

GENDER CHARACTERISTICS OF THE MANIFESTATION OF A SENSE OF STRESS RESISTANCE IN ADOLESCENTS

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Abstract:

This article examines the development of stress resistance during adolescence and the gender-specific characteristics associated with this process. A comparative psychological study was conducted to determine how male and female adolescents respond to stress, the psychological defense mechanisms they employ, and their levels of emotional resilience. The data reveal distinct gender differences: female adolescents tend to show higher emotional sensitivity and anxiety levels, while male adolescents are more likely to use active coping strategies or denial. Family support and social factors were found to be significant determinants of stress resistance. The findings contribute to the development of gender-sensitive approaches to enhancing adolescents' ability to cope with stress.

Keywords: adolescence, stress, stress resistance, emotional stability, gender characteristics, psychological defense, boys, girls, social factors, psychodiagnostics.

In our country, the upbringing of comprehensively developed and healthy youth is considered one of the main tasks facing our state. At the same time, it is advisable to conduct in-depth scientific research in such areas as the study of increasing stress resistance in young people prone to stress and negative consequences of stress, and the formation of stress-resistant behavior. Also, due to the importance of preventing the negative impact that causes stress in educational activities, emphasis is placed on normalizing the level of self-esteem to ensure stress resistance, that is, on the formation of an adequate assessment. In our country, increasing the activity of young people and creating all the necessary conditions for their formation as comprehensively developed individuals is considered a priority of state policy.

If we look at the history of the use of the concept of "stress," then, according to V.I. Petrushina, this term was first used in 1303 by the poet R. Mann, who used this term in his poem. In the poem, this term is expressed as "This torment was sent by Allah to people who spent forty years of winter in the desert and were experiencing great stress."

The first study of stress as a scientific term is attributed to the Canadian scientist G.Sele. In the July 4, 1936 issue of the then-published journal "Nature," G.Sele's article "Syndrome Caused by Various Damage Factors" was published, which presented information about the

body's standard reactions to various disease-causing factors. This information became the basis for the beginning of the study of stress.

Also, when translated from English, the word "stress" means "pressure, pressure, strain." The dictionary of psychological terms defines stress as follows:..."a state of tension in a person or animal that occurs under strong influence." In the dictionary prepared for publication by B.G.Meshcheryakov, stress is defined as "a state of mental tension arising in somewhat complex, difficult conditions and important situations that arise in the process of a person's daily activity."

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We can see that the purpose of the research of psychologists from Uzbekistan, including N.Z.Imoilova, in her dissertation on the topic "Psychological Determinants of Increasing Stress Resistance in Students" is the empirical study of psychological determinants of increasing stress resistance in students and the improvement of its methodological support. As a **scientific novelty** of D.S.Karshiyeva's dissertation "Psychological Features of the Emergence of Professional Stress in the Personality of a Teacher" on the topic , , , we can see that the dynamic features of the manifestation of professional stress, unlike psychological stress, depending on the length of pedagogical work experience, are determined in teachers through the modified form of the "Scale for Determining the Level of Professional Stress" methodology. G.D. Teshabaeva's dissertation on the topic "Analysis and Prevention of Factors Causing Stress-Related Neurotic Disorders in Football Players," we can see that the purpose of the research is to identify the factors leading to neurotic disorders in female football players and to develop preventive measures.

Thus, scientists of our republic have analyzed a wide range of aspects related to the problems of intellectual, spiritual, moral, and professional development of the student period. However, the psychological aspects of stress and stress resistance in adolescents, its manifestation in connection with self-esteem, aspects related to the individual qualities of adolescents, as well as the role of stress and stress resistance in the educational process have not been studied as a subject of scientific research. Therefore, the study of the problem of psychological aspects of increasing stress resistance in adolescent boys and girls can serve the development of one of the most relevant areas of psychological research at the national level.

Two methods were used in our study: The methodology "Determining the Stress Resistance of the Individual," developed by N.V. Kirsheva and N.V. Ryabchikova, serves to determine

the level of individual stress resistance of adolescent boys and girls. It was used to determine students' ability to behave in stressful situations, the level of use of internal resources, emotional resilience, and adaptability. The method of V.V.Kozlova, G.M.Manuilova, and N.P.Fetiskin "Express Diagnostics of Self-Assessment" formed a team of 80 students in grades 7 and 8, of which 40 were girls and 40 were boys.

The results showed that according to the results of the "Determination of Stress Resistance of the Individual" method developed by N.V.Kirsheva and N.V.Ryabchikova, 45% of young men were found to be very stress-resistant. At the same time, 22.5% of young men had low or very low stress resistance.

The analysis showed that the level of anxiety among preschool children differs by gender: anxiety was 38.5% in boys and 32.4% in girls. This difference may be related to societal stereotypes that "a boy should be fearless."

In children with high anxiety, difficulties in relationships with peers, low self-esteem, sensitivity to failure, and withdrawal from activity were observed.

According to the analysis conducted on the basis of the methodology "Determining a Person's Stress Resistance," it was established that the majority of girls - 22.5% - are moderately stress-resistant. Also, in 20% of girls, stress resistance was slightly above average, and in 15% - above average.

A state of very low stress resistance was not observed, and a low and below-average level of resistance was relatively low (10%). This indicates that the overall level of stress resistance in girls is more stable than in boys.

Methodology developed by N.V.Kirsheva and N.V.Ryabchikova "Determination of a person's stress resistance" comparative table among boys and girls in percentages

Stress resistance level	Point intervals	Number of guys	Boys (%)	Number of girls	Girls (%)
1 - Very low	51-54.	2.	5%	0	0%
2 - Low	50-53	3.	7.5%	1.	2.5%
3 - below average	46-49.	6.	15%	4.	10%
4 - slightly below average	42-45.	7.	17.5%	3.	7.5%
5 - Medium	38-41.	8.	20%	9.	22.5%
6 - slightly above average	34-37.	6.	15%	7.	17.5%
7 - Above average	30-33	4.	10%	7.	17.5%
8 - High	26-29	3.	7.5%	5.	12.5%
9 - Very high	18-22	1.	2.5%	4.	10%
Total	-	40.	100%	40.	100%

According to the results of V.V. Kozlova, G.M. Manuilova, and N.P. Fetiskin's methodology "Express Diagnostics of Self-Assessment," young men:

- **60%** men realistically assess their capabilities (normative level),
- **35%** have low self-esteem, indicating lack of self-confidence,
- **5%** have overestimated themselves.

These results show that the majority of young men are prone to realistic self-esteem, but a significant portion (35%) suffers from insecurity.

According to the results obtained using the methodology of V.V. Kozlova, G.M. Manuilova, and N.P. Fetiskin, it was revealed that girls:

- **62.5%** girls realistically assess their capabilities (normative level),
- **30%** low self-esteem (self-doubt present),
- **7.5%** overestimated themselves.

The results show that most girls give themselves a realistic and balanced self-esteem, but a third of them experience insecurity.

Comparative analysis of the methodology "Express Diagnostics of Self-Assessment" by V.V. Kozlova, G.M. Manuilova, and N.P. Fetiskin

Rating category	Guys	Girls
10 points or less (High self-esteem)	6 people (15%)	3 (7.5%)
11-29 points (Real self-assessment - average, standard level)	21 (52.5%)	25 (62.5%)
Above 30 points (Those with low self-esteem - lack of self-confidence)	13 (32.5%)	12 people (30%)

The results of the conducted psychological diagnostics showed that there are significant differences in the levels of stress resistance and self-esteem between boys and girls. Among girls, indicators of stress resistance and real self-esteem are higher, and it was noted that their emotional stability and social adaptability are better formed than in boys.

Among young men, there were many who had a very high level of stress resistance, while there were more cases of low self-esteem. This indicates the presence of problems related to self-confidence.

In general, in both groups, the number of real self-evaluators was large, which means that the majority of students are able to control their emotions and take a flexible approach to problem situations.

Comparative analysis showed that adolescents with a low level of stress resistance also have a high level of low self-esteem. This means that psychological health indicators are interconnected.

The levels of stress resistance and self-esteem in adolescents are inextricably linked, and these cases differ depending on gender.

While girls have relatively higher emotional stability and social adaptability, boys are more prone to stress and low self-esteem.

The research results indicate the need to organize individual and group psycho-correctional work with students, strengthen psychological health, and teach stress management mechanisms.

In conclusion, gender characteristics play a decisive role in adolescents' manifestation of a sense of stress resistance. This situation is reinforced not only by the level of self-esteem, but also by the influence of social support, emotional culture, family relationships, and the school environment. Therefore, when working with adolescents, it is necessary to teach an individual approach based on taking into account their sexual and psychological characteristics, psychological correctional training, and strategies for overcoming stress.

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