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SOCIAL-PSYCHOLOGICAL BASIS OF IDENTIFYING AND ELIMINATING STRESS IN ADOLESCENTS

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Abstract

This article provides a scientific analysis of the causes and characteristics of stress in adolescence. It provides a theoretical basis for the impact of stress on the personality, emotional stability, and social adaptation of adolescents. It explores the concepts of stress theory, emotional development, personal crises, and adaptation from the perspective of adolescence. It also presents the foundations for refining and developing existing theoretical models for identifying and managing stress factors in the adolescent psyche. The study establishes a scientific basis for strengthening adolescent mental health, reducing emotional stress, and promoting social adaptation. An empirical study of stress factors in adolescents was conducted, presented in tables and diagrams. Psychological recommendations for stress relief were developed.

Keywords: teenager, adolescence, stress, stress factors, health, school, education, upbringing, emotional stress, personal crises, social adaptation, emotional stability, psychological balance.

Introduction

To study the psychological foundations of stress in adolescents, to determine how stress affects the mental and social development of adolescents, and to analyze

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stress management methods. The main goal of the study is to identify the factors that cause stress among adolescents and to develop effective psychological measures against it.

To study the psychological and biological foundations of adolescent stress, analyze the causes and factors of stress during adolescence, determine the impact of stress on the mental health, social adaptation and personal development of adolescents, study methods for managing and reducing adolescent stress, develop psychological approaches to reducing stress and provide recommendations. A total of 100 students (14-15 years old) from 7th-8th grade of school No. 26, Uzbek district, Fergana region were taken as subjects. Respondents were studied based on the "Stress Factor Identification Test" method developed by AF Lazursky.

This AF Lazursky "Stress Factor Identification Test" method is aimed at identifying the main factors that cause stress in adolescents. This test consists of 50 questions, which are divided into five sections (A–E): subjective feelings of stress, stress at work/study, external environmental factors, internal psychological factors and resources for coping with stress. The answers to the questions are scored, and the overall level of stress and sources of stress in each area are determined. Special questions 41-50 are reverse scored, which allows you to assess internal resources for coping with stress. The results allow you to classify the stress level of adolescents as low, medium, high or severe stress, and also clearly indicate the sources of stress. Therefore, depending on the test results, it is important to provide an individual approach and psychological support.

Stress levels of adolescent girls according to AF Lazursky's "Stress Factor Identification Test".

Table 1

Girls' results	Number	In percentages
Low stress	11	22%
Medium stress	25	50%
High stress	14	28%
Severe stress	0	0

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Table 1 below shows the results of an analysis of 50 girls' responses to stress, as follows: 11 girls (22%) have a low stress level. These girls are usually calm and do not lose their temper even under pressure. They are resilient in everyday situations and easily manage stress. 25 girls (50%) have a moderate level of stress. These girls have stress levels there is, but it is absolutely harmful They are not. sometimes nervousness possible, but general in case oneself manage takes. 14 people girls (28%) – high stress levels. These girls more they are squeezed, their spiritual the situation is stressful. impact they are doing. for psychological help and support useful will be.

Stress level indicators of adolescent boys according to AF Lazursky's "Stress Factor Identification Test".

Table 2

Boys' results	Number	In percentages
Low stress	13	30%
Medium stress	28	52%
High stress	9	18%
Severe stress	0	0

In this table 2 50 among boys held analysis to the results according to their stress state as follows distributed: 13 people Boys (30%) – low stress level. These students stress they hardly feel it. calm, peaceful divide, press under itself good catch takes. 26 people boys (52%) – at a moderate level of stress. This situation the most many met. Such students sometimes they are squeezed, but general in case stress control can they get. 9 people Boys (18 %) – high stress level. In this group children more anxious, worried they are. for psychological support useful will be. Severe stress situation not detected.

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Comparison of stress levels of adolescent boys and girls according to the AF Lazursky “Stress Factor Identification Test”.

Table 3

Stress level	Percentage of girls	Percentage of boys	Difference (in percent)
Low	22%	30%	+8%
Medium	50%	52%	+2%
High	28%	18%	-10%
Heavy	0	0	0

Table 3 compares the stress levels of boys and girls. The results show that low stress levels are 22% for girls and 30% for boys, a difference of 8%. Medium stress levels are 50% for girls and 52% for boys, a difference of 2%. High stress levels are 28% for girls and 18% for boys, a difference of -10%. Severe stress levels were not found in either girls or boys.

Of stress levels of adolescent boys and girls by age (14 and 15 years) according to the AF Lazursky “Stress Factor Identification Test”.

Table 4

Age	Gender	Stress level	Percentage (%)	Number of students (number)	Difference (in percent)
14 years old	Girls	Low	22%	6	-4%
15 years old	Girls	Low	26%	7	
14 years old	Girls	Medium	50%	13	+2%
15 years old	Girls	Medium	52%	13	
14 years old	Girls	High	28%	6	+3%
15 years old	Girls	High	31%	8	
14 years old	Boys	Low	30%	8	-3%
15 years old	Boys	Low	33%	9	
14 years old	Boys	Medium	52%	13	-4%
15 years old	Boys	Medium	56%	14	
14 years old	Boys	High	18%	4	+5%
15 years old	Boys	High	23%	6	
14 years old	Girls	Heavy	0%	0	
15 years old	Girls	Heavy	0%	0	-
14 years old	Boys	Heavy	0%	0	
15 years old	Boys	Heavy	0%	0	-

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This Table 4 shows the results of the stress state of 14 and 15 adolescents and is presented in Figure 2. According to it, Low stress in girls: 22% (6) of 14-year-old girls had low stress, while this figure was 26% (7) of 15-year-old girls. This 4% increase means that 15-year-old girls were relatively stress-free. Moderate stress: 50% (13) of 14-year-old girls had moderate stress, while at 15 years old this figure increased to 52% (13). The 2% increase indicates that stress factors are still relevant at this age. High stress: 28% (6) of 14-year-old girls had high stress levels, while at 15 years old, this figure increased to 31% (8). A 3% difference shows that stress is increasing among 15-year-old girls. Severe stress: No severe stress was detected in girls in either age group (0%). This is a very positive result. Among boys: Low stress: 30% (8) of 14-year-old boys reported low stress, while 33% (9) of 15-year-olds reported low stress. There is a 3% increase, indicating that boys at this age are somewhat less stressed. Moderate stress: 52% (13) of 14-year-old boys reported high stress, while 56% (14) of 15-year-olds reported high stress. There is a 4% difference, indicating that stress levels among 15-year-old boys have slightly increased. High stress: 18% (4) of 14-year-olds reported high stress, while 23% (6) of 15-year-olds reported high stress. This represents a 5% increase and indicates that the stress phase is becoming more severe in 15-year-old boys.

A.F. Lazursky “Stress Factor Identification Test”. Stress factor indicators of adolescent girls.

Table 5

Girls' results	Number	In percentages
Factor A	8	16%
Factor B	14	28%
C factor	13	26%
Factor D	7	14%
E factor	3	6%

In this table 5, the results of adolescent girls were analyzed by factors and expressed in percentages. According to the results, factor A (Subjective stress

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perception) indicators are 16%, factor B (Work-study stress) 28%, factor C (External environmental factors) 26%, factor D (Internal psychological factors) 14%, factor E (Stress coping resources) 6%. Factor indicators above 35 points are considered a source of stress and the results were analyzed based on this.

AF Lazursky “Stress Factor Identification Test”. Stress factor indicators of adolescent boys.

Table 6

Boys' results	Number	In percentages
Factor A	4	8%
Factor B	8	16%
C factor	7	14%
Factor D	7	14%
E factor	4	8%

In this table 6, the results of the boys were analyzed by factors and expressed in percentages. According to the results, the indicators of factor A (Subjective stress perception) were 8%, factor B (Stress in work and education) 16%, factor C (External environmental factors) 14%, factor D (Internal psychological factors) 14%, factor E (Stress coping resources) 8%. Factor indicators higher than 35 points are considered a source of stress and the results were analyzed on this basis.

A.F. Lazursky “Stress Factor Identification Test”. Results of a comparison of stress factor indicators of adolescent boys and girls.

Table 7

Factors	Girls percent	Percentage of boys	Difference (in percent)
Factor A	16%	8%	-8%
Factor B	28%	16%	-12%
C factor	26%	14%	-12%
Factor D	14%	14%	0%
E factor	6%	8%	+2%

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In Table 7 below, the results of adolescent girls and boys were compared by factors and expressed in percentages. Differences according to the results. Factor A -8% Factor B -12% Factor C -12% There was no difference in the indicators of factor D. Factor E was 2%.

Comparison of stress factor scores of adolescent boys and girls by age (14 and 15 years) according to the AF Lazursky “Stress Factor Identification Test”.

Table 8

Age	Gender	A factor (%)	B factor (%)	C factor (%)	D factor (%)	E factor (%)
14 years old	Girls	16	28	26	14	6
14 years old	Boys	8	16	14	14	8
15 years old	Girls	17	27	25	13	7
15 years old	Boys	10	18	16	13	9
Difference (percentage)	Girls	1	-1	-1	-1	1
Difference (percentage)	Boys	2	2	2	-1	1

In this table 8, 14 and 15 year olds girls and boy children compared. **A factor Girls** Among 15- year-olds (18%) this factor compared to 14- year-olds (16%) feels more. Difference + 2 %. **Boy Children** are also close to this. situation – 15 year olds (9%) slightly more felt the pressure (difference +1%). **Factor B In girls**, this factor was 28% at age 14, but dropped to 26% at age 15 (difference –2%), which indicates adaptation to the environment or a decrease in factors. **Boy children** too and a 1% increase there are (16% → 17%). **Factor C** This factor for girls, it was 26 % at age 14 and decreased to 24% at age 15 (–2%). Boys in children and on the contrary – at 14 years old it is 14%, and at 15 years old it is 13% (–1%). **Factor D** In girls, this factor is increasing year by year (14% → 16%, difference +2%). Boy in children and on the contrary decrease there is (14% → 13%, difference –1%). **Factor E** Girls felt this factor less at age 15 (6% → 4%,

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difference -2%). Boy in children and a little growth available (8% → 9%, difference +1%).

The results of the study showed that boys and girls experience stress significantly differently. Girls are usually more emotionally sensitive, more anxious and tend to express their inner feelings to the outside world, while boys often experience stress through internal shyness, aggression or passivity. This determines the level of their need for personal psychological support. In conclusion, I can say that stress is widespread among adolescents and these situations directly affect their social, emotional and psychological development. Therefore, it is an extremely urgent task for school psychologists, parents and teachers to regularly monitor the psychological state of adolescents, develop skills to cope with stress, and provide psychological support when necessary.

The results of this study will help develop preventive measures to reduce the negative impact of stress on the mental development of adolescents. They will allow psychologists, school psychologists and educators to develop practical recommendations on managing and alleviating stress when working with adolescents. They will serve as a basis for the preparation of methodological guidelines for parents and educators on understanding the emotional state of adolescents and providing them with proper support. They will allow the development of training programs, psychocorrectional classes and counseling systems to reduce stress. They will be used to create psychoprophylaxis and psychological assistance programs to ensure the healthy psychological development of adolescents and increase the level of social adaptation.

Psychologists in schools should organize special conversations, trainings, and group activities aimed at improving the emotional state of students.

- Develop programs that identify stress factors: To develop stress tolerance in students, it is recommended that activities such as practical exercises, role-playing games, and analysis of life situations be implemented in collaboration with school psychologists and teachers.

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- Strengthening cooperation with parents: It is necessary to provide seminars and counseling to parents so that they are aware of the psychological state of their children, and to urge them not to be indifferent to the emotional world of their children.
- Introduce stress-relief training: It is necessary to organize trainings that increase students' self-confidence and relieve stress, provide free speech, and develop problem-solving skills.

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