



Of the Analysis of Emotional Strain Psychological Classification

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ABSTRACT

This article examines the psychological nature and classification of emotional tension in adolescent students with disabilities. Also, the psychological characteristics that affect emotional tension and specific methods for eliminating this factor have been illuminated through modern research.

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Introduction:

In recent years, a number of research works have been carried out in the field of psychology on the study of the emotional development and inner world of children with disabilities.

According to L.Y.Belenkova, children with disabilities are children with various mental or physical disabilities that lead to general developmental disorders due to congenital, hereditary, acquired diseases or various injuries that do not allow them to live a full life [1]. The appearance of emotional stresses in such children is acartered by the scale of problems in them. Emotions play a very important role in a person's life. They directly represent subjective psychological states, which are reflected in the form of experiences, pleasant or unpleasant sensations, a person's attitude to the world and people, the process and results of his practical activity.

Professor at Cornell University, USA C.Noel notes that any manifestation of human activity is accompanied by emotional experiences. For certain categories of children, emotions are of particular importance, and, according to the author, the emotional life of a person is filled with different content:

emotions are subject to certain conditions (for example, anger, fear)that help or hinder the performance of activities;

to clear achievements (sadness, joy);

causes of existing or possible circumstances [2].

Results:

Researchers S.Cheffer and C.Frasso writes that the main task of emotes for humans is divided into two types:

The first is that thanks to emotions, we better understand each other, without using speech, we can assess the state of the other person and better adapt to joint activities and communication. Researcher J.M.Conte describes that it is very important for a person to be able to correctly perceive and evaluate the expressions on the human face of people of different cultures, to be able to identify emotional states from it, such as joy, anger, sadness, fear, disgust, surprise [3].

The second most important function is expressive and communicative; it is the most important factor in the regulation of cognitive processes. Emotions act as an internal language, a system of signals through which a person learns the need and significance of what is happening. Some of the emotional expressive expressions are innate, and some, as a result of education and upbringing, are manifested [4]. Based on this approach, it can be said that such important tasks of emotion cause problems or cause difficulties in the performance of certain functions in children with disabilities. Therefore, the correct assessment of the emotional states of children with disabilities, the perception of various tasks of emotional states in them in a slightly different way than in others, serve as the basis for us to build positive relationships.

Researcher G.Mendler writes that in the psychological analysis of emotional tension, it is required to study the views on its origin. There are two points of view on the origin of emotions, one acknowledges the role of emotion and emotion, and the other – primary accounts of thinking and other cognitive processes [5]. It is worth saying that in the study of many psychological characteristics and states, different approaches are put forward, just as in the study of emotional states there are different views. It is noteworthy that each approach has a scientific basis, and they do not deny the assessment of emotional disorders in people with disabilities.

Professor at Laval University of Canada M.Kabanak writes that emotion is a special form of mental reflection, which in the form of direct experience reflects not objective phenomena, but a subjective attitude towards them. According to him, the peculiarity of emos is that they reflect the importance of objects and situations that affect the subject due to the connection of their objective characteristics with the needs of the subject [6]. This means that emotions act as a bridge between reality and needs. Therefore, the inability to adequately satisfy extortions that appear in children with disabilities due to their limited ability also generates emotional tension.

Researcher According to S.E.Izard, the theory of differential emotions characterizes emotions as a complex process with neurophysiological, neuromuscular and phenomenological aspects. At the neurophysiological level, emotions are determined by the electrochemical activity of the nervous system, in particular, the cortex, hypothalamus, basal ganglia, limbic system, facial and trigeminal nerves. At the neuromuscular level, emotion is expressed, firstly, by mimic activity, and secondly, by pantomimic, visceral-endocrine and sometimes sound reactions [7]. Also N.N.Danilova writes that the theory of differential emotions is based on five main hypotheses [8].

1. To the emotion basic sense forms the basic motivational system of human existence.
2. Each fundamental emotion has its own motivational and phenomenological characteristics.
3. Basic emotions such as joy, sadness, anger and shame lead to different internal experiences and different external expressions of these experiences.
4. Emotions interact with each other-one feeling can strengthen or weaken another.
5. Emotional processes interact with impulse and homeostatic, perceptual, cognitive and action processes. Based on these hypotheses, it can be said that some depressed mood of people with disabilities also causes other negative emotional strains.

B.Parkinson's believes that emotion is a separate complex phenomenon that includes neurophysiological and motor-expressive components and subjective experience. The interaction of these components in the individual process forms a sensation, which is an evolution-biogenetic phenomenon. Also, the expression and experience of Emos in humans is innate, characterized by general cultural and universality [9]. In this approach, the author acknowledges that the expression of the emos is linked to the

environment in which they live, the conditioning and the possibilities. A special recognition of this approach is possible when assessing emotional states in children with disabilities.

Researcher D. Edwards pays special attention to the components that characterize them in the first place in the classification of emotions. The author divides them into:

- processes that arise through conscious activity and experience;
- processes occurring in the nervous, endocrine, respiratory, digestive and other systems of the body;
- observable expressive complexes of emotions, in particular, processes reflected on the face

[10]. So, emotions are one of the most obvious and subtle phenomena in a person's inner life. It can be said that thanks to direct life experience, these phenomena are not only easily identified, but also very subtly understood. Emotions are associated with the reflexive activity of the individual.

Some more approaches should be taken into account when classifying emotional strains. In particular, the researcher A.G. Zakabluk in his research work states that emotional states fulfill one of the central roles among the forces that determine a person's inner life and actions. It is worth saying that the unsuccessful attempts to find sufficiently subtle and reliable means for objective study of emotional tension led to the fact that the attention of researchers began to be gradually limited to a relatively narrow range of problems such as the influence of emotional states on activity associated with the expression of emotions.

The results from the study show that in adolescent students with impaired hearing impairment, a comparative analysis of the indicators obtained from surveys for emotional strain and stressogenic States is presented.

Indicators of the questionnaire for The Express diagnosis of stress factors in the activities of a person

According to the results of our research on the questionnaire of express diagnostics of stress factors in the activities of a person, within the framework of conflict and educational activities of adolescent students with disabilities, the tension scales are at a moderate level, excessive tension and tension in relations with the teacher are at a lower level, conflict and tension scales within the framework of

Researcher D.O. Sanochkin writes that a person's emotional assessment ability is formed not only on the basis of the experience of his personal experiences, but also as a result of emotional empathy, which arises in communication with other people, in particular, in the perception of works of art, the media. The evaluative or reflective function of emotion is directly related to its motivational function. So, emotion reveals the zone of aspiration in a person, where the solution to the problem, the satisfaction of the need, is found. Emotional experience includes an image of the object of satisfaction of a need and an attitude towards it, which pushes a person to action.

Personality characteristics questionnaire indicators

From the results obtained from the study, it can be observed that such scales as irritability, spontaneous aggression, affectivity, mental compression and extroversion-introversion formed the lower result, the scales of timidity and restraint formed the middle result, and such scales as mental compression, timidity and restraint formed the upper units.

Conclusion

Based on the analyzes presented above, the following conclusions can be drawn on this article:

1. Since the emotional sphere of a teenager changes during development, it serves as an indicator of personality formation.

2. Problems in the harmonious development of the emotional sphere of a teenager are one of the main reasons why emotional tensions arise.

3. The emotional sphere of a teenager the importance of studying age characteristics is determined by the presence of a close connection between emotional and intellectual development.

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