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DIAGNOSIS OF STRESS STATES IN ADOLESCENCE

Kuyliyeva Orzigul Rajabboyevna
Lecturer at Oriental University

ABSTRACT

Adolescence is a critical period of psychological and physiological development, during which individuals are highly susceptible to various stress factors. This study explores the diagnostic methods used to assess stress states in adolescents, considering both psychological and physiological indicators. It examines the main causes of stress, including academic pressure, social relationships, and family issues. Furthermore, the paper discusses modern approaches to stress assessment, such as psychological questionnaires, physiological measurements, and behavioral analysis. Understanding stress diagnosis in adolescence is essential for early intervention and the prevention of long-term psychological consequences.

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INTRODUCTION. In the global educational process, identifying the didactic parameters for the psychological and emotional development of students based on an individualized approach, and improving the content of education to develop students' talents and abilities, is of particular importance. Especially in the context of virtual education, expanding students' opportunities for independent learning, and developing learner-centered educational activities based on credit-module and concentrated learning technologies, is a pressing issue. In developed countries such as the USA, England, Germany, South Korea, and Russia, great attention is being paid to the development of educational technologies focused on individualization, as well as improving the individual learning trajectories of students based on tutoring and mentoring models [1].

In the context of the information-educational environment around the world, a number of scientific studies are being conducted to improve the didactic system for enhancing students' independent learning activity, and to develop logical, critical, and creative thinking in students. Specifically, it is of particular importance to improve the social-pedagogical mechanisms of psycho-emotional development through shaping students' individual thinking styles, developing the core competencies of self-development, and using problem-based and developmental educational technologies that contribute to students' mental development. Moreover, it is crucial to develop facilitative educational technologies aimed at supporting students' individuality and to foster subject-subject relationships while considering the interests and aspirations of learners [2].

In our country, much attention is being paid to the improvement of the general secondary education system, the formation of general educational competencies in students, and the development of their personal and individual activity experience. Especially, the improvement of pedagogical mechanisms to ensure the effectiveness and stability of student-centered individual educational processes, and identifying the didactic possibilities of individualized teaching, is of pressing significance.

Currently, special attention is being paid to improving the quality of education based on modern requirements, updating the curricula and educational-methodical literature of general education schools in accordance with international standards, and implementing advanced pedagogical and information technologies in the educational process. In particular, the Decree No. PF-5712 of the President of the Republic of Uzbekistan, dated April 29, 2019, titled "Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" , outlines the improvement of teaching methodologies, the gradual implementation of the principles of individualization in the education and training process, the development of strong motivation for learning among students, as well as teaching and assessment methods based on a competency-based approach, critical thinking, independent information search, analysis skills, and the development of (https://lex.uz/uz/docs/4312785) competencies [3].

"The Decree No. PF-60 of the President of the Republic of Uzbekistan, dated January 28, 2022, titled "On the Development Strategy of New Uzbekistan for 2022-2026," the Resolution No. 140 of the Cabinet of Ministers of the Republic of Uzbekistan, dated March 15, 2017, "On the Approval of the Regulations on General Secondary Education" (https://lex.uz/uz/docs/6033482), the Resolution No. 187, dated April 6, 2017, "On the Approval of State Educational Standards for General Secondary and Secondary Special Vocational Education" (https://lex.uz/uz/docs/3153714), the Presidential Decree No. PQ-3907, dated August 14, 2018, "On Measures to Raise the System of Spiritual, Moral, and Physical Development of Youth to a New Level" (https://lex.uz/uz/docs/3864155), the Presidential Decree No. PQ-4199, dated February 20, 2019, "On Measures for the Establishment of Presidential Schools" (https://lex.uz/uz/docs/4208152), the Decree No. PF-5712, dated April 29, 2019, "On the Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030," and other regulatory-legal documents, all serve to implement the tasks outlined in this research [4-7].

Work related to training specialists who have theoretical knowledge and practical skills, and who can successfully solve new modern problems, is becoming increasingly relevant today. The development and prosperity of our country depend on the specialists being trained in higher education institutions, and it is necessary to educate them as well-rounded individuals. Correctly organizing the collaborative activities

between the teacher and the adolescent is one of the key factors in the professional preparation of future specialists." [8]

Psychological knowledge is important for human learning because a person's knowledge is not only related to the understanding of the objective events occurring in the external world but also to knowing all the secrets of occupying a worthy place in life, organizing one's activities rationally by effectively utilizing their inner potential and abilities, being aware of the methods and tools to influence themselves and others, and using them productively in the right circumstances [9-11].

The increasing pace of daily life, the overwhelming influx of information, and the excessive polarization of social problems are causing many people to experience stress due to nerve tension. In this regard, our chosen topic, which focuses on the stress states arising from specific psychological tensions during the four stages of adolescence, and the theoretical and practical aspects of overcoming these states, is significant. In our society, where the family is considered sacred, studying the emotional tensions that arise in both parents and children, and preventing them from affecting the family structure, as well as correcting the stress states in adolescents, is one of the urgent tasks of today [12].

The development of a country and the progress of society are largely determined by its intellectual potential. This is because a country with a high level of scientific potential is always advanced in all fields. To achieve the training of highly qualified specialists, there are specific requirements for organizing and managing the educational process. In addition to the knowledge, skills, and competencies defined by the state educational standards, it is essential to acquire knowledge in fundamental and information technologies and to possess skills for conducting scientific research in order to prepare highly qualified specialists.

During adolescence, there is an increasing desire to identify one's inner world, personal qualities, intellectual potential, abilities, and opportunities. It is important to help them understand their emotions, inner experiences, and assist in overcoming the challenges they face in the right way. In general, preventing possible psychological issues and helping them organize their future activities effectively is essential. Identifying the social-psychological factors of emotional stress in adolescents and developing psycho-preventive and psycho-correctional programs are crucial issues in the field of psychology.

The stress adolescents experience can affect their ability to learn, understand, and analyze knowledge, potentially hindering academic performance. In turn, difficulties related to academic achievement can cause discomfort, which increases overall stress and leads to higher rates of illness in this age group.

For teachers and educators, understanding the psychology of adolescents is important both from a psychological and pedagogical perspective. This period is often referred to as a transitional phase. Adolescence typically includes children aged 11 to 15 years, corresponding to students in grades 5 through 8.

Some of the difficulties encountered in educating and nurturing adolescent students arise from insufficient or neglectful knowledge of their psychological development and characteristics.

Compared to younger and older students, adolescents present significant challenges in education. This is because the process of transitioning from childhood to adulthood is quite difficult. This transition is linked to the serious changes in adolescents' psychological relationships with others and the changes in their life circumstances.

During this period, adolescents develop their own ideas of self. Their understanding of their self-worth expands. According to scientific psychology, the driving forces behind adolescents' psychological development involve the dialectical contradictions between the needs generated by their activities and the opportunities to fulfill those needs. These contradictions emerge and are resolved through the development process.

Conflicts are resolved by the psychological development of the individual at a higher level, through the formation of more complex activities and a set of new psychological traits. After that, the individual progresses

to a higher stage of psychological development. From this point of view, let us further examine adolescence more closely. A child finishes primary school. The transition to middle school is a turning point in the child's life. Adolescents' new social activities, which are newly organized and diversified, serve as a basis, condition, and means for their psychological development and formation of their personality.

During this period, adolescents develop their own personal views. Their understanding of self-worth expands. According to scientific psychology, the forces that drive adolescents' psychological development are the dialectical contradictions between the needs generated by their activities and the opportunities to fulfill those needs. These contradictions arise and are resolved as part of the development process.

In conclusion, it must be emphasized that it is essential to remind adolescents that you care about their academic and social success. For example, "I care about you, and I know you can do amazing things." Do not ignore the adolescent or avoid the issue. Adolescents need to talk to their friends and family—those who know them best and care the most about them. Adolescence is a period of rapid development and change. It is during this stage that the adolescent begins to shape their future as a professional. When adolescents are studying in an educational institution, they inevitably face various challenges. These challenges may be linked to a variety of reasons related to their university studies and personal factors.

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