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## PSYCHOLOGICAL ASPECTS AFFECTING EMOTIONAL INTENSION IN THE LEARNING ACTIVITIES OF CADETS

**Annotation:** This article is devoted to the topic of psychological aspects affecting the origin of emotional stress in cadets of the armed forces. Also, in the text of the article, the problems of cadets in the emotional field, emotional stress related to educational activities and the factors causing it, scientific approaches to emotional-experiential experiences, psychological measures to eliminate emotional stress, education - issues such as educational conditions and intellectual capabilities of a person are covered in detail.

**Key words:** cadet, emotional sphere, emotional tension, education, training, educational tasks, new environment, new team, teacher, activity, motivation, creativity, low self-esteem, self-doubt, fear of failure, stress, interpersonal relationships, requirements to education.

**Аннотация:** Данная статья посвящена теме психологических аспектов, влияющих на возникновение эмоционального напряжения у курсантов вооруженных сил. Также в тексте статьи рассмотрены проблемы курсантов в эмоциональной сфере, эмоциональное напряжение, связанное с учебной деятельностью, и факторы, вызывающие его, научные подходы к эмоционально-эмоциональным переживаниям, психологические мероприятия по устранению эмоционального напряжения, воспитания - такие вопросы, как Подробно освещены условия обучения и интеллектуальные возможности человека.

**Ключевые слова:** курсант, эмоциональная сфера, эмоциональное напряжение, воспитание, обучение, учебные задачи, новая среда, новый коллектив, преподаватель, активность, мотивация, креативность, низкая самооценка, неуверенность в себе, страх неудачи, стресс, межличностные отношения, образовательные требования.

**Enter.** A high level of emotional stress can negatively affect the success of cadets in the educational process. New conditions, strict discipline and high psychological demands affect the mental state of cadets, which affects their academic success, physical and psychological health, as well as general flexibility. Uncontrollable emotional stress can have a negative impact on the academic performance, psychological state and results of the cadets.

**The main part.** Although the first attempts to investigate the problem of emotional stress in the educational activities of cadets were reflected in the psychoanalysis of Z. Freud, clear concepts regarding this phenomenon have not yet been developed. The reason for this is that depending on the manifestation of emotional states, sometimes they are embodied as conflicting desires, and in the second case, they are reflected in the form of a personal protection mechanism. However, it is natural to study the psychological researches related to the problem of emotional stress and shed some light on some of the controversial opinions and considerations about it.

It is important to identify the psychological aspects that affect the origin of emotional stress in the training activities of cadets (students or trainees of military educational institutions), to support their successful study and personal development. Below we will consider the main causes and psychological factors of such emotional stress:

### 1. Difficulties during adaptation

- Adapting to a new environment: Cadets are often faced with strict routines, a new team, and high demands. This situation can cause stress and discomfort.

- Social adaptation: Entering the team, building relationships with leaders can be difficult.

### 2. High requirements and responsibility

- Learning load: Lessons, practical exercises, tasks that must be completed on time have a great impact on the ability of cadets to spend time and effort.

- Evaluation system: Cadets are forced to perform well, which can cause excessive stress on them.

### 3. Personal factors

- Level of self-esteem: Trainees with low self-esteem are more likely to fear failure, and this fear increases emotional stress.

- Level of motivation: If motivation is low, the learning activity may appear to be a challenge for the trainee.

### 4. Lack of social and psychological support

- Separation from family and loved ones: Being away from loved ones reduces the level of emotional support.

- Team support: If a team lacks mutual understanding and support in a competitive environment, this also leads to tension.

### 5. Physiological and psychological factors

- Lack of sleep and rest: Adjusting to a schedule and not having enough time increases mental stress.

- Stress Management Skills: If trainees do not know how to manage and reduce stress, tension will increase.

### 6. Interpersonal relations

- Communication with instructors: Cadets do not feel safe when they do not receive understanding and support from instructors.

- Relationships with friends and community: Conflicts and misunderstandings increase stress.

### 7. Information Upload

- Information overload: Too much and too much information to absorb at the same time increases stress.

- Dependence on technology: Inadequate skills to work with modern technology can cause additional stress.

Psychological aspects affecting the origin of emotional tension (stress) in the educational activities of cadets may depend on the following factors:

#### 1. Personal factors

- Personal characteristics: The cadet's character, temperament type (eg, sanguine or melancholic), and personal stress tolerance level.

- Motivation: Interest in the learning process, the desire to achieve the goal, or the lack of it, can increase stress.

- Self-confidence: Low self-esteem (self-doubt) leads to fear of failure in the learning process.

- Study skills: Lack of effective study, time management, and stress management skills increase emotional stress.

#### 2. External environmental factors

- Academic load: Too many lessons and tasks and the requirement to complete them in short periods of time.

- Assessment system: High demand for results and fierce competition in the assessment process.

• Relations with teachers: Pedagogical methods and interactions used by teachers in relation to cadets also play an important role. Harsh demands or negative attitudes can increase stress.

According to Ye.P. Varlamova, the following can be distinguished as factors that cause emotional stress in cadets:

- New learning environment;
- A new team, a group of teachers from different disciplines;
- Too many duties and assignments;
- Fear of failure;
- Difficulties in making new friends;
- Fear of not being able to justify the trust of parents;
- High tendency to philosophical thinking or early thinking about life problems;
- Lack of self-control, etc.

The above-mentioned factors causing emotional stress correspond to the age of 20-22, and this period is considered a process of adolescent crises. Rapid development of emotional reactions is accompanied by weak self-control. V.G. Afanasev writes about this as follows: "... if rationality is strong in a person's mind, if he can rationally look at himself, his personal shortcomings and achievements, he can control himself or, on the contrary, emotions, affect in a person, emotions and self-love prevail, in which the subject cannot control himself.

In addition, emotional stress limits the mental, physical, and physiological capabilities of not only all people, but also young listeners, causing many health problems. According to Y.G. Ojogova, the behavioral reactions of listeners in the state of emotional stress are characterized by the following:

- Disorders of psychomotor movements are observed, i.e. facial and neck muscles are excessively tense;
- Trembling of the hands is observed;
- There is a change in the breathing rhythm;
- Speed of sensorimotor reactions decreases;
- Tremor of the voice and speech disorder are observed;
- The way of life changes, that is, the order of sleep, relaxation and rest is disturbed. In addition to the above, there are also changes in educational activities, i.e., the efficiency of learning decreases, fatigue increases, coordination of actions deteriorates, and the proportion of required criteria in the performance of science assignments is lost.

According to O.S. Kopina, he offers three ways to eliminate negative emotional states and mental stress.

1. Using another emotion, activating the opposite emotion that a person is forgiving and trying to eliminate by conscious effort.

2. Cognitive regulation - suppression of negative emotion or control over it with the help of attention and thinking. This is a change of consciousness to an event and activity that arouses interest in a person, a positive emotional experience.

3. Motor regulation - performing physical exercises to disperse the emotional pressure that has arisen. Also, in modern psychology, in cases of stress and psychological tension, the following methods of self-management are distinguished.

- Coping strategies are psychological methods of overcoming stress, which are divided into two groups:

- Emotionally focused coping: Emotionally focused coping allows us to control our emotional reactions to stressful situations. Emotionally focused coping method is used when a person cannot change a stressful situation.

- Problem-focused coping: In many cases, the origin of stressful situations is related to problematic situations. Problem-focused coping method for solving problems in stressful situations. In a problematic situation, a person should not focus on why the problem arose, but on how to find a quick and correct solution to the problem.

- Stress reduction method - reducing stressor effects by increasing social support and personal control over oneself.

- Coping with stress is related to organizing daily activities based on a plan and strictly following them, for example, proper sleep, exercise plan, diet.

- Stress management - stress management method. In a stressful situation, the person should try to control the stress, not the person. In this case, it is necessary to "Model" stress, that is, before starting the activity, it is related to getting acquainted with the situations that are likely to cause stress, for example, before participating in the competition, athletes can go to the place where the competition will be held and get acquainted with its condition.

**Conclusion.** In short, positive emotions motivate a person to act, so a person clearly shows such an emotion. Negative emotions, in most cases, are forgiven in the inner world of a person, that is, they are rarely manifested externally. The deepening of negative emotion as an internal experience is likely to derail human activity.

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