
PSYCHOLOGICAL STRESS RESISTANCE OF PERSONALITY

Qilicheva Sayyora Baxtiyarovna

Tashkent State Pedagogical University, Uzbekistan

ABSTRACT: Psychological stress resistance of personality refers to an individual's ability to cope with and adapt to stressful situations without experiencing significant psychological distress or impairment. This trait is influenced by a complex interplay of cognitive, emotional, and behavioral factors. Individuals with high stress resistance tend to possess certain psychological characteristics and coping mechanisms that enable them to navigate stressful experiences more effectively.

KEYWORDS: Stress resistance, personality, coping mechanisms, resilience, hardiness, optimism, self-efficacy, emotional regulation, problem-solving skills.

INTRODUCTION

The problem of the occurrence of stress in humans, its course and consequences attracts the attention of specialists in various fields of science. In recent years, the number of publications on applied aspects of the study of stress, affecting various aspects of human life, has increased significantly.

Stable human behavior under stress (stress tolerance) is one of the important psychological factors in ensuring successful coping with stress. The study of the nature of stress resistance, ways and means of its formation and maintenance is important for a number of life and professional events that take place in professional conditions.

Stress resistance is a set of personal qualities that allow an employee to endure stress - significant intellectual, volitional and emotional stress (overload) caused by the characteristics of professional activity - without any particular harmful consequences for the activity, others and one's health.

Critical life situations are described by the concepts of stress, frustration, conflict and crisis. Each of these concepts has its own categorical field, which is determined primarily by what "vital necessity" is not realized as a result of the inability of the subject's "types of activity" to cope with the existing external and internal conditions of life. These conditions, the type of activity and the specific vital necessity are the main differentiating features by which the main types of critical situations can be characterized according to the characteristics of their experience as a special form of activity, and not just as a special form of reflection in the mind of the subjective picture of the event.

1. The concept of stress has been used by a wide range of specialists in the interests of various disciplines, such as sociology, psychology, medicine, engineering, which is naturally reflected in differences in views on the problem.
2. In the social sciences, stress was initially paid more attention by clinically oriented researchers than by scientists who were more methodologically and quantitatively oriented and tended to define the problem in clear operational terms.
3. The word “stress” itself indicates its possible different uses. It can be attributed to the action of some stimuli (stressors) or to the individual’s experience of an emotional state.

The concept of “stress” in the scientific literature is used in three meanings.

First, the concept of “stress” can be defined as any external stimuli or events that cause tension or agitation in a person. Currently, the terms “stressor” and “stress factor” are more often used in this meaning.

Secondly, stress can refer to a subjective reaction, and in this sense it reflects an internal mental state of tension and arousal; this state is interpreted as emotions, defensive reactions and coping processes occurring within the person himself. Such processes can contribute to the development and improvement of functional systems, as well as cause mental stress.

Third, stress can be the body's physical response to a demand or harmful influence. It is in this sense that both W. Cannon and G. Selye used this term. The function of these physical (physiological) reactions is likely to support behavioral actions and mental processes to overcome this condition.

Thus, many authors note that emotional stability as a mental property reflects a person's ability to successfully carry out necessary activities (life activities) in difficult conditions. Emotional determinants of stress-resistant behavior are an emotional assessment of the situation, emotional anticipation of the course and results of activities, emotions and feelings experienced in a given situation, the emotional experience of the individual (emotional attitudes, images, past experiences). Research results show that emotional stability as a personality quality is a unity of components:

- a) motivational;
- b) emotional;
- c) volitional, which is expressed in conscious self-regulation of actions, bringing them into line with the requirements of situations;
- d) intellectual - assessment and determination of the requirements of the situation, forecasting its possible changes, making decisions on courses of action.

The emotional stability of the individual in extreme conditions ensures the transition of the psyche to a new level of activity - such a restructuring of motivational, regulatory and executive functions allows not only to prevent, but also to overcome a difficult situation in life and activity.

But, despite the fact that the concept of stress resistance is reduced only to the concept of emotional stability, these concepts are not identical. “Stress resistance” is understood as an integrative property that:

Firstly, it characterizes the degree of its adaptation to the influence of extreme factors of the external (hygienic conditions, social environment, etc.) and internal (personal) environment and activity.

Secondly, it is determined by the level of functional reliability of the subject of activity and the development of mental, physiological and social mechanisms for regulating the current functional state and behavior in these conditions.

And thirdly, this property manifests itself in the activation of functional resources (and operational reserves) of the body and psyche, as well as in changes in human performance and behavior aimed at preventing functional disorders, negative emotional experiences and impairments in the efficiency and reliability of activities.

From this definition it follows that the regulatory mechanisms and features of the manifestation of a person's resistance to stress are determined by his characteristics:

- a) motivation and goal-directed behavior;
- b) functional resources and the level of their activation;
- c) personality traits and cognitive abilities;
- d) emotional-volitional reactivity;
- e) professional preparedness and performance.

The property of stress resistance at all levels of its regulation and manifestation means the stability of the functions of the body and psyche when exposed to stress factors, their resistance (resilience) and tolerance (endurance) to extreme influences, the functional adaptability (adaptability) of a person to life and activity in specific extreme conditions, and finally, the ability to compensate for excessive functional changes (impairments) when exposed to stressors.

No less important is another aspect of this problem related to the study of a person's own resistance to stress, that is, his ability to maintain not only the integrity of the body and personality in a stressful environment, but also the required level of quality of the tasks being solved. For trained specialists, the most characteristic is expedient-active behavior, that is, the active implementation of meaningful actions aimed at solving the tasks facing them while maintaining their health and the integrity of the managed object. This is confirmed by the results of experimental studies conducted under operator activity conditions.

The specificity of studying the problem of stress resistance is that its external categories (quality of behavior and state of functions) are not strictly psychological; a meaningful study of mental stress resistance involves identifying one's own psychological criterion. Depending on the basis on which the mental processes underlying the formation and manifestation of stability - instability are initially isolated, two approaches are possible.

The first of them, a traditional analytical approach, is based on the "division" of the psyche on the basis of qualitative originality into cognitive, emotional and volitional processes, and mental stress resistance is determined through partial assessments of the stability of separately considered mental processes and properties.

The second - systemic - regulatory approach to determining mental stress resistance involves the "isolation" of mental processes not on the basis of qualitative originality, but from the point of

view of their direct function in the regulation of behavior. With this approach, mental processes are considered as functional links, blocks (regulatory functions) that form a system of mental regulation of behavior (activity).

Factors influencing stress resistance: Congenital characteristics of the body and early childhood experience.

Recently, there has been support for the idea that the stress of a pregnant woman increases the likelihood of stress developing in the child. Apparently, anxiety at the hormonal level experienced by children during fetal development created the preconditions for subsequent milder manifestations of anxiety at the psychological level, starting in the second half of the first year of life.

Psychotraumatic experiences of the first seven years also complicate the course of stress reactions throughout subsequent life. Modern methods of psychotherapy make it possible to partially “correct” and “rewrite” painful childhood experiences, but such procedures require the participation of a qualified specialist.

The physiological basis for personality is the type of higher nervous activity of a person, which reflects the strength and dynamics of nervous processes in the brain and is little subject to any changes. This point of view is shared by I. P. Pavlov and the Polish researcher J. Streljau (1982).

I. P. Pavlov (1951) identified the following fundamental properties of the nervous system: the strength of the processes of excitation and inhibition, their balance and mobility. He separated the strength of the excitation process and the strength of the inhibition process, considering them independent properties of the nervous system.

Selected I.P. Pavlov's types of the nervous system, not only in their number, but also in their main characteristics, correspond to the four classical types of temperament. Comparing his types of nervous system with the typology of Hippocrates-Galen, I.P. Pavlov describes them as follows:

1. Strong, balanced type - Sanguine. His nervous system is distinguished by great strength of nervous processes, their balance and significant mobility. Therefore, a sanguine person is a fast person, easily adapting to changing living conditions. He is characterized by high resistance to the difficulties of life.

2. Strong, balanced, inert type - Phlegmatic. His nervous system is also characterized by significant strength and balance of nervous processes along with low mobility. Being the opposite of a sanguine person from the point of view of mobility, a phlegmatic person reacts calmly and slowly, and is not inclined to change his environment; like a sanguine person, it resists strong and prolonged stimuli well.

3. Strong, unbalanced type, with a predominance of excitement - Choleric. His nervous system is characterized, in addition to great strength, by a predominance of excitation over inhibition. He is distinguished by great vital energy, but lacks self-control; he is hot-tempered and unrestrained.

4. Weak type - Melancholic. People belonging to this type are characterized by weakness of both the process of excitation and inhibition, and have poor resistance to the influence of strong, prolonged and inhibitory stimuli. Therefore, melancholic people are often passive and inhibited. For them, exposure to strong stimuli can become a source of various behavioral disorders.

It should be noted that each person has his own individual scenario of stressful behavior. E. Bern wrote about this. This scenario is learned in childhood, when parents, experiencing stress, conflict in front of the child, unwittingly involving him in their problems. At the same time, the child absorbs the examples of his parents, and then unconsciously copies them in his adult life. Therefore, some people take out stress on other people in the form of aggressive impulses or break dishes, others silently experience their grief and cry, and still others try to solve problems with the help of alcohol. Some blame themselves for everything and look first of all for their own mistakes. Others blame everyone around them, but not themselves. The stress scenario learned in childhood is “triggered” almost automatically. In these cases, a slight deterioration in the usual rhythm of life and work, or the emergence of a seemingly trivial problem, is enough for the flywheel of the stress trigger mechanism to turn on and begin to spin. Moreover, the consequences of implementing a stress program can be much more harmful than the reasons that triggered it.

The type of personality that avoids practically transforming a dangerous situation looks different. People of this type (externalists) do not consider themselves responsible even for their actions, which they interpret as imposed from the outside; they are not confident in their legal capacity. They have poorly developed self-awareness, a low level of self-regulation, cognitive assessment and control of the world around them. They prefer to walk away from difficult situations or endure them meekly, without trying to change them. They are characterized by low achievement motivation, which they sometimes interpret as a lack of ability.

Many researchers note that personal self-esteem has a great influence on the regulation of stress processes.

Self-esteem refers to the fundamental formations of personality. It largely determines her activity, attitude towards herself and other people. Self-esteem can be high and low, differ in the degree of stability, independence, and criticality.

The concept of self-esteem is often used to explain feelings of positive analysis and self-control. Self-esteem is sometimes confused with the "I" concept. The "self" concept is a very broad concept that includes all the ways in which people compare themselves to others and evaluate their physical, mental and social qualities. Self-esteem thus “feeds” the “I” concept. There are social environmental factors.

Factors of a social and industrial nature that influence an individual's resistance to psycho-emotional stress include:

- social changes;
- increased responsibility for work;
- significant predominance of intellectual work;
- constant lack of time;
- chronic fatigue;
- violation of the work and rest regime;
- decline in personal prestige;
- lack of elements of creativity in work;

- long waits during work;
- frequent changes in work stereotype;
- night shifts and lack of free time to satisfy personal needs;
- poor and balanced nutrition;
- smoking and systematic drinking of alcohol.

All these factors enhance the frustrating effect of stressors. Most of the above factors relate to professional stress.

A family can have a healing effect on each of its members and provide emotional support that is irreplaceable. But the family atmosphere can also have a negative impact on the mental balance of the individual, reduce emotional comfort, aggravate intrapersonal conflicts, generate personal disharmony, and weaken its psychological stability.

The ability to master the ability to resist stress and assess its occurrence and development depends to a certain extent on the presence of a certain general level of intelligence, relevant applied knowledge, and the ability to perform logical mental operations.

A person perceives a situation as potentially stressful and reacts to it accordingly if a logical analysis of the facts at his disposal leads him to the conclusion that a threat has arisen. At the same time, a person with a low level of thinking will be calmer, since he has less ability to analyze and synthesize information.

In this regard, developed thinking, on the one hand, provokes stress, detecting potential danger where it does not yet exist, but, on the other hand, helps to find ways out of difficult stressful situations.

In psychological science, there is no single understanding of the content of such a phenomenon as stress resistance, and, therefore, there is no single definition of this concept. The term "stress resistance" refers to such phenomena as emotional stability, psychological resistance to stress, stress resistance, frustration tolerance and many others.

REFERENCES

1. Акарачкова, Е. С., Котова, О. В., Вершинина, С. В. Алгоритм диагностики, лечения и профилактики стресса (для врачей общей практики) Терапевтический архив. – 2015 – № 6 – С. 102–107.
2. Анцупов, А. Я. Как избавиться от стресса / А. Я. Анцупов. – М: Проспект, 2015 – 244 с.
3. Банников, В. В. Влияние социально-психологических компонентов стрессоустойчивости на эффективность деятельности персонала организации: дис. ... канд. психол. наук. – М., 2003 – С. 156
4. Баранов, А. А. Стрессоустойчивость и мастерство педагога. – Ижевск, 1997; Реан, А. А., Баранов, А. А. Факторы стрессоустойчивости учителей Вопр. психологии. – 1997 – № 1
5. Бережная, Н. И. Стрессоустойчивость оперативных сотрудников таможенных органов / Н. И. Бережная Ежегодник Российского психологического общества: Материалы 3-го Всероссийского съезда психологов. 25–28 июня 2003 г.: в 8 Т. Т. 1 – СПб.: Изд-во С.-Петербург. ун-та, 2003 – С. 453–457.

- 6. Бодров, В. А. Психологический стресс: развитие учения и современное состояние проблемы. – М.: Изд-во Ин-та психологии РАН, 1995
- 7. Бодров, В. А. Информационный стресс [Текст] / В. А. Бодров. – М.:ПЭР СЭ, 2000
- 8. Варданян, Б. Х. Механизмы регуляции эмоциональной устойчивости Категории, принципы и методы психологии. Психические процессы. –М., 1983
- 9. Газиева, М. З. Стрессоустойчивость личности как предмет психолого педагогического изучения Вестник Пятигорского государственного лингвистического университета. – 2008 – № 4 – С. 317–322.
- 10. Гремлинг, С., Ауэрбах, С. Практикум по управлению стрессом. –СПб.: Питер, 2002