THE IMPORTANCE OF TRAINING SESSIONS IN INCREASING STRESS RESILIENCE AMONG SCHOOL STUDENTS

ISMOYILOVA NURJAHON ZUXURIDDINOVNA

Doctor of Psychological Sciences, Professor, Department of Applied Psychology
National Pedagogical University of Uzbekistan

Abstract - This article presents an analysis of empirical data on enhancing stress resilience in adolescents and demonstrates the effectiveness of using psychological training methods to improve stress tolerance. Particular attention is paid to the components and specific aspects of psychological training sessions, and a psychological interpretation of the obtained results is provided.

Keywords - Adolescent, Stressors, Reaction, Stress Resilience, Frustration Tolerance, Coping Strategy, Training, Cognitive, Affective, Conative, Constructive Methods.

I. INTRODUCTION

In our country, increasing the activity of young people and creating all necessary conditions for their development into well-rounded individuals is considered one of the priority directions of state policy. In the Development Strategy of New Uzbekistan, such an important task as "forming a healthy lifestyle among young people" has been identified. This task requires not only the comprehensive development of youth but also the improvement of their psychological literacy and the development of measures aimed specifically at increasing stress resilience.

According to Yu.N. Koristov: "We are living in a complex era in which 90% of human diseases are associated with stress. Stress has become a cause of cardiovascular diseases, gastrointestinal disorders, various neuroses, and even the increase of infectious diseases. At the same time, many researchers confirm one idea: excessive stress accompanied by conflict situations, depression, hopelessness, and emotional exhaustion accelerates the emergence of various dangerous tumors" (Yu.N. Koristov, 2007). In addition, almost all specialists working in the field of stress psychology emphasize that stress has become the "disease of the century."

Therefore, studying the psychological foundations of ensuring stress resilience among modern adolescents is becoming one of the main tasks of contemporary psychology. To accomplish this task, it is first necessary to determine the level of adolescents' stress resilience. Accordingly, in our research we used N.P. Fetiskin's methodology "Determining Stress Resilience."

II. RESULTS

According to the obtained research results, a low level of stress resilience dominated among adolescents. Specifically, 33.1% of the adolescent respondents demonstrated a low level of stress resilience. Students belonging to this category may exhibit emotional instability, anxiety, lack of self-confidence, and difficulties in expressing emotions properly under stressful conditions. Their psychological defense mechanisms are weak, making them more vulnerable to negative environmental influences and increasing the likelihood of emotional breakdowns in stressful situations.

Students in this category may experience severe psychological difficulties in stressful situations. Such adolescents are generally prone to strong emotional instability, social isolation, and low self-esteem. It should also be noted that these students lack sufficient internal resources to cope with stressful situations; therefore, they may lose emotional control under stress. Consequently, these results indicate the need for psychological assistance.

Among adolescents with low stress resilience, non-specific reactions to stimuli can also be observed. Such reactions may arise due to biological, chemical, physical, psychological, and other stressors. Stress emerges as a result of prolonged environmental influences and creates corresponding reactions in the emotionally regulated system of the organism and in the central nervous system of adolescents.

Environmental influences causing stress may vary widely. These may include an excess of stimuli (for example, noise, short deadlines for completing difficult tasks, poor relationships with parents, teachers, and peers, excessive demands) or a lack of stimuli (monotony, low demands, social isolation, lack of communication), conflicts (disruption in decision-making processes, imbalance between cognitive and emotional processes, weak willpower, inconsistency between needs and their satisfaction, uncertainty), or temporary management disorders (spending excessive time with friends and not enough with family, absence of a structured daily routine, disorganized lifestyle, It was found that respondents

with high stress resilience generally had good relationships with parents, teachers, and peers. Most of these adolescents also differed from their peers by having clearly organized daily routines and schedules and by participating in extracurricular activities after classes.

These results can be analyzed as follows. Adolescence is considered a "crisis period," during which stubbornness, irritability, and emotional ambivalence emerge as a result of adolescents "withdrawing into themselves." This often leads to aggression and conflict in interactions with the external world, which in turn intensifies the influence of stressors characteristic of adolescence. Since we have already discussed in detail the age-related characteristics of adolescence and the factors contributing to stress during this period, we will now focus on the interpretation of results obtained in studies conducted in other settings.

Researchers such as M.M. Bezrukikh, A.I. Lipkina, and G.V. Khrulnova, who studied adolescent stress from the perspective of relationship psychology, as well as Uzbek scholars M.G. Davletshin, E.G. G'oziev, Z.T. Nishonova, and Sh.D. Do'stmuxamedova, concluded that adolescents are more vulnerable to stress than adults. In addition to natural and physical stressors, evaluative stressors also strongly affect them. It is especially emphasized that stress resilience in adolescents may sharply decrease when character accentuations are accompanied by vegetative and physiological changes.

Some research findings have shown that, like adults, adolescents experience stress individually and react differently based on their individual typological characteristics. As a result, many adolescents develop psychosomatic illnesses during this period. According to the author, some adolescents under stress experience depression, while others demonstrate excitability, loss of self-control, and similar behavioral problems (Kagermazova L.S., 2008).

Stress in adolescents has also been studied in relation to their cognitive characteristics. In particular, D.N. Isaev conducted research on adolescent stress and found that various stressful situations lead to decreased concentration, while information overload and time deficiency act as significant stress factors among adolescents (D.N. Isaev, 2005).

The results regarding the average level of stress resilience revealed that 52.8% of adolescents demonstrated a moderate level of stress resilience. Although these students can manage themselves under certain pressure, prolonged stress may exhaust them over time. They may possess individual coping strategies, but the effectiveness of these strategies is not always high. This condition is mainly associated with emotional preparedness and external social support. In some situations, they can tolerate stress, while in others they display emotional imbalance and vulnerability to stressful situations. Such stress resilience is closely connected with personal experience, family circumstances, and the social environment at school.

A high level of stress resilience was observed in only a small percentage of adolescents, specifically 14.1%. This indicates that although few, there are adolescents who are capable of resisting stressful situations, activating their cognitive abilities, and applying problem-solving coping strategies. Stress-resilient adolescents tend to use constructive coping methods, successfully regulate their emotions, maintain self-control, and continue their academic activities without interruption.

Therefore, one of the important challenges facing the scientific community is the development of measures to help students with low stress resilience acquire and improve stress-resilience skills. Taking this into account, based on the results of stress resilience indicators analyzed above, we identified the groups forming the basis of our research objective.

1. Experimental group – adolescents with low stress resilience;
2. Experimental group – early youths with low stress resilience;
3. Experimental group – youths with low stress resilience.

These groups were selected as the experimental groups in our research.
Psychological training was chosen as an effective means of increasing adolescents' stress resilience for several reasons. One of these reasons is that theoretical knowledge acquired by adolescents often does not adapt to real-life situations, and the absence of opportunities to apply this knowledge in practice prevents it from turning into skills and competencies. Psychological training is considered one of the most effective methods for transforming knowledge into practical skills.

Accordingly, after identifying adolescents with low stress resilience among the respondents, we developed a training program aimed at improving their stress resilience through the development of relevant skills and competencies. This program included four components:

Cognitive Component- in this part of the program, adolescents were provided with information about stress, stress factors, frustration and frustration tolerance, coping strategies, and stress resilience.

Their knowledge of these concepts was clarified and expanded.

Affective Component - positive attitudes were formed in adolescents toward themselves, stressful events, frustrating obstacles, and coping strategies such as "Problem Solving" and "Seeking Social Support."

Conative Component - situational models of stressful events that may arise in daily life or academic activities were created, and adolescents were trained to demonstrate stress-resilient behavior under such conditions.

PHYSIOLOGICAL COMPONENT

Adolescents were taught meditation and autogenic exercises aimed at physiologically calming the body during stressful situations.

The special psychological training program designed to increase adolescents' stress resilience was based on the methodological foundations of group therapy, including Gestalt therapy, cognitive therapy, and art therapy (drawing, music, and dance therapy). The program consisted of 10 sessions conducted twice a week for 2 hours over a period of 5 weeks. After completing the sessions, adolescents' stress resilience levels were reassessed.
Following these sessions, significant changes were observed in the experimental group.

During the training sessions, efforts were made to develop self-awareness, self-evaluation skills, positive emotional attitudes toward oneself, and greater attention to professional and personal self-awareness. However, statistical indicators demonstrated that adolescents' adequate self-esteem and self-confidence did not significantly change: in the diagnostic stage M1=22.0, while in the control stage M2=22.3 (t=0.10). This may be explained by the fact that adolescents did not fully master the required skills during the training.

The development of self-regulation in stressful situations begins with self-awareness and adequate self-esteem. As adolescents learn to evaluate themselves adequately and gain self-confidence, they gradually acquire the ability to control their behavior in difficult situations. Over time, as their life experience increases, adolescents become more capable of independently analyzing and evaluating themselves, thereby improving behavioral self-control.

The frustration tolerance of respondents increased significantly after the training. In the diagnostic stage, frustration tolerance was M1=3.4, while in the control stage it increased to M2=8.2. This demonstrates that the training sessions positively influenced adolescents' attitudes toward frustrating situations and significantly increased their frustration tolerance. Thus, the training program effectively improved frustration tolerance, which was confirmed as one of the key determinants of stress resilience.

The results also showed that the use of the coping strategy "Problem Solving" increased from M1=22.3 in the diagnostic stage to M2=25.3 in the control stage ($t=2.65$; $p\leq0.01$). This indicates that after the training, adolescents demonstrated a stronger tendency to solve problems independently, proving the effectiveness of the exercises and games included in the training program.

The use of the coping strategy "Seeking Social Support" increased from M1=18.6 to M2=20.2 ($t=-1.35$; $p\leq0.01$). This suggests that many adolescents had previously relied heavily on others' support in stressful situations and preferred obtaining help rather than independently solving problems.

Significant differences were also observed regarding the coping strategy "Avoidance." The indicator decreased from M1=20.9 to M2=18.4 ($t=-3.55$; $p\leq0.01$). Interviews revealed that many modern adolescents initially choose passive coping methods in stressful situations, such as sleeping, drinking coffee or energy drinks, eating sweets, or playing computer games. Specialists emphasize that such passive methods do not solve stress-related problems and may even intensify them.

CONCLUSION

The obtained results demonstrate significant differences between the experimental and control groups regarding stress resilience. Before the intervention, the experimental group demonstrated low stress resilience with M1=47.5. After participating in the specially designed training program, the control stage results showed improvement to M2=30.1, indicating that the adolescents' stress resilience increased from a low to a moderate level.

These findings confirm the high effectiveness of the developed training program. The research identified psychological opportunities for increasing adolescents' stress resilience and proposed a psychological model. According to this model, for adolescents to demonstrate resilience in stressful situations, they must possess adequate self-esteem, frustration tolerance in educational activities, and the ability to rely on problem-solving coping strategies when facing stress.

Based on the presented information and analyses, it can be concluded that by psychologically influencing the determinants affecting stress resilience, it is

possible to develop stress resilience skills and significantly improve adolescents' ability to cope with stress.

REFERENCES

[1] Mirziyoyev Sh.M. Development Strategy of New Uzbekistan. Tashkent: "Uzbekistan," 2022, 440 p.

[2] Amirxan D., Zimbardo P., Boyd J. The Time Paradox: The New Psychology of Time That Will Change Your Life. Saint Petersburg: Rech, 2010, 112 p.

[3] Ismoilova N.Z. Psychological Determinants of Increasing Stress Resilience in Adolescents. PhD dissertation abstract, 19.00.06 – Developmental and Educational Psychology. Tashkent, 2020, 48 p.

[4] RaygorodskyD.Ya. Practical Psychodiagnostics: Methods and Tests. Samara: BAKHRAX-M Publishing House, 2001, 672 p.

★★★