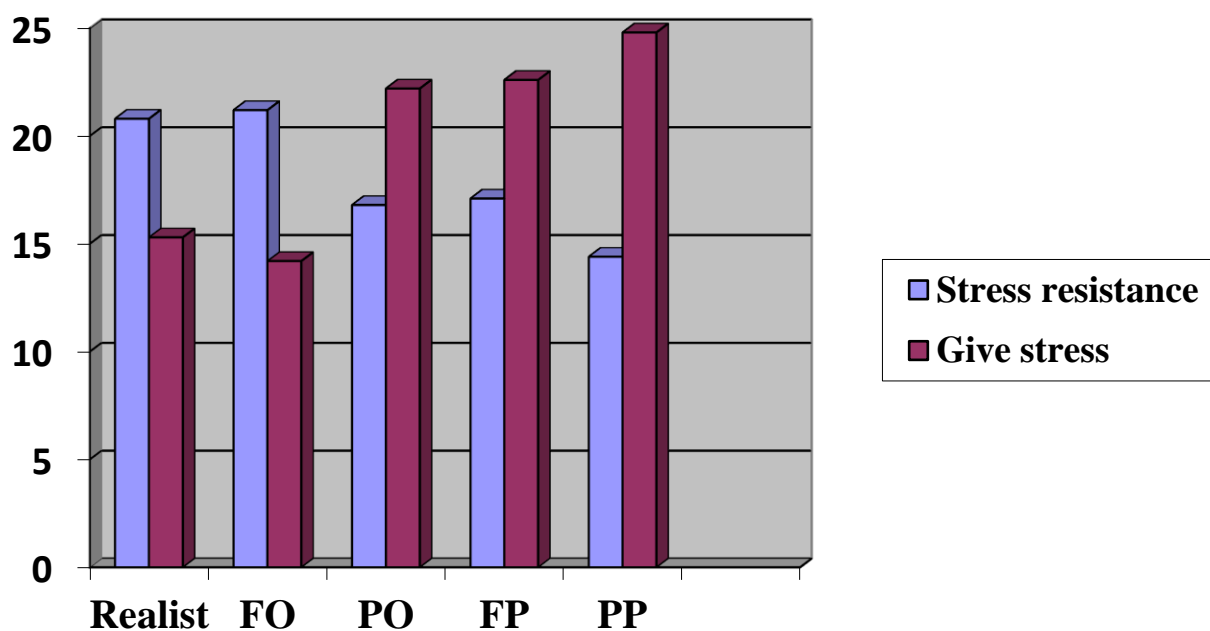


Figure 1. The results of correlation of the test positions with stress tolerance and stress susceptibility indicators.



Students belonging to the category of FO - "Active optimists" also expressed high stress tolerance - 21.2, and very low stress - 14.2. The achievement of students who belong to the group of active optimists is that they believe in their own strength and capabilities, have a positive attitude towards their future, and take active actions to achieve their goals during their studies. They are always happy and cheerful, do not give in to resentment and bad mood, no matter how painful the blows of life are, they easily and patiently overcome them. In difficult and difficult situations, they tend to use effective methods of overcoming stress. Even the lack of time to learn a lot of information from all subjects during the session, which is a stressful situation for most students, the flow of consecutive assignments, the assignment of independent study assignments to strict teachers, also stress them. cannot cause it to fall into a state.

"Passive optimists" - or, in other words, "Lazy" category test-students showed a low stress resistance - 16.8, and a high stress susceptibility - 22.2. To analyze these numbers, it is enough to emphasize the well-known slogan that represents the way of life of those who belong to this category. The motto of passive optimists can be summed up in one word: "Eat an apple, put it in my mouth...". If we analyze the characteristics of students of this category, it can be described as follows: students of this type believe that "everything will be fine" even if they do nothing. They are polite, cheerful and even know how to find good in any "bad" - problem. So, why do they have a high level of susceptibility to stress? This question can be answered as follows: the main drawback of their susceptibility to stress is that the lack of activity in extreme situations in this category of students causes an incorrect reaction to stressful situations. Their lack of activity in the process of completing educational tasks is related to the fact that they believe in chance and luck more than they believe in their own strength and capabilities. They passively observe the development of events in problematic situations - even in the process of handing over final controls - and postpone decision-making or preparation.

That's why it was observed that they have moderate or low susceptibility to stress, but low level of stress tolerance - the ability to get out of stress. Such students do not worry and do not worry when they encounter difficult and complex situations in the course of their academic activities - this is good for their mental health, of course, but when they encounter problematic situations, for example, when they have to retake subjects due to poor learning or attendance, they do not worry. they waste time or opportunity waiting for the problem to resolve itself instead of trying to solve it. And this is the basis for them to wait until the problem increases, create a stressful situation themselves, and as a result, succumb to stress.

Although high activity is typical for students belonging to the category of "Active pessimists" or "Negativists", this activity is often destructive in nature. These types of testers prefer to "break the old rather than create new". They tend to use aggressive coping strategies in difficult situations. In our study, this category of test subjects had a stress tolerance - 17.1, and a very high stress tolerance - 22.6.

So, instead of finding a solution to the problem in difficult situations in their educational activities, such test-students show their aggressive behavior and blame someone (in most cases, the subject teacher or dean's office staff) for the problematic situation that has arisen, teachers or teammates. they cause conflicts with them, and as a result of such feelings, they become more prone to stress. If we pay attention to the indicators of the "passive pessimists" category, we will see the following results: stress resistance is very low - 14.4 and stress susceptibility is very high - 24.8. Students



belonging to this category have low confidence, they do not believe in anything or anyone, they do not do anything or make any effort to change their life and academic activities for the better. Their unique personality traits are characterized by low self-confidence, sadness, depression, predominance of depression, humanism, and high passivity. In difficult situations during the study process, they prefer to avoid the problem rather than finding a solution, and they consider themselves victims of the situation, and show themselves as victims to those around them. As a result of the fact that the people around them do not support them, aggressive behavior towards society occurs. This condition increases their exposure to stress and weakens their release from stress. Some of these students misjudge the stressful situation and commit suicide because they cannot get out of it, and as a result of their aggressive behavior towards society, they may fall under the influence of various negative groups and gangs and become a participant in unpleasant events.

Summarizing the results and analysis of the research, the following conclusions can be drawn: the stress observed in students is related to their educational activities, and all the stressogenic factors that exist in the course of educational activities are taken seriously by students, and this is their o It is also reflected in educational activities. Test subjects belonging to the "Realist" and "Active optimist" groups have a lower level of stress tolerance and, conversely, higher stress tolerance, while the test subjects of the "Active pessimists", "Passive optimists" and "Passive pessimists" groups have higher stress tolerance. and stress tolerance is low.

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