
SCIENTIFIC PERSPECTIVES ON THE STUDY OF STRESS IN THE MANAGEMENT ACTIVITIES OF UZBEK SCHOLARS

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ABSTRACT: The improvement of the current management system of the independent and rapidly developing new Uzbekistan to meet the demands of the time, as well as the creation of conditions to enhance the psychological literacy and knowledge of leadership personnel, is becoming an important issue for the development of society. The ideas presented in President Sh. Mirziyoyev's work titled "Critical analysis, strict discipline, and personal responsibility should be the daily rule for every leader" and government decisions reflect that this issue is considered a pressing problem today.

KEYWORDS: Leadership psychology, New Uzbekistan, Psychological literacy, Leadership development, Social progress.

INTRODUCTION

The problems in the management system of our country that are still waiting for solutions, the existing shortcomings in leadership psychology, communication traditions, and the formation of a leadership class that is not immune to the influences of world civilization while maintaining the unique aspects of our national values and mentality, and through their activities instilling the principles of justice, humanity, and democracy in the minds of people, are becoming a demand of the time. Psychological evaluation of leadership activities, the development of a system of necessary traits for leaders, and the study of the psychological stability of leaders and their subordinates have become essential in the field of leadership psychology. The seriousness and relevance of scientific research in this area is increasing, focusing on a new direction in management psychology – studying the stressful experiences of leaders and employees.

In Uzbekistan, the issue of stress, specifically related to leadership activities, has been studied by several Uzbek scholars in conjunction with related concepts such as mental crisis, tension, emotional strain, nervous tension, and suicidal behavior.

In recent years, stress, particularly the experiences related to leadership activities, has been uniquely studied by researchers such as M.G. Davletshin, G.B. Shoumarov, E.G. G'oziyev, A.M. Jabborov, Sh.R. Barotov, V.M. Karimova, D.G. Muxamedova, B.M. Umarov, Z.T. Nishonova, A.I. Rasulov, O.E. Xayitov, E.Z. Usmanova, E. Usmanov, R. Sunnatova, R. Samarov, B. Sirliyev, N. Boymurodov, I. Mahmudov, D.S. Qarshiyeva, and N.Z. Ismoilov. These studies address the topic in a distinctive manner, with partial references and psychological interpretations being made at certain levels.

In the research of Professor V.M. Karimova, she discusses the influence of stress on individual psychology, stating, “Individuals who are adaptable to the external environment and have a balanced psychological profile respond to the stress-inducing influences of a changing environment with patience and maintain their identity under any circumstances...” She also provides detailed information on the characteristics specific to leaders, management styles, sources of influence, factors for evaluating the effectiveness of leadership, and the techniques for establishing interpersonal relationships with employees.

D.G. Muhamedova, in discussing the key modern characteristics of stress management in leadership activities, explains important recommendations and solutions based on the functional psychological model of individual activity systems. The author elaborates on the specific characteristics, mechanisms, forms, and stages of professional managers, offering essential scientific recommendations and conclusions for management practices.

A.M. Jabborov’s research focuses on the psychological characteristics of modern leaders in management activities, their role in societal development, responsibilities, duties, and attitudes, as well as stress-inducing factors in management activities. He presents various scientific solutions, approaches, and recommendations regarding the qualities and virtues specific to leadership in relation to preventing and eliminating these stressors. His research examines the inner experiences of leaders, their willpower, resilience, ability to manage strong emotional reactions, and management styles based on specific socio-ethnic criteria.

Sh.R. Barotov, through a series of studies on the scientific and methodological foundations of organizing psychological services in labor teams and various organizations, attempts to scientifically substantiate the unique aspects and emotional states of leadership activities. He emphasizes the importance of psychological services in moderating the psychological environment in work teams, establishing proper relations between leaders and subordinates, and preventing and addressing emotional stress, providing substantial scientific evidence to support this.

Z.T. Nishonova, in her scientific research, focuses on diagnosing and correcting changes in the emotional states of individuals under external influences and in problem situations in management activities. She acknowledges the significance of using various types of therapy—such as cognitive therapy, gestalt therapy, and other psychotherapeutic approaches—in correcting emotional disturbances in psychological assistance practice. Nishonova has developed social-psychological training programs that are considered effective in an individual’s activity. These programs focus on gradually addressing stressful situations that arise in individuals, with an optimal exercise system aimed at helping individuals understand themselves and their emotions, reassess their identity, recognize emotional experiences and their triggers, address interpersonal relationship difficulties, improve cognitive processes, strive for self-improvement, and conduct psychodiagnostic and psychocorrection work with work teams and leaders, making N.S. Safayev emphasize that stress is a state of tension that arises as a result of excessive pressure on the human organism. He divides stress into two types based on its manifestation:

1. Constructive Stress – a common type (experienced by most people).

2. Destructive Stress – a personal type (experienced individually), which occurs as a psychological process.

In his research, Professor N. Safayev explores the psychological characteristics of self-awareness in students and examines how negative emotional states and stressful experiences in educational activities influence their self-awareness. He strives to explain the key regularities of self-awareness through resistance to negative emotional states and stress. Furthermore, the author also investigates the mechanisms for self-control and management during emotional stress, along with the social-psychological and national-cultural aspects of stress in individuals.

R.S. Samarov's research also analyzes several aspects related to stress, particularly stating, "When an individual is under stress, their ability to control behavior or protect themselves psychologically in a stressful situation is determined by their individual psychological characteristics," which further confirms the relevance of the problem being studied.

B.N. Sirliyev, within the scope of this issue, has conducted specific analyses. One of his findings suggests that "The same external events can have a stress-inducing effect on some individuals while having no effect on others. This is based on the individual's cognitive assessment process, and the level of stress is determined by how significant the external event is for a particular subject."

Additionally, he has explored the psychological analysis of stress and aggressive behavior that occurs among law enforcement officers in their professional activities. He emphasizes the psychological techniques for protecting officers from stress-inducing factors, as well as methods for preparing employees mentally for professional stress. He also suggests psychodiagnostic, psychoprophylactic, and psychocorrectional exercises as means for stress management.

Although stress has not been specifically studied as a separate research topic by Uzbek scholars, studies related to stress were first conducted in 2006 by G.V. Khrulnova. She examined the psychological disorders following stress during adolescence and found that stress in adolescents negatively affects their physiological and emotional states. The effects of stress were more pronounced in girls compared to boys. Furthermore, she demonstrated that emotional disturbances linked to psychological trauma lead to a breakdown in adequate behavior both in adolescents and their social environment. She also pointed out that not knowing how to cope with stress could lead to various changes in adolescents, such as somatic, emotional, behavioral, cognitive, and personal changes.

Finally, in her conclusion, G.V. Khrulnova highlights the importance of using various techniques in training exercises to help adolescents overcome post-stress changes and influence their psychological state.

R.I. Sunnatova, in studying the determinants of adolescents' resilience to stress, examined the constructive and destructive aspects of self-assessment during adolescence, along with traits such as conflict vs. conformity and the ability to make independent decisions. In her research, she explores emotional self-evaluation in individuals, focusing on congruence, self-liking, and constructive self-assessment, or conversely, self-rejection, internal incongruence, and self-conflict. She demonstrates that an individual's self-assessment and their ability to develop independently have a significant influence on their personal development and resilience to stress.

In her research, E.Z. Usmanova, a Candidate of Psychological Sciences and Associate Professor, analyzes the issues of emotional self-regulation in conflict situations between individuals and the relationship of these states with cognitive motivation. Additionally, in her various scientific articles and studies, she extensively analyzes stress, management activities, and emotional burnout. Among other things, the author examines stress diagnostics, stress in family relationships and its psychoprophylaxis, human health, and the factors influencing stress in psychology. She also emphasizes the importance of diagnosing stress in individuals, especially in an era of increasing information flow. The author suggests that the following approaches to managing negative emotional states, which manifest as stress, can be effective:

1. Proper sleep;
2. Proper nutrition;
3. Regular physical exercise.

A.I. Rasulov explores the scientific basis of personality psychodiagnostic methods, focusing on various aspects of personality such as behavior, emotional-motivational domains, individual-typological characteristics, value systems, and the assessment of feelings and emotions. He elaborates on the methods and principles of assessing the history, conditions, and frameworks of personality research, highlighting the importance of diagnosing stress states in individuals and creating appropriate psychodiagnostic tools.

O.E. Hayitov, in his scientific approach to modeling psychological competence in mid-level managers in higher education institutions, focuses on the following components:

- Improving the components of psychological competence in mid-level managers based on the clustering of social-psychological qualities and professional traits;
- The development model of mid-level managers' psychological competence through differentiating superior, middle, and lower levels based on specific personality traits and competencies;
- Optimizing the managerial process by integrating social facilitation and inhibitory mechanisms into the "New Wave" competency model.

In the context of this research, it is demonstrated that enhancing the psychological competence of mid-level managers to cope with stressful emotions can help improve their ability to manage such situations.

N.Z. Ismoilova, in her research, explores the psychological determinants of stress resilience in students, focusing on how stress resilience manifests in different levels (high, moderate, low) in relation to their academic activities, cognitive and affective attitudes toward interpersonal relationships, and coping mechanisms. The study highlights the role of internal and external determinants in shaping the resilience to stress and provides a detailed analysis of the psychological aspects that influence students' ability to manage stress. The research also identifies specific coping strategies, such as problem-solving, seeking social support, and avoiding problems, that are correlated with stress resilience.

The development of a correctional program aimed at enhancing stress resilience in students through complex influences on their cognitive, affective, conative, and physiological domains has been improved, and its effectiveness evaluated.

D.S. Qarshiyeva, in her study on the psychological traits that contribute to the emergence of occupational stress in educators, explored the dynamic characteristics of professional stress in relation to pedagogical work experience. She developed a modified version of the "Professional Stress Level Identification Scale" to diagnose professional stress. Additionally, she examined how teachers' readiness for innovative professional activities and the social-psychological climate within pedagogical teams influence the manifestation of professional stress. She improved diagnostic tools for assessing teachers' readiness for pedagogical activity, adaptive skills, and the self-assessment of the social-psychological environment in alignment with national values. Through the implementation of "Believe in Yourself" training programs, designed to reduce the impact of stressors such as psycho-emotional exhaustion (chronic physical and mental fatigue), depersonalization (disturbances in self-perception and devaluation of oneself), and decreased professional motivation, the possibility of increasing professional stress resilience was explored. Additionally, psychological prophylactic and psycho-corrective interventions aimed at evaluating the strong and weak aspects of a teacher's psycho-emotional state were developed, impacting their social-cognitive, emotional, and motivational domains.

L.U. Inagomova, in her research, detailed the scientific foundations for shaping stress resilience in young leaders and their social-psychological characteristics. She identified the factors that contribute to stress, the mechanisms for resisting stress, the psychosomatic causes of stress, and the strategies for overcoming stress.

N. Boymurodov emphasized the need to consider the interconnection between a leader's emotions and their actions, highlighting the importance of understanding this relationship when assessing stress in leadership roles.

Table 1. Scientific Perspectives on the Study of Stress in the Management Activities of Uzbek Scholars

| Aspect | Key Findings | Researchers | Interventions/Methodologies |
|-------------------------------------|--|-----------------|---|
| Stress in Pedagogical Professionals | Stress dynamics related to work experience, psychological traits. | D.S. Qarshiyeva | Use of stress level measurement scales, emotional and psychological support. |
| Stress in Young Leaders | Identified factors triggering stress in young leaders, coping mechanisms. | L.U. Inagimova | Stress coping training, adaptive behavior models, social-psychological support. |
| Impact of Emotions in Leadership | Emotional intelligence and its effect on leadership and organizational stress. | N. Boymurodov | Study of emotional expression, behavioral actions, and decision-making processes. |
| Motivation and Stress | Connection between motivation levels and stress in leadership. | E. Yoziyev | Developing motivational strategies, emotional regulation in managerial roles. |

| Aspect | Key Findings | Researchers | Interventions/Methodologies |
|--------------------------|--|-------------------|---|
| Psychological Prevention | Psychological and psycho-corrective approaches to manage stress. | Multiple scholars | Training programs for stress resilience, reducing burnout and emotional exhaustion. |

Psychologist E. Yoziyev, in his textbook "Management Psychology," discussed the individual typological characteristics of leaders, general principles of managing employee motivation, the psychological components of leadership skills, common issues faced by leaders, and methods for overcoming them. He also addressed emotional states that hinder effective management, how to manage interpersonal relationships within a team, the importance of understanding employees' temperaments, and modern management techniques and classifications of managerial decisions.

Thus, the issues related to stress experienced by leaders, especially in terms of their employees' stress and the associated social-psychological mechanisms, have been analyzed by scholars in our country. However, the specific focus on the social-psychological mechanisms of stress in employees, methodologies for combating stress, optimal coping strategies, as well as the development of psychological training programs and social-psychological models for overcoming stress, have not been thoroughly explored. Therefore, addressing the issue of stress correction in leadership roles could contribute significantly to the development of psychological research in this area in our country.

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