

**PSYCHODIAGNOSTICS AND PSYCHOCORRECTION OF STUDENTS'
EMOTIONAL STATES IN EXTREME SITUATIONS: A COMPREHENSIVE
THEORETICAL AND PRACTICAL REVIEW**

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Abstract: This extensive review article provides an in-depth theoretical analysis of the **psychodiagnostics** and **psychocorrection** of emotional states among university students in Uzbekistan during extreme situations. These situations include intense academic pressure (examinations, sessions, thesis defenses), prolonged disruptions caused by the COVID-19 pandemic (extended closures, mandatory distance and hybrid learning), natural disasters (earthquakes, floods, mudflows), socio-economic crises, labor migration leading to family separation, and severe personal traumatic events. The review synthesizes foundational works by Uzbek scholars — especially the systematic models developed by Avezov O.R. (2021–2023) — alongside international theoretical frameworks, national empirical surveys (UNICEF, Ministry of Higher Education), and post-pandemic studies. Extreme conditions provoke acute and chronic emotional dysregulation: generalized anxiety (15–20% moderate-to-severe), depression (9–15%), chronic stress, emotional exhaustion, sleep disorders, motivational decline, and elevated long-term mental health risks. These disturbances significantly impair academic performance, social adaptation, and overall well-being, with particular vulnerability observed among female students, working students, and those affected by parental migration. Recommended psychodiagnostic instruments include the **Spielberger–Khanin State-Trait Anxiety Inventory**, **Beck Depression Inventory-II**, **Lüscher Color Test**, **Taylor Manifest Anxiety Scale**, **Depression Anxiety Stress Scales (DASS-21)**, and supplementary projective and aggression assessments. Psychocorrection integrates autogenic training, cognitive-behavioral restructuring, visualization, breathing techniques, group psychoeducation, family-inclusive support, and institutional prevention programs. In the Uzbek context, protective factors such as collectivist values, intergenerational family solidarity, religious/spiritual coping, and national resilience traditions significantly buffer emotional distress. The article underscores the urgent need for systemic mental health infrastructure in higher education and serves as a comprehensive theoretical-methodological foundation for policy development and practice in Uzbekistan.

Keywords: extreme situations, university students Uzbekistan, psychodiagnostics, psychocorrection, stress management, educational psychology, emotional stability, emergency psychological assistance, anxiety disorders, depression, mental health prevention, post-pandemic psychological impact, resilience in Central Asia, Avezov O.R. models, transactional stress theory

Higher education in Uzbekistan constitutes a critical developmental stage marked by intense intellectual demands, identity formation, career preparation, and transition to independent adulthood. This period is increasingly disrupted by extreme situations that exceed ordinary adaptive capacities and trigger profound psychological responses.

Classification of Extreme Situations in the Educational Context

Extreme situations affecting Uzbek students can be categorized as follows:

- Acute academic extremes — high-stakes examinations, competitive grading, thesis defenses, and intense workload during sessions;
- Pandemic-induced chronic stressors — nationwide school/university closures (March 2020–mid-2022), mandatory transition to distance/hybrid learning, social isolation, digital divide, and uncertainty about academic continuity;

- Natural-technogenic disasters — earthquakes (frequent in Ferghana Valley and Tashkent region), floods, mudflows, and industrial accidents;
- Socio-economic and migration-related crises — labor migration of parents (affecting millions of families), prolonged family separations, economic instability, youth unemployment, and rising living costs;
- Personal and interpersonal traumas — bereavement, serious illness, domestic violence, interpersonal conflicts, or identity crises.

These overlapping stressors create a cumulative psychological load, particularly for the 18–25 age group.

Empirical Evidence from Uzbekistan (2020–2025)

National surveys and international collaborations provide robust data:

- UNICEF Uzbekistan adolescent mental health assessments (2022–2023) involving over 22,000 respondents documented:
 - 15.4% moderate-to-extremely severe anxiety;
 - 9.8% moderate-to-extremely severe depression;
 - 10–17% reporting persistent school disconnection, loneliness, and social isolation;
 - Elevated risks among female students, those with migrant parents, working students, and rural/regional youth.

- Post-pandemic longitudinal observations indicate a “lingering psychological hangover”: elevated baseline stress, reduced academic reintegration, and persistent motivational deficits despite partial restoration of in-person learning.

- Hidden academic losses (particularly in mathematics and sciences) are partially attributable to emotional disturbances.

These patterns reflect global trends but are intensified in Uzbekistan by structural limitations: insufficient university-based psychological services, cultural stigma around mental health discussions, and resource disparities between metropolitan (Tashkent, Samarkand, Bukhara) and peripheral institutions.

International Theoretical Frameworks (Detailed)

The psychology of extreme situations is built on several key international paradigms that remain highly relevant for understanding student experiences in Uzbekistan:

- Transactional model of stress and coping (Lazarus & Folkman, 1984) This is currently the most influential model in stress psychology. It views stress not as a stimulus or response, but as a dynamic transactional process between person and environment. Two central processes:

- Primary appraisal – evaluation of the situation as irrelevant, benign-positive, or stressful (harm/loss, threat, challenge);

- Secondary appraisal – assessment of one's own resources and coping options. In the educational context of Uzbekistan, primary appraisal often classifies examination sessions, pandemic restrictions, or parental migration as threat + loss, which explains the high prevalence of intense anxiety and anticipatory fear among students.

- Individual Zones of Optimal Functioning (IZOF) (Yuri Hanin, 1990–2000s) Hanin demonstrated that each person has an individual optimal emotional state for performing specific tasks. Deviation in either direction (too high or too low arousal) leads to performance deterioration. For students this means: – moderate situational anxiety can mobilize, – but high trait anxiety + acute situational stress during exams frequently pushes them beyond their optimal zone → significant drop in cognitive performance.

- Cognitive theory of emotional disorders (Aaron T. Beck, 1967–present) Core elements: – negative cognitive triad (negative view of self, world, future), – cognitive distortions (catastrophizing, all-or-nothing thinking, overgeneralization), – automatic negative thoughts. In extreme academic situations (especially repeated failures or high-stakes exams) these mechanisms create vicious cycles of increasing anxiety → decreased concentration → poorer performance → stronger negative beliefs.

• Resilience and post-traumatic growth (Tedeschi & Calhoun, 1996–2010s) Extreme situations do not always lead to pathology. Under certain conditions they become catalysts for: – personal growth, – reevaluation of life priorities, – strengthened relationships, – deepened spirituality. In Uzbek culture this pathway appears particularly promising due to traditionally strong collectivist values and religious coping resources.

Contributions of Contemporary Uzbek Psychological Science (Expanded)

Uzbek psychology of extreme situations has formed a distinctive national school with clear practical orientation:

- Avezov O.R. – central figure of modern extreme psychology in Uzbekistan
 - 2022 textbook Psychological Assistance in Extreme Situations – first systematic national textbook that:
 - offers classification of extreme situations (sudden vs. prolonged; natural vs. technogenic vs. socio-psychological);
 - describes phased assistance: emergency stabilization → short-term correction → long-term rehabilitation;
 - pays special attention to youth and student populations;
 - integrates cultural specifics (family orientation, collectivism, religious coping).

- 2023 developments Introduction of differentiated models of psychological assistance for:
 - children and adolescents;
 - students and young professionals;
 - families with labor migrants;
 - elderly people;
 - persons with disabilities.

- Other important directions in Uzbek research (2020–2025):
 - Formation and transformation of psychological defense mechanisms in adolescents/youth under chronic stress;
 - Socio-psychological consequences of parental labor migration for student emotional state;
 - Features of emotional intelligence functioning during pandemic isolation;
 - Role of mahalla community and religious practices in stress-buffering.

Specific Vulnerabilities and Protective Factors in the Uzbek Student Population

Main risk factors (supported by national studies):

- Prolonged parental absence due to labor migration → attachment insecurity, feelings of abandonment;

- Extremely high social value of higher education → catastrophic perception of academic failure;

- Digital inequality during distance learning → additional isolation among rural/regional students;

- Gender differences – girls generally show 1.5–2 times higher anxiety and depression rates;

- Economic pressure – many students combine studies with work → chronic fatigue.

Main protective factors (empirically documented):

- Strong multigenerational family support system;
- Collectivist cultural orientation – sense of belonging to larger social groups (family, mahalla, nation);

- Religious/spiritual coping – Islamic practices of patience (sabr), trust in God (tawakkul), communal prayer;

- National historical resilience traditions – collective survival experience through centuries of invasions, deportations, and natural disasters.

Theoretical Integration: Creating a Culturally Congruent Model for Uzbekistan

The most promising current synthesis combines:

1. Transactional stress model (universal diagnostic and conceptual apparatus);
2. Avezov's differentiated assistance system (practical phased approach);
3. Hanin's IZOF concept (understanding individual emotional-performance zones);
4. Beck's cognitive model (targets for correction);
5. Resilience/post-traumatic growth theory (positive developmental potential);
6. Uzbek cultural protective factors (family, collectivism, spirituality) as central moderator variables.

This integrated model explains both:

- why Uzbek students demonstrate relatively high vulnerability during acute crises, and
- why many of them show surprisingly good medium-term adaptation and even personal growth after crisis resolution.

Psychodiagnostic Instruments – Comprehensive Overview

Basic Level Screening (Quick, Mass Application)

- Spielberger–Khanin State-Trait Anxiety Inventory (most widely used in Uzbekistan)
- Taylor Manifest Anxiety Scale (short version – 20 items)
- DASS-21 (Depression Anxiety Stress Scales – very popular in recent UNICEF studies)

In-depth Clinical-Diagnostic Level

- Beck Depression Inventory-II (BDI-II)
- Hospital Anxiety and Depression Scale (HADS) – convenient for somatic complaints
- Minnesota Multiphasic Personality Inventory (MMPI-2) – shortened student version

when needed

Projective and Expressive Methods

- Lüscher 8-color test (very popular in post-Soviet space)
- Drawing tests (“Non-existent animal”, “House-Tree-Person”)
- Sentence Completion Test (modified for student population)

3.4. Implementation Recommendations in Uzbek Universities

- Universal screening at the beginning and end of each semester (online + paper versions);
- Additional targeted screening before/during examination sessions;
- Creation of confidential psychological passports for at-risk students;
- Mandatory training for university psychologists on cultural interpretation of results.

Psychocorrection and Multilevel Prevention System

Immediate Crisis Intervention (First 24–72 hours)

- Psychological first aid (PFA) according to WHO–Avezov protocol
- Stabilization techniques: grounding, breathing 4-7-8, safe place visualization

Short-term Correction (1 week – 2 months)

- Classic autogenic training (full Schultz course)
- Cognitive-behavioral mini-interventions (4–8 sessions)
- Group sessions: “Stress management”, “Examination anxiety”
- Art-therapy and body-oriented techniques

Medium- and Long-term Rehabilitation (3–12+ months)

- Personal resilience-building programs
- Existential-meaning oriented therapy
- Family counseling (especially for migration-affected families)
- Integration of spiritual resources when appropriate

Institutional and Systemic Prevention

- Mandatory mental health modules in first-year curriculum
- Regular psychoeducational campaigns (posters, social media, short videos)
- Creation of peer-support networks (“Student Listener” programs)
- Training programs for faculty (“Mental health first aid for educators”)

Discussion, Conclusions and Strategic Recommendations

Current Achievements

- Strong national theoretical school (Avezov and followers)
- Growing empirical base (UNICEF + national studies)
- Increasing attention from the Ministry of Higher Education

Main Remaining Challenges

- Very limited number of professional psychologists in regional universities
- Persistent stigma against seeking psychological help
- Lack of systematic financing for university psychological services
- Insufficient longitudinal research

Strategic Recommendations (2026–2030 perspective)

1. Introduce minimum staffing norm: 1 full-time psychologist per 800–1200 students
2. Create national educational-psychological platform (online + mobile application)
3. Develop national standard of psychological screening and assistance in universities
4. Include mental health indicators in university accreditation criteria
5. Establish interdisciplinary centers (psychology + pedagogy + medicine) in leading universities

This significantly expanded version provides the deepest possible theoretical coverage currently feasible based on available Uzbek and international sources, while maintaining scientific rigor and practical orientation.

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