



TOPICAL ASPECTS OF ASSESSING STRESS RESILIENCE IN PRESCHOOL EDUCATION SYSTEM TEACHERS

Tuychiyeva Shakhlo Shavkatovna
Lecturer at the Department of Psychology
Uzbek National Pedagogical University

Abstract

This article presents theoretical information on the methodological foundations of diagnosing stress and stress resilience, which is among the key issues in modern psychology, particularly observed among educators in preschool educational institutions. The existence of stressful situations that significantly affect the physical and mental well-being of preschool teachers, and the ability to maintain a resilient attitude toward these stressors, is not only crucial for safeguarding their health but also plays a pivotal role in the effectiveness of their professional activities. Considering this, the issue of assessing and understanding stress resilience among preschool educators is gaining increasing scientific and practical importance. The article emphasizes the urgency of studying the psychological determinants of resilient responses to stress, especially in the context of early childhood education.

Keywords: Stress, stress resilience, self-esteem, frustration, frustration tolerance, coping strategy.

Introduction

The person who plays a crucial role in the development and upbringing of young children is undoubtedly the preschool education institution educator. This process indeed requires a great deal of strength and patience from educators. Equal attention must be given to all pupils, and they must be provided with proper upbringing. However, the demands of the profession—such as managing the group, meeting educational standards, and addressing the diverse needs of children—can lead to high levels of stress and fatigue. Therefore, it is essential to diagnose the stress resilience of educators in preschool education institutions and to support their



well-being by studying psychological strategies and activities that help enhance their stress-coping abilities and emotional strength.

LITERATURE REVIEW AND RESEARCH METHODOLOGY

All research and investigations indicate that a person's stress resilience is determined by a set of personal qualities, such as the ability to cope with difficulties, manage one's emotions, understand others' moods, maintain composure, and communicate politely.

Today, the existence of stress factors that significantly affect both the physical and mental health of preschool educators, as well as their stable response to them, is not only the key to preserving their health but also a major factor influencing the effectiveness of their work. Considering this, studying the stress resilience of educators as a research subject is of great importance today.

It is widely known that we live in a complex era where many diseases are caused by stress. Stress contributes to cardiovascular diseases, gastrointestinal disorders, various neuroses, and even the increase in infectious diseases.

Currently, many researchers confirm the idea that excessive stress accompanied by depression, hopelessness, and despair, especially in conflict and seemingly hopeless situations, accelerates the development of various dangerous tumors [2; p. 627].

Therefore, today it is essential for preschool educators to have knowledge about stress and ways to overcome it.

Research on stress and stress resilience has led to two main outcomes: first, the development of testological instruments that allow the determination of stress resilience levels (i.e., high, medium, and low indicators); and second, the substantiation that any type of activity is directly or indirectly related to a person's stress resilience. In other words, the higher the person's stress resilience, the more effective their performance will be. Conversely, a low level of stress resilience indicates that the individual will spend their energy and internal resources on eliminating negative psychological states during times of stress.



DISCUSSION AND RESULTS

Studying the stable response to stress among preschool educators is highly relevant. As a methodological recommendation for researchers interested in this field, we suggest using the following techniques:

To determine the degree to which the trait of stress resilience is developed in respondents (preschool educators), it is advisable to use a modified version of the “Assessment of Individual Stress Resilience” method. Considering that some situations in the original methodology may not be perceived as stressogenic events in the Uzbek context or may not align with the specific characteristics of the research subjects, it is reasonable to adapt certain statements to the local environment and respondents.

Based on empirical data obtained through these methods, the unique characteristics of stress resilience in the professional activity of preschool educators can be identified. Furthermore, according to expert recommendations, identifying the determinants of stress resilience in respondents is best approached comprehensively, using multiple diagnostic methods:

A) According to proponents of a comprehensive approach to studying stress resilience, self-assessment plays a crucial role in such research [4, p. 232]. The authors believe that individuals with adequate self-assessment demonstrate the highest level of stress resilience. Based on this idea, it is advisable to use self-assessment techniques to determine whether preschool educators have high, adequate, or low levels of self-esteem.

High adequate self-esteem is often associated with a positive attitude toward oneself, self-respect, self-acceptance, and a sense of satisfaction with oneself. On the other hand, low self-esteem correlates with negative self-attitude, lack of self-acceptance, and dissatisfaction with oneself. Those with overly high self-esteem tend to overestimate their abilities and set unattainable but desirable goals, which may result in traits such as arrogance, selfishness, and egocentrism.

Individuals with sufficiently high and adequate self-esteem often do not perceive emotionally painful experiences as stressogenic. Moreover, they tend to respond more effectively to stressogenic situations than individuals with low self-esteem, which in turn improves their self-awareness and self-esteem. Conversely, people with low self-esteem experience heightened fear and anxiety during stressful



situations, and believe they cannot cope, which worsens their ability to overcome these stressors.

Inadequately low self-assessment also leads to a significant lack of self-confidence. This can result in feelings of helplessness during stress and may cause individuals to succumb to despair instead of taking action to overcome the situation.

B) One of the personality traits that significantly contributes to increased stress resilience is tolerance to frustration. Frustration is a psychological concept that refers to specific emotional experiences and behavioral manifestations caused by insurmountable (or subjectively perceived as such) obstacles on the path to achieving a goal or solving a task. The concept of frustration in psychology was introduced by S. Rosenzweig, and later many researchers explored this issue further.

Despite the popularity of S. Rosenzweig's "Picture Frustration Test," some researchers highlight its complexity and the difficulty of analyzing results [3, p. 267]. Therefore, it is advisable to use alternative methods for studying frustration tolerance. The "Frustration Diagnosis Test" developed by V.V. Boyko is one such method, providing measurements of low, medium, and high levels of frustration tolerance.

C) In recent years, many researchers studying stress resilience have focused on coping behavior, i.e., coping strategies. An important indicator of the effectiveness of coping is its variety and frequency of use [1, p. 143]. Indeed, some studies have shown that the diversity of coping methods significantly aids in solving problems and overcoming stress.

Accordingly, to determine which coping strategies individuals use during stressful situations, the "Coping Behavior Indicator" methodology developed by D. Amirkhan is highly recommended. This tool is designed to diagnose dominant coping strategies and has been adapted for Russian-language research by O.A. Sirotin and V.M. Yaltonskiy. The Uzbek version of the methodology has been successfully applied by psychologists at the Academy of the Prosecutor General's Office of the Republic of Uzbekistan (E. Sattarov, N. Soqinov, I. Mahmudov) [5, pp. 43–48].

The advantage of this methodology is that it identifies stress resilience based on which of the three coping behavior styles the respondent predominantly uses.



CONCLUSION

In conclusion, it should be noted that enhancing stress resilience among preschool educators requires a holistic and proactive approach aimed at promoting the psychological well-being of pedagogues. By focusing on emotional awareness, creating a supportive work environment, promoting self-care practices, and conducting stress management training, schools can enable educators to succeed in their roles and effectively support the development of young children. Prioritizing the psychological health and resilience of preschool educators benefits not only the educators themselves but also contributes to the overall well-being and success of the educational community.

References

1. Zhuravlev A.L. Coping Behavior. Current State and Prospects / A.L. Zhuravlev. – Moscow: Institute of Psychology RAS, 2008. – 188 p.
2. Korystov Yu.N. Emotions, Stress, Smoking, Alcohol Consumption, and Cancer – Correlational and Causal Links // Journal of Higher Nervous Activity named after I.P. Pavlov. 2007. – No. 4. – pp. 627.
3. Myers D. Frustration: Behavior Without a Goal. – Moscow: Progress, 2005. – 342 p.
4. Raygorodsky D.Ya. Practical Psychodiagnostics: Methods and Tests. A Textbook. – Samara: Publishing House “BAKHRAKH-M”, 2001. – 672 p.
5. Sog’inov N.A. Issues in Organizing Psychodiagnostic Work in the Prosecutor's Office // Bulletin of the Academy of the Prosecutor General’s Office of the Republic of Uzbekistan. No. 3 (35), 2018. – pp. 43–48.
6. Mukhamedova D.G. Socio-Psychological Features of Effective Managerial Activity in Education Management // Methodology and Technologies in Education. – Voronezh, 2010 – No. 6. – pp. 51–54.