

STRESS AND DEPRESSION AS A PSYCHOLOGICAL PROBLEM

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Anotation: *In this article describes cases of deep stress and depression in the activities of the individual's hardships in the process of activity and in various contentious processes. In educators, methods of reducing stress are considered and various recommendations are given.*

Base words: *stress, depression, resource, socio-emotional load.*

Indeed, conflict between colleagues that occurs in a team can also be a cause, an unfair distribution of responsibility, or another cause. "It can be a conflict with the employer, which affects the work in a moment or some time. Perhaps the accumulated fatigue syndrome plays its role. Always a responsible employee suddenly "stumbled" under the attack of fatigue that fell on him and makes a fatal mistake that leads to failure in work" the founder of the Stress doctrine Nobel Prize - winning physiologist Hans Selye in 1936 studied the first observations in patients suffering from diseases of various body systems. In all such patients, loss of appetite, muscle weakness, high blood pressure, interest in achievement were lost. G.Selye defined these symptoms as "just Disease Syndrome", showing that many people have monotonic disorders at the same time: changes in the cortex of the adrenal gland (enlargement, bleeding), lymphoid tissue (lymph nodes, thymus), ulcers, etc. To describe the totality of all non-specific (non-bodily) changes in the body, he introduced the concept of "stress".

Any stimulus that affects the body causes a number of adaptive reactions of the body and has both specific (tremors in the Cold, increased sweating during heat) and non-specific (activation of the adrenal glands and the release of biologically active substances into the blood) effects. Thus, all active tools (stressors), in addition to a certain effect, cause an uncharacteristic need to perform adaptive functions and thus restore normal. Therefore, at the moment, the concept of "stress" is usually defined as the body's nonspecific attitude to any demand for it.

It would be a mistake to believe that Stress is always an enemy force that needs to be avoided. Any stress is not harmful. Stress activation can be caused by positive events that cause positive emotions (events, moving to a new home). Such conditions are called eustress. "In order to make our life dynamic and fulfilling, it is necessary to always

encourage us not to be afraid of non-standard situations, not to give up new opportunities and, most importantly, to achieve our goal.

Stress is a charge of vitality, which helps us to deal with work on time. Without it, our life would be boring and tasteless."

All emotional and stressful situations associated with and weakening negative experiences, with destructive power, are defined as "resentment" (unresolved conflicts, loss of a loved one). But stress in this situation cannot be called harmful. In fact, it is a stressful reaction that gives a person forces that can take advantage of a difficult situation (an emergency at work, to escape from a pirate). Therefore, we cannot say that stress in good events is beneficial, and bad events are harmful. The line between beneficial and harmful stress sometimes vibrates very strongly. Excessive amounts of positive emotions can also lead to incompatibility if left unchecked.

G.The most important drawback in Selye's theory is the rejection of the central role of the central nervous system in the occurrence of stress. G.Selye and his followers showed that stress physiological response syndrome represents a universal model of protective reactions aimed at maintaining the integrity of the body and is the same for both humans and animals. But unlike animals, the physiological reaction in humans can be determined not only by the direct presence of stress, but also by its psychological effect on a person.

Thus, a characteristic feature of stress on a person is the processing of the individual consciously in the presence of psychological defense mechanisms.

G.A natural continuation of Selye's theory is R, which distinguishes systemic (physiological) and mental (emotional) stress. Lazarus 'theory of" emotional stresses".

"Emotional stress acts as the body's response to internal and external processes, in which physiological and psychological abilities fall to levels that are limited or exceeded. Within the framework of this theory, the differences between physiological and emotional stress are explained by the direct influence of unfavorable factors in the body during physiological stress and the indirect (through the study of a person's attitude to the situation) negative influence during emotional stress. Thus, under emotional stress, there may be no direct harmful effect on the body."

Among the professions, the most complex is the teaching (pedagogical) profession. It is only to the representatives of this field that it becomes clear how hard this profession is. Because of this, they often experience stress and depression. Because the problems arising from workload and classroom management, remuneration and financial opportunities, relationships with students and their parents, professional development and limitation of teaching resources are the cause of various stressful situations. In addition to this, there is an unreasonable reduction in jobs, health problems, exclusion from work,

quality of training and there may also be an impact on students' reading performance, various pedagogical conflicts. Now let us dwell on these one by one. Stress causes specific to pedagogy include:

1. The volume of cargo work: preparation of classes, drawing up training plans, preparation and verification of exams, as well as coaching and other additional responsibilities, impose a large workload.

2. Classroom behavior: difficult student behavior, working with children from a troubled family, including out-of-control classrooms or various critical situations are sources of stress.

3. Resource limitations: lack of educational resources or materials, outdated or inadequate techniques and opportunities.

4. Lack of character: teachers are often required to achieve a higher goal, but not enough attention or appreciation for their work.

5. Control and evaluation system: continuous monitoring and evaluation systems put additional pressure on teachers.

6. Parent relations: sometimes teachers face difficult or demanding relationships with parents. This also puts stress on them.

7. Loss response: responding to students' personal problems or losses at an educational institution can increase the emotional burden.

8. Adaptation to changes and innovations: constant changes in education and new rules can create additional pressure for teachers.

9. Socio-emotional load: the emotional load that teachers have from taking care of their students can also be a source of stress for them.

10. Adaptation to distance learning: for many teachers during the pandemic, the acceptance of distance learning and its effective management have created difficulties.

It is important to create a supportive environment, provide professional development opportunities, and provide resources in stress management to help teachers maintain the educational process and their own mental greetings.

So how to deal with stress in the processes of professional activity? In the processes of professional activity, the following strategies can be used to combat stress:

1. Task planning: compiling a to-do list and ranking them according to their priority level, as well as dividing large projects into managing small tasks can help reduce stress.

2. Setting limits: clearly setting limits on work and Privacy, such as limiting checking your electron mail or handset after working hours.

3. Delegating tasks: delegating as many tasks as possible to trusted colleagues or employees allows you to reduce your burden.

4. Providing pauses: regular breaks, exercise performed in front of a table, or short walks outside the office are needed to reduce stress.

5. Healthy living tarsi: regular exercise, proper nutrition, and adequate sleep are important in lowering stress levels.

6. Good communication: good communication at work, discussing problems, and seeking help can help you build good relationships with other people.

7. Stress relieving techniques: techniques such as Mindfulness, breathing exercises, yoga, and meditation can help you control stress and maintain peace of mind.

8. Professional help: if stress has reached a level that cannot be managed, it is advisable to seek professional help from a psychologist or therapist.

9. Self-reflection: recording your own experiences and feelings can help you identify stress and better manage it in the future.

10. Being open to innovation: it is possible to reduce stress by adopting new technologies and ways to improve work processes, improving work efficiency.

Using this combination of strategies allows you to effectively control stress in the process of professional activity. It is recommended that each person choose the methods that suit them and turn to regular support systems. The mental health of educators is important not only for their own, but also for the future of students and society. Therefore, it is of great importance to pay special attention to the mental state of persons working in the field of Education.

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