



Scientific And Theoretical Conclusions On The Problem Of Personal Emotional Stability

Khaidarov Zhamol Gulommamatovich,

Head of the Department of Tactics and Special Disciplines

Institute of Military Aviation University of Military Security and Defense of the Republic of Uzbekistan

Mustanov Anvar Ashurovich,

Senior Lecturer, Department of Tactics and Special Disciplines Institute of Military Aviation University of Military Security and Defense of the Republic of Uzbekistan

ABSTRACT

The article provides information on the actual aspects of the phenomenon of emotional stability of an individual's age, and describes the analysis of scientific and theoretical conclusions studied in various fields of emotional stability. Also, in the manifestation of the characteristics of emotional stability of educators in the system of Higher Military Education, the theoretical conclusions of the solution of emotional factors and these factors are presented.

ARTICLE INFO

Received: 11th March 2026

Accepted: 10th April, 2026

KEY WORDS: emotional stability, personality, activity, behavior, adulthood, mental state, emotional stability, adaptation, psychophysical parameters, mental ability, behavior.

Introduction

It is well known that pedagogical and psychological issues related to the individual have been widely studied by researchers around the world. In particular, one of the specific forms of expressing personal potential is the individual's ability to overcome conditions that are unfavorable for their development. At the same time, the issue of emotional stability of the individual has required comprehensive study in the global context.

Today, it is of particular importance to identify the emotional states of specialists trained in narrow professional fields in non-standard (extreme) situations, as well as to further develop emotional stability in such conditions. In particular, research conducted by foreign scholars shows that the majority of students in higher education institutions experience psycho-emotional stress and tension, which has been confirmed to have a direct impact on their harmonious personal development.

Such conditions pose a threat by negatively affecting the formation of young people as mature individuals, creating numerous obstacles in the development process, and influencing not only their own development but also that of their peers.

In the context of rapidly changing military-political situations in the world and regions today, the process of educating stable personalities (specialists) is contributing to the expansion of scientific research systems and the creation of appropriate pedagogical conditions.

However, such military-political processes, various forms of armed conflicts and confrontations occurring in modern times, negatively affect the psycho-emotional state of young people, increasing their aggressiveness, reducing trust in others, and making them more vulnerable to external ideological influences.

Methods

The problem of emotional and volitional stability of the individual has been studied by many scholars. The analysis of scientific literature in this area shows that research has been conducted in various directions. For example, in the field of behavior regulation in stressful situations, works by V. A. Bodrov, L. I. Dementiy, and A. O. Prokhorov; in the area of emotional regulation of activity, studies by I. A. Vasilyev and M. V. Chumakov; and in the field of emotional regulation in cases of emotional development disorders and mental illnesses, the scientific works of N. L. Belopolskaya, L. V. Kuznetsova, and S. G. Shevchenko serve as clear examples.

Regarding the problem of training cadets in higher military educational institutions, studies have been conducted by I. A. Bisko, V. P. Davidov, P. A. Korchemny, L. G. Laptev, V. V. Mochulin, and others. In the study of issues related to the personal, social, and professional development of cadets, A. V. Barabanshchikova, A. A. Gorelova, M. V. Petrovskaya, and I. R. Shelest, as well as researchers such as M. N. Goncharov, E. V. Dermeleva, A. B. Nerobeyev, I. N. Rodionenko, V. G. Ulyanova, A. I. Shchegol, and M. N. Chernyaykov, have provided theoretical conclusions on determining the value orientations of future officers.

In Uzbekistan, scholars such as I. X. Arifkhodzhaeva, A. Y. Golubenko, Ch. Nasriddinov, S. D. Mamayusupov, and L. O. Ravshanov have also conducted research in various fields of psychology and pedagogy.

In particular, psychologist Ch. Nasriddinov, who has conducted research in the field of military psychology, has worked on improving a system of special measures aimed at developing psychological qualities necessary for performing combat tasks in military personnel and military collectives as part of psychological training. Based on this, he identified that the absence or insufficient level of psycho-emotional training may lead to such inappropriate behaviors in non-standard situations as panic, loss of self-control, disorientation, rudeness, harshness, violation of discipline, and serious professional errors among military personnel.

Discussion

Emotion (Fr / Lat-“to agitate, to excite”) refers to individuals’ subjective reactions to external and internal stimuli. Emotion is a pleasant or unpleasant experience arising from a person’s perception of their attitude toward reality and is associated with their needs and interests. As can be seen from the given definitions, the concept of feeling is broader than emotion and encompasses all aspects of an individual’s daily life and lifestyle.

Excessive emotional involvement or deficiencies in the development of emotional regulation increase the likelihood of a person entering a state of stress.

Stress is a state of psychological tension resulting from excessive strain on the human organism.

In today’s rapidly changing era, the worldview, intelligence, interest in knowledge, and especially the emotional state of young people have a significant impact on the educational process.

In the system of higher military education, this indicator is of great importance in the selection and training of future cadets. Therefore, since the emotional state of future military professionals requires them to perform assigned tasks, make non-standard decisions in unexpected situations, and maintain composure in fulfilling their duties, military educators must further strengthen efforts to develop emotional stability in learners, as well as possess the ability to identify such conditions in cadets in a timely manner and provide appropriate assistance.

At the same time, it should be noted that the theoretical foundations for developing emotional and volitional stability of cadets in the system of higher military education are not sufficiently developed in pedagogical science, and there is a clear lack of scientific research in this area.

The formation of skills for managing emotions and their external expression among cadets is becoming one of the most important tasks of military educators. It is observed that in modern military educational institutions, the preparedness of teaching staff to address this issue is insufficient, and shortcomings in the training system of teaching and command personnel do not create adequate conditions for ensuring the emotional and volitional stability of future officers.

To carry out such tasks, it is essential to determine the state of learners in non-standard situations, which plays an important role.

Therefore, in order to identify such indicators, small-scale research was conducted among cadets. The study (60 cadets) showed that the test results of first-year cadets indicated that only 37% of the trainees possessed an average level of emotional and volitional stability required for future officers. This demonstrates that this quality is not sufficiently developed among applicants for admission to higher military educational institutions, as well as for studying in these institutions and for the future formation of qualified officer personnel.

In this regard, it is necessary not only to further study the pedagogical conditions and means of developing emotional and volitional stability among students at all levels of education, but also to form new approaches to this issue, taking into account the experience of modern warfare, armed conflicts, and counter-terrorism operations.

One of the main conditions for ensuring psycho-emotional stability in cadets is its individuality. In identifying and assessing emotional stability, factors such as cadets' self-confidence, trust in the team, the effectiveness of the emotional climate formed within the military collective, and other factors are taken into account. In the formation of cadets' emotional stability, proper organization of the educational process, making training closer to real conditions, and creating non-standard situations enable better results to be achieved. If an individual has previously experienced certain extreme situations, this serves as a basis for more easily overcoming new difficulties.

Therefore, such a person is able to control emotions in difficult conditions and non-standard situations, make correct decisions, take initiative in performing tasks either within a unit or individually, correctly assess the situation, and demonstrate persistence in the course of actions.

Confidence in one's own activity and in the expected results provides hope for success even when attempting to overcome difficult situations. Conversely, if a person does not feel sufficient strength to overcome difficult situations, a lack of self-confidence may lead to a re-evaluation of the situation, inability to control mood, and consequently emotional reactions, resulting in failure.

Conclusions

Emotional stability is an integral part of personal and social adaptation. Emotional stability and emotional vulnerability are described as opposite characteristics in terms of their importance for successfully balancing an individual in a constantly changing environment for future officer personnel. This balance is aimed at maintaining or restoring a certain state, such as adaptation to newly stabilized conditions.

References

1. Denisov, V. A. (1985). Comparative analysis of operator activity and its breakdowns. In Psychological problems of activity in special conditions (pp. 38–62).
2. Ilyin, E. P. (2008). Emotions and feelings. Saint Petersburg: Butrus.
3. Pisarenko, V. M. (1986). The role of the psyche in ensuring emotional stability of a person. Psychological Journal, (1), 62–73.
4. Prokhorov, A. O. (2006). Non-equilibrium of mental state. Psychological Journal, (2), 115–124.
5. Chernikova, O. A. (n.d.). Emotional state in sport. Retrieved from <http://www.studfiles.ru/preview/5458217/page:11>
6. Nurullaeva, Sh. (2022). Problems of pedagogical modeling. Pedagogical Mastery, (4), 64–68.