

THE CONCEPT OF STRESS AND THE DEVELOPMENT OF RESILIENCE IN STRESSFUL SITUATIONS ARE COVERED IN PSYCHOLOGICAL LITERATURE**Olimova Firuza Aslonovna**Doctor of Philosophy (PhD) in Psychology, associate professor, Bukhara state technical university, E-mail: olimovafiruza1990@gmail.com

Annotation. This study examines the concept of stress and how resilience in stressful situations is presented and developed within psychological literature. It provides a comprehensive overview of the definitions, types, and causes of stress, alongside theoretical frameworks explaining human responses to stress. The work further explores psychological approaches and strategies aimed at fostering resilience, emphasizing the importance of adaptive coping mechanisms and mental toughness. By analyzing various psychological sources, this research highlights effective methods for building stability in the face of stress, which are essential for maintaining mental health and overall well-being. The findings underscore the role of resilience as a key factor in managing stress across different life domains.

Keywords: stress concept, psychological stress, stress resilience, coping strategies, mental toughness, psychological adaptation, stress management, resilience development, psychological literature, mental health.

Introduction. Today, the problem of stress and stress resistance in society has become one of the most important problems of modern psychology. This problem has been widely studied in foreign and Russian psychology since the beginning of the 20th century, and even now this problem has not lost its relevance. On the contrary, it has become a subject of interdisciplinary study of such scientific fields as philosophy, medicine, biology, psychology, pedagogy, and computer science. The history of the formation of the concept of stress resistance largely coincides with the development of a person's experience of overcoming difficulties in his personal life. It should be noted that the concept of stress resistance is characterized by uncertainty in terms of its place and status in the system of psychological terms. This is explained by the wide and variable nature of approaches to the study of the problem of stress resistance.

Although the subject of our study is stress resilience, given that this issue is directly related to the problem of stress, it is appropriate to first briefly analyze the concept of stress.

If we look at the history of the use of the concept of "stress", according to V.I.Petrushin, 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 in the form "This affliction was sent by God to people who spent forty winters in the desert and were experiencing great stress" [1]. The first scientific study of stress belongs to the Canadian scientist G. Selye. In the July 4, 1936 issue of the then-published journal "Nature", G. Selye's article entitled "The Syndrome of Various Injuries" was published, which provided information about the standard reactions of the body to various disease-causing factors. This information formed the basis for the beginning of the theory of stress.

Analysis of literature. The problem of stress was initially studied as a special subject of scientific research by G. Selye, and since then, a lot of work has been done on this problem. In particular, the concept of stress, its types, stages of development, and issues of a stable attitude towards it have become a source of research for many researchers. Within the framework of this problem, many researchers have worked on this problem, including foreign scientists G. Sele, D. Richardson, F. Milman, R. Lazarius, C. Folkman, VS Merlin, Ye. Feydenberg, D. V. Rotter, R. Mc-Cray, D. D. Parker, BX Vardanyan, PB Zilberman, and in Russian psychology LMAbolin, A. Yu. Malenova, A. A. Baranov, V. A. Bodrov, M. Yu. Denisov, L. V. Kulikov, A. Libina, Yu. G. Chirkov, D. Vyatkin, L. A. Kitaev-Smik, L. B. Bozhovich, V. L. Marishuk, V. V. Suvorova, Yu. M. Gubcheva, A. A. Rean, S. V. Subbotin. The Uzbek scientific community has also worked on issues related to this problem, including outstanding scientists such as MG Davletshin, VM Karimova, NG Kamilova, Z. T. Nishonova, G. B. Shoumarov, E. G. Goziev, D. S. Qarshieva, and their students have accomplished a number of things [3].

If we look at the analysis of psychological literature today, we find many and varied interpretations of the concepts of "stress" and "stress resistance". Translated from English, the word " stress " means " torment, 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 BGMesheryakov, stress is defined as "a state of mental tension that occurs in some complex, difficult conditions and important situations that arise in the course of a person's daily activities" [4].

There are physiological, psychological, personal, and medical signs of stress, and any type of stress is always accompanied by emotional arousal. Experts have classified the signs of stress as follows:

- physiological signs: increased heart rate and breathing, flushing or paleness of the face, sweating, increased adrenaline levels in the blood;
- psychological symptoms: changes in the dynamics of psychological functions, slowing down of thinking, difficulty concentrating, memory loss, and impaired decision-making;
- personal signs: complete loss of will, decreased self-control, stereotyped and sluggish behavior, fear, anxiety, causeless restlessness, loss of creative abilities;
- medical symptoms: increased neurosis, fainting, affects, headaches, insomnia.

Stress was originally used as a physiological term, denoting the nonspecific reaction of the body to any unpleasant influences ("general adaptation syndrome") (G. Selye). Later, this word was used to explain the physiological, biochemical, psychological states and behavior of an individual in extreme situations.

In modern literature, the term "stress" is used to express three different meanings. First, the concept of "stress" refers to any external influences (events or triggers) that can cause arousal or tension in a person. It is not for nothing that the terms "stressor" and "stress factor" are often used in this sense in modern literature.

Secondly, stress is used in the sense of relating to a person's subjective reaction. In this case, it represents a person's internal mental arousal and tension; this state is also interpreted in the sense of emotions, protective reactions and coping processes that a person experiences to eliminate stressogenic influences. These processes can lead to the improvement and development of a functional system, as well as to the occurrence of mental tension.

Third, stress can be a physiological response of the body to demands or harmful influences. It is in this sense that G. Selye and W. Cannon used the term " stress ". The function of the physiological response is precisely to "help mental processes and behavioral actions to eliminate the state of stress."

The study of the manifestation of stress, its impact on health and activity shows that every person experiences this condition several times during his life. As N. H. Rizvi put it, "stress is everywhere, it is a shadow of life, someone likes it and uses it to achieve the desired result, while someone does not like it and their body reacts to stress in the right way" [6].

External, objective factors, in turn, are divided into extreme and normal, depending on the individual attitude of the subject to the factor. In other words, the same factors can be both extreme and normal for different people - it depends on the individual capabilities of the subject (adaptive abilities, experience, knowledge, skills, individual personality traits, etc.).

Moreover, the extremeness of a factor is a subjective characteristic, since it directly depends on the subject's awareness of the effect (perhaps the subject may not be aware of it, for example, the effect of radiation) and the subjective expression of the factor (perhaps the subject does not consider the factor to be beyond his or her capabilities).

The most common types of stress factors are:

external, environment by firmly is determined ;

internal, activity to nature according to.

Stress effect nature according to :

Extreme conditions — extreme of factors impact permanent organism resources maximum possible was mobilization happened but still within the normal range, so for immediately pathological to changes take will not come.

Superextreme conditions — extreme of factors impact constant, extreme strong, organism resources mobilized to do out of the norm outside until death was pathological of changes to develop take is coming.

The body and psyche reaction subject adaptive abilities and factors with to the collision readiness with is marked. Other in other words, the subject opportunities factor requirements answer will it give or no.

The sources of stress are not in the psyche, but in the human brain, and it occurs to the same extent in children and adults.

Subjective reasons include:

- discrepancy between expected and actual events;
- stress tensions resulting from coercion;

Parental programs that make the child's life difficult and make his behavior unacceptable;

- stressful situations caused by emotions that trigger spontaneous actions;
- the discrepancy between the virtual and real world;
- stressful situations and inadequate attitudes related to individual beliefs (pessimism or optimism, religious or political);
- inability to fulfill one's true needs (this includes physiological needs, needs for safety, belonging, esteem, self-realization);
- incorrect communication (this) including criticism, negative prejudices, illegal demands, etc.);
- conditional of signals enough at the level failure to comply.

The theoretical and methodological foundations of studying stress resilience were created on the basis of research conducted by foreign and Russian researchers, and among foreign researchers, several scientists can be listed among those who conducted scientific research on stress resilience. In particular, foreign researchers such as R. Costa, S. S. Kobasa, R. S. Lazarus, R. Lewis, S. R. Maddy, R. McCray, R. Moos, P. Teutz, S. Folkman, E. Frydenberg studied with particular interest the specific aspects of individual behavior that affect individual reactions to difficult life situations, in particular, aspects related to coping behavior, coping mechanisms, coping strategies, and coping reserves [50].

The problem of stress resistance has also been studied with great interest by Russian researchers, among whom are: L.M.Abolin, A.A.Andreeva, A.A.Baranov, V.A.Bodrov, B.X.Vardanyan, B.B.Velichovsky, L.G.Dikaya, A.L. Zhuravlev, P.B.Zilberman, A.P.Katunin, T.L. Kryukova, A.V.Libina, S.E.Melnik, A.A.Rean, SVSubbotin, K. V. Sudakov, Yu.V.Sherbatikh and others can be mentioned [7].

To talk about stress resilience, it is first necessary to clarify this concept. The psychological dictionary explains the term stress resilience as follows: "Stress resilience is a set of personality traits that characterize stability in relation to all types of stress. It consists of three interrelated components:

- 1) to feel the importance (essence) of one's existence;
- 2) a sense of independence and self-determination;
- 3) to perceive changes in one's life not as a threat to oneself, but as an opportunity for development, and to approach them with openness and interest."

In Uzbekistan, the problem of stress and stress resistance was initially studied as a subject of psychological research in conjunction with related concepts such as mental crisis, nervous tension, mental stress, and suicidal behavior (Davletshin MG, Kamilova NG, Shoumarov G'.B., Umarov BM, GVKhrulnova and their students), but in recent decades, interest in studying stress, stress resistance, and coping behavior has increased and has been achieved by several researchers (Boymirzaeva DD, Fayziev ZH, Hayitov OE, Karshieva DS, Ernazarova R.Yu.). In particular, OE Hayitov studied stress management competence as one of the components of psychological competence in heads of higher education institutions, while DS Karshieva studied the manifestation of professional stress in teachers working in the school and higher education systems, and deeply investigated the issues of the relationship between professional stress and emotional burnout, professional stress and coping methods.

Conclusion. The psychological literature provides a rich understanding of stress as a multidimensional phenomenon, as well as insights into the formation of resilience during stressful situations. Resilience emerges as a crucial protective factor that enables individuals to adapt and maintain psychological stability amid stressors. Various psychological theories and models offer practical strategies for developing resilience, including cognitive-behavioral techniques, emotional regulation, and social support systems. Integrating these approaches into therapeutic and educational practices can enhance individuals' capacity to cope with stress effectively. Future research should continue to explore innovative interventions and contextual factors influencing resilience development to better support mental health across populations.

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