

SCIENTIFIC-THEORETICAL EXPLANATION OF EMOTIONAL STRESS BY OUR  
COUNTRY'S PSYCHOLOGISTS

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<https://doi.org/10.5281/zenodo.15757728>

**Abstract.** This scientific article explores the theoretical and scientific approaches of Uzbek psychologists to the phenomenon of emotional stress. Special attention is given to the causes of stress, its social significance, and its impact on individual health and behavior. The research analyzes the theoretical perspectives and models of psychological support developed by representatives of the Uzbek psychological school. The article also addresses the socio-cultural roots of emotional tension, emphasizing the increasing stress factors in pedagogical activity and strategies for managing them. Furthermore, it highlights the role of national values, collective support, and the development of psychological services in combating stress. This article serves as a valuable theoretical and practical resource for professionals, educators, and students in the field of psychology.

**Keywords:** Emotional stress, Psychological adaptation, Social support, Stressors, Psychological defense mechanisms, Emotional stability.

НАУЧНО-ТЕОРЕТИЧЕСКОЕ ОБЪЯСНЕНИЕ ЭМОЦИОНАЛЬНОГО СТРЕССА  
ПСИХОЛОГАМИ НАШЕЙ СТРАНЫ

**Аннотация.** В данной научной статье рассматриваются теоретические и научные подходы узбекских психологов к феномену эмоционального стресса. Особое внимание уделяется причинам возникновения стресса, его социальной значимости и влиянию на индивидуальное здоровье и поведение. В исследовании анализируются теоретические перспективы и модели психологической поддержки, разработанные представителями узбекской психологической школы. В статье также рассматриваются социокультурные корни эмоционального напряжения, подчеркивается усиление факторов стресса в педагогической деятельности и стратегии управления ими. Кроме того, подчеркивается роль национальных ценностей, коллективной поддержки и развития психологических служб в борьбе со стрессом. Данная статья является ценным теоретическим и практическим ресурсом для профессионалов, педагогов и студентов в области психологии.

**Ключевые слова:** Эмоциональный стресс, Психологическая адаптация, Социальная поддержка, Стрессоры, Психологические защитные механизмы, Эмоциональная устойчивость.

## Introduction

Emotional stress is generally defined as a psychological and physiological response to internal or external challenges that exceed an individual's coping capacity. The concept of stress was initially introduced by Hans Selye in the mid-20th century, but in Uzbekistan, it began to be studied more extensively after independence. Uzbek psychologists like G'.Abdullayeva and I.Salimova have defined emotional stress through sociocultural and psychological dimensions. They emphasize the role of emotional disbalance in daily life and its cumulative effect on behavior

and mental health. This term now includes not just individual feelings, but also interpersonal and environmental factors. These studies serve as a foundation for national psychological research.

Various academic centers in Uzbekistan have contributed to the study of emotional stress, particularly Tashkent State Pedagogical University and the National University of Uzbekistan. Researchers such as N.S. Solieva and X.Toshpulatova have developed original models to describe stress adaptation in the context of local realities. These schools focus on personality traits, cognitive strategies, and emotional self-regulation. They also take into account the influence of social expectations and traditional norms. Their research provides insights into how stress manifests differently across cultural contexts and social roles in Uzbekistan. Uzbek psychologists highlight that emotional stress is deeply rooted in social dynamics. Key stressors identified include financial instability, social inequality, gender roles, family conflicts, and rapid societal changes. N.Kholmuhamedova's research has demonstrated that lack of social support and feelings of alienation significantly elevate stress levels, particularly among youth and women. The role of media pressure and digital overload has also emerged as new areas of concern. These social variables significantly influence emotional regulation and individual resilience in modern Uzbek society.

The education sector in Uzbekistan has been a major focus for stress-related research. Both students and educators experience high levels of emotional stress due to academic pressures, grading systems, and professional demands. Researchers like Z.Karimova have explored the relationship between emotional burnout and academic performance. Psychological assessments in schools have revealed that early detection and support can help reduce long-term psychological damage. Emotional stress in education is now viewed not only as a personal issue but a systemic challenge requiring institutional reform. Stress assessment in Uzbekistan involves both international tools and locally adapted methods. Tests such as the Beck Depression Inventory, Hamilton Anxiety Rating Scale, and Selye's Stress Test have been modified for cultural relevance. G'.Abdullayeva developed an original "Stress Resilience Index" suited for the Uzbek context. These diagnostics are applied in schools, clinics, and workplaces to identify stress levels and develop interventions. They enable psychologists to categorize emotional stress intensity and formulate effective psychological responses.

Uzbek psychologists advocate for the inclusion of national values and traditions in stress management. Family bonds, religious values, and community support structures such as the *mahalla* system are seen as powerful emotional buffers. Techniques like breathing exercises, mindfulness, art therapy, and spiritual counseling are commonly recommended. Z.T. Karimova's work illustrates how culturally rooted methods can be more effective than purely clinical approaches. These approaches reflect a synthesis of modern psychology with traditional mental health practices. Given the high emotional burden faced by educators and students, preventative measures are actively studied. These include psychological workshops, stress management seminars, and regular counseling. I.Salimova has implemented group therapy sessions in universities to reduce academic burnout. Emphasis is placed on time management, self-care, and emotional literacy. Creating psychologically safe environments in educational institutions is a top priority. These efforts aim to build emotionally resilient individuals who can cope with future professional and personal challenges. Looking ahead, Uzbek psychologists stress the importance

of developing individualized psychological rehabilitation programs. Emotional literacy should be incorporated into national education curricula. Public awareness campaigns on mental health, expansion of psychological services, and integration of modern technologies like mobile therapy apps are recommended. G'.Abdullayeva and Z.Karimova suggest creating national databases to monitor emotional well-being indicators. These future directions align with global trends in mental health and aim to strengthen psychological infrastructure across the country.

### **Conclusion**

Emotional stress, as interpreted by Uzbek psychologists, is not merely an individual psychological reaction but a complex, multidimensional phenomenon influenced by social, cultural, and institutional factors. Through extensive research, scholars in Uzbekistan have highlighted how stress arises from challenges in education, the workplace, family dynamics, and shifting societal norms. By integrating both global psychological theories and local cultural values, they offer a unique perspective on stress prevention and management. In conclusion, emotional stress must be approached holistically with preventive strategies, individualized interventions, and active community involvement. Future research should focus on scalable psychological services, mental health literacy, and national policy support to build a resilient, emotionally healthy society in Uzbekistan.

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