

STRESS RESILIENCE AND SELF-MANAGEMENT TRAINING

Turemuratova Aziza Begibaevna

Assistant, Department of Pedagogy and Psychology,
Karakalpak State University named after Berdakh, Republic of Karakalpakstan.

azizaturemuratova85@gmail.com

Nurmetova Manzura Alesherovna

Student of Karakalpak State University.

Kurbanova Gulnora Abadovna

Student of Karakalpak State University.

Sapayeva Mexribon Kuziboyevna

Student of Karakalpak State University.

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Abstract. *Using data from psychological diagnostic tests, this study provides information on the importance of training to increase a person's stress tolerance. It also discusses the processes by which a person can participate in psychological training to control themselves and recover quickly from this mental state, since stress is manifested in a person's mental state.*

Keywords: *Stress, distress, psychodiagnostics, depression, meditation, mental processes, psychocorrection, motivation.*

STRESSGA CHIDAMLILIK VA O'Z-O'ZINI BOSHQARISH TRENINGI

Annotatsiya. *Ushbu tadqiqotda psixologik diagnostika tahlil natijalaridan olingan malumotlardan foydalanilgan holda, insonning stressga chidamliligini oshirish bo'yicha treninglarni ahamiyati haqida ma'lumotlar berilgan. Shuningdek, stress holati insonda psixik o'zgarishlar holatida aks etib, inson o'z-o'zini nazorat qilishda psixologik treninglarda qatnashishi va bu psixik holatdan tezda xolos bo'lishi jarayonlari haqida aytib o'tiladi.*

Kalit so'zlar: *Stress, distress, psixodiagnostika, depressiya, meditatsiya, psixik jarayonlar, psixokorreksiya, motivatsiya.*

Introduction

Scientific studies have proven that a small amount of stress is beneficial, it is an important incentive for a person to be active. Such stress is called eustress, because a large number of strong, long-lasting factors create a state of sadness in a person. A state of distress negatively affects a person's mental and medical health, causes significant changes in human activity. In particular, the state of sadness that has arisen is manifested by a number of its symptoms. Because it causes a number of changes in a person's intellectual activity.

In this case: difficulty concentrating, inability to concentrate on something important, scattering of thoughts, which in turn leads to difficulty in making decisions, as a result of which the volume of work and the productivity of human activity decrease sharply. In addition, a state of sadness cannot but negatively affect memory processes, as a result of which it leads to difficulties in memorizing and recalling stored information. A state of distress not only disrupts a person's psychological balance, but its medical effects are also manifested in physiological systems with significant symptoms. In a stressful situation, a number of changes are observed in the cardiovascular, nervous, digestive, respiratory, endocrine systems of the body.

Then, the specific harmful habits of students and the difficulties that arise in the process of combating them are shown. Here, it is important to show them the negative effects and consequences of harmful habits, the psychological state of a person and the use of psychocorrection methods in the fight against harmful habits. The negative effects of stress noted, the identified diagnostic analyzes emphasize the importance of predicting a tendency to stress, conducting psychodiagnostics, developing and implementing corrective and preventive work based on the results and prognosis. As it has been proven, prolonged extreme situations, as a result of the effect of stress on the body, cause negative changes and diseases in various physiological systems in people who do not have a stress-resistant disposition. The results of psychodiagnostic analysis make it necessary to organize psychocorrection and psychotherapeutic work, otherwise it is natural to encounter serious diseases. It is important to know the number of people who may fall into such situations and organize prevention with them. Predicting reactions to stressful situations and making the correct diagnosis is of great scientific and practical importance.

Diagnostic tests allow you to identify in advance those who are prone to psycho-emotional, mental and physiological disorders that can lead to loss of control in extreme situations. This makes it possible to prevent and prevent disorders from a medical and psychological point of view. There are no special drugs for the treatment of psychological stress, but physical activity helps us with this, especially playing sports, meeting with close relatives, talking heart-to-heart, watching your favorite feature films, going to the theater and traveling. Doing other things, taking time for yourself, forgetting about various troubles and problems, and adhering to a healthy diet protect a person from any negative effects of stress. Today, educational leaders work in a very complex and changing work environment. The education sector is one of the main factors of social development, and its effectiveness directly depends on the management skills of leaders. Modern educational institutions are faced with important tasks such as various reforms, technological progress, and adaptation to the needs of society.

Therefore, leaders of the education system shoulder a lot of responsibility, including not only managing the institution, but also improving the quality of education, effectively communicating with teachers and students, quickly adapting to changes in educational policy, and maintaining balance in the internal and external environment of the organization. Such a wide range and complexity of leadership activities leads to their regular exposure to stress. High levels of stress can negatively affect their decision-making ability, work efficiency, and professional motivation. Also, constant stress can cause problems in personal life, leading to emotional exhaustion, depression, and even physical health problems. Chronic stress resulting from work-related stress can change the way leaders approach their work, reduce enthusiasm and creativity. Several factors contribute to the emergence of stress among leaders in the education system. In particular, a large workload, limited financial and material resources, the problem of balancing the interests of the pedagogical team, increasing societal demands and expectations for the quality of education, and the frequent implementation of reforms in the education system are among them.

These factors increase the level of stress among leaders and can reduce their effectiveness.

Therefore, it is necessary to develop special mechanisms to reduce stress and increase resilience among leaders in the education system. Such mechanisms should include stress reduction strategies at the individual and organizational levels.

Psychological adaptation strategies, organizational support, workload optimization, and social support systems are effective tools in this regard. This study analyzes stress factors, methods for increasing stress resistance, and effective mechanisms of education system leaders on a scientific basis. In addition, best practices in stress reduction are also reviewed and how they can be implemented in educational institutions is discussed. In short, even though modern educational leaders work in complex and stressful environments, their emotional and professional stability can be increased by implementing effective stress management strategies. Conducting in-depth scientific research in this regard and implementing its results in the education system will help improve the quality of management in educational institutions.

The results of the study showed that it is necessary to develop and implement a number of mechanisms to reduce the stress level of education system leaders and increase their psychological stability. One of the most effective mechanisms is psychological adaptation strategies. To increase stress resistance, leaders are recommended to engage in meditation, relaxation exercises, and physical activity. In particular, sports training and proper sleep play an important role in combating stress. Meditation and deep breathing techniques help increase the mental stability of leaders. In addition, training in constructive stress management and the development of emotional intelligence are also effective methods of reducing stress.

As it turned out during the study, special training in stress management has yielded significant results in increasing the ability of leaders to cope with stress. An organizational support system is also important for increasing the stress resistance of leaders. Educational institutions should introduce motivational programs and psychological counseling services for leaders. Unfortunately, many educational institutions do not have special stress management services or they do not work effectively. Therefore, it is necessary to develop special training programs on stress management, develop a mentoring system, and expand professional development opportunities. Organized seminars and consultations on stress reduction will help leaders learn how to effectively deal with stress and increase their resilience.

In addition, optimizing the workload of leaders is also one of the effective ways to reduce stress. According to the results of the study, many leaders complained about excessive workload.

Therefore, it is possible to reduce their workload by teaching leaders effective time management methods, delegating authority, and automating work processes. By optimizing the workload, the stress level of managers decreases and their motivation for work increases. Stress can be prevented by effectively distributing time and delegating excessive responsibilities to others. The social support system is one of the most important mechanisms for education system leaders to combat stress. Creating permanent support networks for leaders, expanding opportunities for experience sharing, and organizing team seminars and events can reduce their stress levels. According to the results of the study, leaders who have an environment of mutual experience sharing and support are able to manage stress much better. Therefore, it is important to pay more attention to the work of leaders in a team environment and create a positive psychological environment for them. By creating a healthy environment in the workplace, it is possible to reduce the stress level of leaders and increase their professional efficiency. The results of the study showed that an integrated approach is required to increase stress resistance for education system leaders.

The stress level of education leaders can be significantly reduced by using psychological adaptation strategies, developing organizational support systems, optimizing workloads, and forming social support systems. This will not only ensure their personal well-being, but also increase the efficiency of the entire education system. Therefore, developing special stress management programs and implementing them in the education system is one of the urgent issues.

The results of the study showed that most education leaders do not have special resources to combat stress factors. Most of them rely on individual methods of stress management, such as personal planning, work organization, or increasing personal motivation. However, these methods cannot be sufficiently effective if they are not supported by a continuous and systematic approach.

Constant and high levels of stress negatively affect the emotional state and work efficiency of leaders of educational institutions.

Conclusion

In addition, the study identified personal stressors that leaders face. Lack of time, professional burnout, and work-life balance are important factors that increase stress levels for leaders. Leaders are not only responsible for the development of their team and educational institution, but also need to find harmony with their personal duties. Spending a lot of time on work, the lack of effective ways to relieve stress, and a high sense of responsibility lead to problems with their mental and physical health. This can lead to depression, burnout, and loss of motivation in the long run.

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