

## SOCIO-PSYCHOLOGICAL ANALYSIS OF THE PROBLEM OF EMOTIONAL AND MENTAL STRESS IN DISABLED TEENAGERS

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### Abstract

In this article, factors that directly or indirectly affect emotional stress in adolescents with disabilities, individual psychological characteristics of adolescents and the level of emotional stability are analyzed from a socio-psychological point of view.

**Keywords:** socialization, adolescents, adolescents with disabilities, psychological factors and characteristics emotional stress, mental stress.

### Introduction

The process of a person acquiring social experience and actively mastering it in the process of life activity is a process in which each person, accepting its norms, requirements, expectations and influence, manifests it in every movement and address, in turn, can influence others.

In an adolescent with disabilities, socialization implies, above all, the process of carrying out various activities in dialogue and cooperation. The external impression on him is perceived not just mechanically, but differently subjective from the point of view of his inner spirituality, peculiarities of reflection of the world. Therefore, the same social environment and the same impressions cause different movements in the adolescent.

Elements of social behaviour in an adolescent with disabilities are formed in the family, in the system of family relations. That is, the first forms of personal qualities are acquired in the family and improved under the influence of other groups in society. Both the family and the mahalla play an important role in realising the social implications for the adolescent with disabilities. Children who grow up in this mahalla cannot help but feel their environmental influences and their pros and cons are reflected in the psychology of the child. Other important social influences include schools and other educational institutions. This is where the processes of education and awareness of social impacts are specifically combined.

### Materials and Methods

From this point of view, a carer who meets the requirements and needs of adolescents with disabilities is recognised by the children, otherwise his or her influence will only have a negative impact. Similarly, in each class there is an atmosphere ". In some classes " there is co-operation and friendship " and the group has a favourable environment for creative discussions and debates. This is a natural environment that guides social behaviour for the better. These data show that understanding the social influence of adolescents with disabilities depends on the internal environment of the group, their communication and interpersonal communication. This strongly influences the adolescent's self-esteem process.

The term "emotional abuse" was introduced in 1974 by American psychiatrist H. J. Freidenberger. J. Freidenberger. It ultimately involves describing the psychological state of healthy people, providing professional help to patients and patients, and excessive intensity and close communication in an emotionally stressful environment. He termed emotional strain as fatigue caused by dramatically increased demands on one's resources and strengths. He later referred to this condition as "pinnacle disease."

Many researchers have contributed to the study and coverage of the problem of emotional stress, including M. E. Seligman, L. Abramson, K. Peterson, C. Carver, M. Scheier, S. Maji, K. A. Abulkhanova, T. N. Berezina, L. E. Boltzman, M. G. Maskevich, K. Muzdibaev, O. A. Sichev, N. G. Kapustina.

## Results

As described by the World Health Organisation, Emotional Stress Syndrome (ESS) is physical, emotional or motivational fatigue associated with impaired performance, lassitude, insomnia, somatic illness. In the International Classification of Diseases (ICD-10) under the heading Z 73.0 under the title " 10th revision of emotional abuse syndrome ". At first, the term was described as being fatigued by feelings of helplessness. Modern researchers have noted that emotional distress in adolescents with disabilities may be associated with chronic fatigue syndrome.

Researcher J. Jerniss described the emotional stress syndrome in adolescents with disabilities as a loss of motivation to work in response to excessive responsibilities related to psychological care and emotional fatigue. Thus, three main groups of manifestations of this phenomenon have been identified: emotional fatigue, depersonalisation and reduced personal professional achievement. Emotional fatigue usually refers to emotional stress and fatigue resulting from professional activity. In this case, depersonalisation is interpreted as a decrease in personal involvement in professional activities rather than as a classical psychiatric term.

According to scientists, the variety of forms of emotional violence in adolescents with disabilities, as well as the reasons for its impact on health and professional activity, is characteristic of almost every person. This is determined by the fact that during his life a person has experienced several stresses. I. I. Rezvsky believes that "stress is everywhere, and its shadow of life some people like it and use it to achieve the desired result, and others do not like it and try to prevent and get out of a difficult situation faster.

According to M.A. Vorobyeva, adolescents with disabilities are more likely to have stressful psychosomatic manifestations such as shyness, pessimism, and fear of the future. These traits are characteristic of people with high sensitivity and weak nervous system.

Emotional irritations in adolescents with disabilities affect the psyche. In addition, most often negative experiences are manifested in temperament and weak colour, low voice and constant anger. During prolonged stress, a person experiences more anxiety than usual, loses confidence in success and is constantly depressed.

Emotional violence in adolescents with disabilities and its causes, psychological research, psychodiagnostic assessment, development of psychological measures to prevent its occurrence, fear, anxiety, apprehension, stress, clarification of the nature and conceptualisation of emotional states such as frustration, depression

Today, along with the recognition of the universality and importance of the emotional sphere, there is an increase in emotional diseases, primarily anxiety and depression. The concept proposed by E.P. Ilin is very important in analysing the structure of emotional spheres. According to E.P. Ilin's concept, emotional experiences belong to the category of emotional states.

Researcher R.S. Rubin writes that emotional experiences are characterised as an assessment of events taking place in people's lives, satisfaction of their needs, as well as an unfavourable emotional state. The study showed that in describing emotional stress researchers use such concepts as "emotional disorder", "emotional tension", "stress".

Researcher S. Folkman describes "violence" as a manifestation of an acute and changing emotional state. Violence is, in his opinion, tension, imbalance, readiness to change one's behaviour in some threatening situations. In his opinion, there is no need to add the definition "emotional" to the word "tension", because any tension cannot be imagined without emotions.

In contrast to this approach, we can cite the research works of N.I. Naenko and O.V. Ovchinnikov. The researchers identified two types of emotional tension: operational and emotional. They note that operational violence arises as a result of the subject's neutral attitude to the process of his activity and is characterised by the predominance of motives in the activity. The operation is an intra-subject movement that returns in the system and is divided into groups. Operational violence is directly related to high dynamics of operation in conditions of harmony of motives and goals of activity. Emotional tension arises in conditions of a sharp "rise" of the purpose and motivation of the activity, which leads to a discrepancy between the objective meaning of the activity and its personal meaning for the subject. It is worth noting that in both cases the authors of the study note strong emotional tension in relation to operational intervention in human activity.

Researchers from the USA recommend distinguishing emotional disorders by R. M. Nash and P. S. Elworth according to the concepts of "emotional tension" and "emotional stress". In - first, from the point of view of the authors, it is characterised by activation of various functions of the organism associated with active voluntary actions, and "emotional tension" is characterised by stable mental processes and a temporary decrease in activity. It is worth noting that "emotional violence" includes both psychological and personal resources.

Researcher I.Y. Nechaenko tries to explain the concept of emotional strain, linking it to the concept of emotional burnout. According to the author, the term "emotional fatigue" was first used by American psychiatrist H. J. Friedenberg in 1974 to describe the psychological state of healthy people. J. Friedenberg in 1974 to describe the psychological state of healthy people in close contact with clients. At first it was explained as a feeling of worthlessness, fatigue. Later, the phenomenon of "emotional fatigue" was described in detail and generalised by researchers such as B. Pelman and E. Hartman. When describing the concept of emotional fatigue, they distinguish three main components:

emotional or physical fatigue;

feeling useless;

decreased labour productivity.

Researcher A. V. Suvorov believes that emotional fatigue can cause emotional stress. Based on this approach, we can say that constant emotional depression and stress affect not only psychological and physical features of a person, but also his/her labour activity. Therefore, it is necessary to study psychological aspects such as stress to uncover the essence of emotional strain.

In psychology the problem of stress is deeply studied as an emotional disorder. Stress is characterised by a non-specific reaction of the organism to various extreme factors threatening to disturb homeostasis and stereotypical changes in the work of the nervous and endocrine systems. Nonspecific neurohormonal response to various influences in the body. The term "stress" was introduced into medicine by the Canadian pathologist G. Sele (1936). The scientist called stress a stressor, and the changes occurring in the body - adaptation syndrome. A distinction is made between physical (heat, cold, trauma, etc.) and mental (fear, noise, joy) stressors. The organism develops adaptive biochemical and physiological changes aimed at overcoming the impact of these factors, which depends on the strength of the stressor, duration of exposure, physiological system and mental state of the person or animal. In humans and animals with highly developed nervous systems, emotions often induce stress and cause stress. Stress of the same magnitude can be both dangerous and positive. Hans Seele said that it is impossible to lead an active life without a certain degree of stress, since the absence of stress is tantamount to death.

### **Discussion**

Adolescents with disabilities differ in appearance in relation to stress, but in relation to the end result of stupidity ". The basic emotions are fear, need for help, and apathy. The reaction opposite to the appearance is called an impulsive reaction

According to sources, adolescents with disabilities may experience emotional strain among adolescents with disabilities who are underemployed and those who do not fully realise their professional potential and are even capable of doing much.

Emotional abuse in adolescents with disabilities is also characterised by factors that directly or indirectly affect adolescents, increasing workloads and lack of time. Factors such as over-employment, lack of time, avoidance of work and others are the main factors causing occupational violence in many people.

In recent psychological research, two main types of emotional abuse have attracted more attention from researchers. Firstly, it is physiological emotional stress, and secondly, mental stress. Since man is a social being, the mental sphere plays a leading role in his activity, which is often characterised by stress, which is " important for the regulatory process ". Some authors divide the factors that cause psychological stress into two large groups: informational stress and emotional stress. Information stress occurs when a person has not completed the task of processing the information coming into the brain and has not had time to make the right decision in the right form, and when he or she bears increased responsibility for the consequences of the decision made.

Adolescents with impaired self-control in emotional situations are dominated by such qualities as agitation, jizakism, rebelliousness, impulsiveness, and unbalance. Those with a rapidly developing emotional sphere are prone to impulsive actions and reckless decision-making.

### **Conclusions**

In conclusion, the following emotional disorders occur in adolescents with disabilities: individual psychological characteristics of the adolescent, such as the level of emotional stability, the ability to manage emotions, the tendency of behaviour, nervous system, weakness of the nervous system and other socio-psychological characteristics such as the age of adolescents

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