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EMOTIONAL STRESS AND PREVENTING IT IN AN ADOLESCENCE STAGE

Abstract: This article provides information about emotional stress and its prevention on the pupils at the school age.

Key words: emotional stresses, change, case of the stress, adolescence period, problem, prophylaxis.

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Introduction

Addressing and raising psychological issues in adolescence has become one of the most pressing problems of our time. The moral, political, social and ideological demands of the family, school and society for the younger generation are growing.

Most researchers studying adolescence focus more on how aggression, emotional excitement, and psychological problems appear in juveniles when they are angry. Because at this age, they do not have enough life experience but try to be recognized and independent. Adolescence is one of the most characteristic stages of human ontogenetic development, which transmits a person from childhood to adulthood and, in turn, differs from other periods in a more acute and complex way. This period is referred to in the psychological and pedagogical literature as transitions, critical times, times of crisis. This period roughly corresponds to the time of children in grades 5-8 and ranges from 11-12 to 14-15 years. In some children, this period may be observed earlier or later than 1-2 years. With this in mind, it can be said that some adolescents (mainly girls) can begin at the age of 9-10 and continue for some 16-17 years. The fact that adolescence is a difficult and complex period is associated with many psychological, physiological, and social factors. The essence of all aspects of development: physical, mental, moral, social and so on will change during this period. During this time, there is a significant change in the life of the

teenager, his mental state, physiological and social conditions. In most cases, they have opposite situations. By this time, the child is no longer a child and yet still not an adult. His relationships to himself and those around him reveal a completely different character. The system of his interests, social orientation is re-shaped, the system of self-esteem, values changes. For himself/herself, the importance of myself and that of mine will grow. (10)

One of the most important issues in adolescence is emotional stress and its consequences.

When psychological stress is manifested in changes in the various functional systems of the body, its intensity or strength can range from mood disorders to stomach ulcers or heart attacks. (1)

By examining the situations of anxiety and worry that can lead to emotional stress or anxiety, Dr. Nutt outlines the following four components:

- Mood (or excitement);
- Cognitive field (unpleasant memories, foresight and wrong prediction);
- Physiological signs (tachycardia - pulse acceleration, sweating, movement disorders);
- Behavioral disorders.

Psychomotoric changes are manifested in excessive tension of the muscles, especially the muscles of the face and neck, shaking of hands, disturbance of the respiratory rhythm, vibration, decline in the rate of sensomotor reactions, speech disorders. In the experiments by Yu.Shcherbatix,

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stress and other emotional stresses also affect a person's writing. For example, under the influence of a bad mood, the distance between the letters increases and the letters become enlarged. And in a good mood, the writing of the letter is written in small letters and beautiful. (3)

Change of the daily routine - shortening of sleep, shifting of working hours to night time, refusal of useful habits and inability to find suitable ways to deal with emotional stress.

Social role-playing disorders are manifested as insufficient time to communicate with loved ones and friends, increased tension, decreased sensitivity during communication, and signs of social behavior. In addition, a person who has been in emotional stress for a long time will be neglected by social norms and standards. He may not even pay attention to his appearance. Discontinuing relationships with deep emotional stresses create a feeling of guilt and despair, leaving the underlying problem unresolved. Emotional stresses associated with learning activities, in adolescents' opinion, are associated with reduced job capacity and increased fatigue. The negative effects of emotional stress are also manifested in sleep disorders, ineffective rush, and lack of time.

The fact that the mind is constantly analyzing the causes of emotional tension, and looking for ways to get out of it, narrows the amount of memory and makes it difficult to recall the necessary material. (6)

Symptoms of stress in intellectual activity:

Attention - it is difficult to concentrate, distracts quickly and narrows its scope.

Thinking is a violation of logic, fragmentation, difficult decision-making, and a reduction in creative potential.

Memory is a deterioration of operative memory, which is difficult to recall.

Emotional stress affects all physiological processes in the body - digestive, circulatory and respiratory systems.

Psychosomatic changes related to stress are more dependent on those who are shy, humane, shy, pessimistic, weak in the nervous system, introverted.

Stress related to learning activities can be manifested in future situations - fear, high levels of stress, lack of self-confidence, depressed moods, depressing thoughts, feelings of helplessness. (4)

Educational stresses: Exam stresses are central to the mental stress of secondary school students, especially in high school adolescents.

Adverse factors during exam preparation are:

- Intensive mental activity;
- Muscle stress;
- Restriction of activity;
- Sleep disorders;
- Emotional stress related to the possibility of adolescents' social status change.

All this causes excessive tension of the vegetative nervous system, which ensures normal

functioning of the body. During exams, the frequency of heart contractions increases. The level of emotional and psycho-emotional tension increases. After passing the exams, these indicators do not return to normal. This may take several days. (7)

There are many methods for correcting psycho-emotional stresses, and the choice of them should first of all take into account the individual traits of individuals and the ways in which they are appropriate. In his book "Individual Resilience to Emotional Stress", K.V.Sudakov lists some of the anti-stress measures. They are:

- Autogenic exercise;
- Different methods of relaxation;
- Biological feedback system;
- Respiratory gymnastics;
- Positive feelings in the life of the person;
- Music;
- Exercise;
- Psychotherapy;
- Physiotherapeutic procedures (massage, sauna, sleep);
- Needle injection, etc. (2)

In addition to the methods developed by psychologists, the use of traditional methods can be used to relieve emotional stress:

- Communication with nature, music, drinks, sleep, pets, socializing with friends, engaging in fun activities, taking a shower, watching a good movie, reading books, doing sports and more.

In addition to these vital methods, several other methods, called "psychological", are shown:

- To be so busy with work that there is no time left for the experiences;
- Change of attitude to the situation;
- To think of people who are in a worse situation;
- Pouring out their feelings to a friend or friend;
- A sense of humor is needed in the situation;
- Follow the advice of the person with the knowledge and experience in this area. (5)

As this example shows, even though people have some knowledge of coping with emotional stress, they still face life's stress and emotional stress. The reason for this is that in most cases these methods may not yield high results due to the misuse of these methods. (9)

Emotional tension can be controlled independently or by a variety of techniques. Practice has shown that the most effective way to manage emotional stress is to use psychologist support. Educating psychologists individually studying the causes of emotional stress in working with adolescents, teaches them how to use these techniques correctly and how to control them. That is why the use of the services of a psychologist is much more effective. (8)

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