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Research Article

PSYCHOLOGICAL CHARACTERISTICS OF ANXIETY IN STUDENTS

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ABSTRACT

The relationship between schoolchildren's anxiety and indicators of mental stress and neurotic tendencies, as well as the nature of parent-child relationships in the family, has been studied. It has been shown that as aggression, frustration, rejection, impulsiveness increase, as well as indicators of symbiotic relationships and security in the family decrease, anxiety in schoolchildren increases.

KEYWORDS

Student, anxiety, fear, emotional disorders, parent, child, anxiety, self-assessment, educational process.

INTRODUCTION

Various emotional experiences can be manifested in a person through anxiety and fear states in a person, and this condition can affect a person's mental health and maturity. The ideas in this regard were also put forward by the scholars of the East, who expressed their thoughts about the manifestations of feelings, such as anxiety and

fear, in their works. The concept of anxiety as a mental state is multifaceted. Therefore, different researchers use the concept of airiness in different ways. Often the term anxiety is an unconscious, inner emotional state. This condition is described as the physiological activation of the autonomic nervous system, such

as tension, anxiety, and sadness. The state of anxiety arises as a result of a person's perception of a certain stimulus as the presence of elements of danger, pressure, damage. The level of stress that can cause a state of anxiety in a person changes according to its intensity.

Personal anxiety as a personality trait can be defined by how often and intensely it occurs. A person with a clearly expressed state of anxiety tends to perceive the world around us as a danger, a fearful threat. Most of the foreign psychologists considered anxiety as a personality condition and created a number of theories in this regard.

Phillips, Marlin and Myers concluded from their research that anxiety can be caused by different forms of stress. According to Phillips and his colleagues, there is a conceptual difference between anxiety as a teacher of an emotional state and anxiety as a relatively stable personality trait. Kettel and Schreyer clarified this idea in their research. Until now, more attention is paid to this aspect of the problem. This problem occupies one of the central places in the works of I. G. Serazan. According to the scientist, the anxiety manifested in the process of controlling knowledge is reflected in individual differences, such as the tendency of a person to feel anxiety in such a situation. The separation of anxiety into state and trait is also observed in Beck's assumption that personality traits such as sensitivity to stress are an important factor in the development of psychosomatic symptoms. According to A. Beck, the state of anxiety can lead to the development of psychophysiological disorders.

Therefore, many researchers believe that it is stress that creates a state of anxiety. In addition, cognitive factors are crucial for the activation of anxiety and other emotional states. Some researchers believe that ventilation is a complex process made up of various components.

Thinking about anxiety as a personality trait and state requires understanding it as a process. According to this approach, anxiety is a combination of effective cognitive and behavioral reactions, which are activated as a result of the impact of various forms of stress. Thus, the state of aeration is part of the general aeration process. The theory of anxiety as a process includes the following components: The state of anxiety associated with the perception of Streeshavfi.

The resulting anxiety is caused by the process of overestimation of stressful situations. And overestimation of the situation helps to choose certain mechanisms that allow to alleviate stress experiences. At the same time, it activates the mechanisms of escape and escape from the situation. If it is not possible to avoid or eliminate stress, psychological defense mechanisms are activated to reduce anxiety. A component of this mechanism is coping, denial, projection, etc. According to Z. Freud, objective fear includes the real function of danger in the external world. This situation is perceived by a person as a real danger. Perception of danger creates an emotional response. Neurotic anxiety differs objectively in that the source of danger does not exist in the external world, but in the person himself, in his inner world.

V.V. Davidov, Yu.L. Khamil stated that the term "state of alarm" should be used to reflect a set of emotional states or specific reactions that arise as a result of perceiving the situation as dangerous and dangerous in a certain situation, regardless of whether there is an objective danger or not. If a person assesses the situation as dangerous, then he feels that the state of anxiety is increasing. This state is a negative emotional state, includes feelings of tension, fear, restlessness, and increases the activity of the nervous system. The state of anxiety is a factor that is seen in certain aspects of a person's suitability for one or another type of cocktail, and the surrounding realities play a large role in adapting to rapidly changing conditions. K. K. Platonov writes about the manifestation of anxiety as a form of emotional impact on various dangers. During the Japanese-Russian war, G. Shumkov distinguished between fear and anticipation. He shows that anxiety is also waiting, but it is shown as the observation of an exciting event that excites us, whether it will be pleasant or unpleasant at the end of which we are interested.

Despite the various interpretations of the concept of anxiety, all authors emphasize that it is one of the complex problems of the modern psychology of the individual and that it is necessary to study it. In our opinion, while studying the state of anxiety, attention should be paid to the characteristics of the integral description of the individual, such as extroversion-introversion and weakness of the nervous system. From the above, it is possible to conclude that the study of the state of anxiety is

also an important aspect in the study of personality. Fearing to make a mistake, the child constantly tries to control himself ("anxious hypercontrol"), which leads to a violation of appropriate activities. By middle school age, low levels of anxiety can be used as a resource to focus on a particular goal. In general, most researchers see the causes and mechanisms of anxiety in the internal conflicts of the individual, their deficiency is caused by the expectation of some kind of bad risk. Based on this characteristic, Ch. Spelberger distinguishes the terms "fear" and "anxiety". The term "fear" includes an emotional reaction that occurs in some dangerous situation. He describes the term "concern" as an emotional reaction "without an object". Russian researchers studying anxiety from an analogical point of view also follow. O.M. Gadyuk distinguishes anxiety from fear as follows: the state of anxiety has no object, and fear requires an object that causes it. For more specific information, see E.P. Given by Ilyin. Some researchers, for example, S.A. Alasheyev, S.V. Bikov, F.B. Berezin, H. Heckhausen, distinguish not only the differences between anxiety and fear, but also "anxiety as a personality trait" as a state of anxiety.

CONCLUSION

In conclusion, it should be said that overcoming anxiety processes in students is not only for the student, but also for the teacher and others. Of course, if the teacher and parents give the student moderate freedom and motivation in time, the anxiety process of the students will be significantly reduced. It is also necessary to pay

attention to improving the communicative culture of schoolchildren, teaching them the correct ways to understand their own emotional states and the emotions of those around them, which helps to increase the effectiveness of interpersonal interaction. In addition, to reduce the anxiety of adolescents, it is necessary to help increase their self-esteem and form positive motivation, while close cooperation between the psychologist and the student's teachers and parents is of great importance.

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