



Formation Of Stress Resistance and Social Psychological Determinants of Personal Involvement in Fitness Practices

Dekhkonboeva Zulayxo Dilshod qizi

Doctoral Student of "Mahalla and Family" Scientific-Research Institute

zulaykhodekhkanbayeva@gmail.com

Abstract: The article deals with the problems of modern High School Education related to the low level of stress tolerance among students, the general low level of physical fitness and negative coping behavior strategies. Stress is an objective and subjective component of the learning activity and is expressed in each of its components, thereby disrupting the usual rhythm and its effectiveness. Stress resistance in the article is considered from the functional point of view, as a characteristic affecting the level of productivity (or success) of the activity. Stress resistance within High School students can be formed in the process of implementing a specifically-designed technology of fitness aerobics, aimed at increasing the level of stress resistance.

Keywords: stress tolerance, technology, formation, technology of fitness practice, stress

Introduction

The actual goal of all modern processes in education is to create conditions for the harmonious development of students' personalities, maintaining their physical and mental health, improving the quality of education in general, forming a productive personality, etc. However, modern society is overloaded with stress-gene factors that lead to personality imbalance in relations with the social environment, thereby reducing the quality of its activities [18;19]. Every person, due to life circumstances, experiences and experiences stressful situations. Stress is the cause of many diseases, and therefore causes significant harm to human health. Fatigue, fear, effort, humiliation of human dignity, unexpectedly major success leading to the disruption of the entire way of life - any of these conditions can cause stress. Stress is currently considered:—as a stimulus, that is, as a characteristic of the environment (lack of time to complete tasks, unhealthy environment in the educational community, etc.);

—as a reaction, as a state of mental tension that arises in response to difficult circumstances;

—as a lack of balance in the relationship between a person and the environment. If the demands of the environment become greater than the perceived ability to satisfy them, the person experiences stress. Such conditions are characteristic, first of all, of the education system and university students as its subjects

Methodology

The same stress stimulus can have different effects on the development of the stress response [11]. It depends on the person's orientation towards it. It is not the impact itself that causes the subsequent reaction of the body, but the attitude towards this impact, its assessment, and the



assessment is negative, based on the rejection of the stimulus from the biological, psychological, social and other points of view of the individual. It is known that exams and tests, the very pace of educational activity, high intellectual and physical stress to which students are exposed while studying at a university, a large flow of information that needs adequate processing and reproduction, and other factors lead students in this situation to the development of stress, causing disruption of physiological and mental functions.

Therefore, we come to the understanding that it is necessary to develop stress resistance in students as an integrative personality trait that ensures optimal successful achievement of the goal of activity in a difficult environment, as well as positive coping strategies for behavior in a stressful situation.

According to the classification of methods for overcoming stress by Yu.V. Shcherbatykh, the main way to develop stress resistance in students is to implement a fitness aerobics program. Regular involvement of the muscular system in physical activity has a huge impact on the entire body, preventing emotional and intellectual stress. People who lead a healthy lifestyle tend to cope with stressful situations more easily, and to maintain health at the proper level, a well-chosen set of physical exercises is important.

The results of the study proved that students with a low level of physical fitness have a low level of stress resistance, which, in turn, negatively affects the process of their social adaptation. Based on the results obtained during the implementation of a set of psychodiagnostics techniques, we theoretically substantiated and introduced into the practice of the university a fitness technology aimed at developing stress resistance in students.

Fitness technology is a system of methods, techniques, steps, the sequence of implementation of which ensures the solution of the assigned tasks. By this technology we understand a complex of interconnected psychological, pedagogical and organizational and methodological procedures implemented in the space of joint activity between teacher and student, aimed at developing stress resistance. The methodological basis for the development of fitness technology was the individual provisions of the resource approach about the dual nature of the educational process, since the training process should be aimed at developing the internal resources of the student's personality (motivational, behavioral, cognitive or emotional), which are necessary for organizing his productive educational activities; a systematic approach to the relationship and interaction of all functional elements of the pedagogical system.

Results

When developing and introducing fitness technology into the educational process, we also relied on the provisions of the personal activity approach, worked out in the works of A.Sh. Geller, V.V. Davydova, L.V. Zagrekova. We define the personal-activity approach as an integrative unity of personal and activity components, since the personality is the subject of activity, and the activity itself ensures the development of the individual. E.V. Bondarevskaya emphasizes that the student's personality is the central figure of the entire educational process. The fitness technology we justified was reflected in the technological map for the formation of stress resistance in students. Thus, the formation of stress resistance was achieved through the use of various methods and forms of work at the informational, functional, and control stages



through the development of motivational, cognitive-regulatory, and emotional components of the individual's stress resistance.

Comparative results of diagnosing stress resistance after the implementation of fitness aerobics technology showed that its testing was successful. As the results of the control section showed, 21% of students demonstrated a high level of stress resistance, only 4% of respondents showed a low level, which indicates correctly selected exercises and the effectiveness of the technology in general.

After conducting experimental work on the introduction of fitness technology, constructive coping strategies of behavior (positive reappraisal, planning to solve a problem, taking responsibility, self-control) dominated among the interviewed respondents.

Thus, high values of diagnostic indicators among students involved in fitness aerobics confirm that physical activity has a positive effect on the development of stress resistance in students, and correctly selected exercises help preserve and restore the vital functions of the students' body, improve indicators of physical and functional readiness, optimize their physical condition, development of stress resistance. The skill acquired in fitness aerobics classes, formed under the influence of physical endurance, will extend to other areas of students' lives and activities.

Fitness aerobics classes help increase the level of stress resistance, preserve and restore the vital functions of the students' body; the introduction of fitness aerobics into the program of classroom and extracurricular physical education classes helps to improve the physical and functional readiness of students and optimize their physical condition.

Conclusion

Thus, in the course of the study, a relationship was identified between fitness aerobics classes and the level of development of stress resistance. The results of the study showed that fitness aerobics classes are a factor in updating students' stress resistance.

References:

1. Хасанова, Н., & Дехконбоева, З. (2023). Motivational determinants of youth involvement in fitness practices. *Узбекистан-2030: наука, образование и экономика в развитии*, 1(1), 81-85.
2. Дехконбоева, З. Д. (2023). Психологические факторы вовлеченности в фитнес практики. *Вестник интегративной психологии*, 2(30), 115-121.
3. Дехконбоева, З. Д., Гаффарова, М. И. (2023). Самоэффективность как предикт изучения вовлеченности личности в фитнес практики. *Личность и общество: вызовы современности*, 1(1), 304-307.
4. Дехконбоева, З. Д. (2022). Образ тела личности как фактор вовлечения в фитнес практики. *Конференция*, 1(1), 337-340.
5. Дехконбоева, З. Д. (2021). Мотивационные детерминанты вовлеченности молодежи в фитнес практики. *Халқаро илмий-амалий конференцияси материаллари*, 1(1), 154-155.



6. Chodieva, R. S. (2023). Psychological features of creative thinking in personality development. *American Journal of Interdisciplinary Research and Development*, 14, 120-122.
7. Saydullayevna, S. R. (2020). Psycho-Diagnostic competence: As a predictor of successful pedagogical experience. *South Asian Journal of Marketing & Management Research*, 10(4), 33-38.
8. Djumaniyazovna, M. A. (2021). The Importance of Innovation Clusters In The Construction Of The Third Renaissance Foundation. *The American Journal of Social Science and Education Innovations*, 3(06), 194-197.
9. Abdullaeva, M. D. (2021). The importance of familiarizing preschool and primary school children with the social norms of speech. *Academicia: An International Multidisciplinary Research Journal*, 11(1), 920-925.
10. Saydullayevna, S. S. (2023, December). Talabalarni individual-psixologik yondashuv asosida intellektual rivojlantirish. In *Proceedings of Scientific Conference on Multidisciplinary Studies* (Vol. 2, No. 12, pp. 117-120).
11. Kamalovna, Y. S. (2023). Shaxsiy gigiyenaga rioya qilish va sog 'lom turmush tarzini yo 'lga qo 'yish-reproduktiv madaniyatni shakllanishidagi muhim mezon. *Journal of innovations in scientific and educational research*, 6(5), 100-103.
12. Shavkatovna, A. N., & Batirovna, R. G. (2023). Preschool education cluster: cooperation of higher education institutions and pre-school education organizations. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(1), 1056-1067.
13. Shavkatovna, A. N., & Batyrovna, R. G. (2023). Training-laboratory cluster as an innovative mechanism of improving the quality of education in school educational organizations.
14. Rakhmonova, G. U. (2023). Successive development of the creative person in the continuous education. *Spanish Journal of Innovation and Integrity*, 1(4), 115-118.
15. Boxodirovna, T. D., Abdushoripovna, R. H., & Ubaydullayevna, R. G. (2022). Analysis of competitive activity martial artists. *Open Access Repository*, 8(03), 162-164.
16. Karimova, Z. (2024). Editorial Problems of Organizing the Innovative Activity of Preschool Education Organization Editors Under Educational Cluster Conditions. *Pedagogical Cluster-Journal of Pedagogical Developments*, 2(1), 1-10.
17. Karimova, Z. A. (2023). Model of preparation of educators of preschool educational organizations for innovative activities. *Web of Teachers: Inderscience Research*, 1(9), 102-111.
18. Karimova, Z. A. (2024). Организация коррекционно-образовательной воспитательной работы с детьми. Тенденции развития образования и педагогики, 1(1), 185-194.
19. Karimova, Z. A., Ganiyeva, G. T. (2023). Yengil dizartriya bolalarda monologik nutqni rivojlantirish. Raqamli texnologiyalarni o'quv jarayoniga joriy etish, 1(1), 788-794.



-
20. Nafasov, D. Sh. (2023). Abu Rayhon Beruniyning gender tenglikni ta'minlash sohasidagi qarashlari. Xalqaro miqyosda ilmiy-amaliy anjuman materiallari, 1(1), 41-43.
 21. Nafasov, D. Sh. (2023). Abu Rayhon Beruniyning tarbiyaviy qarashlari asosida yoshlarni ma'naviy-axloqiy sifatlarini shakllantirish. Xalqaro miqyosda ilmiy-amaliy anjuman materiallari, 1(1), 82-85.
 22. Saparbaeva, D. T. (2023). Fundamentals of Organizing Independent Education in Primary Education in Uzbekistan. *Diversity Research: Journal of Analysis and Trends*, 1(3), 147-155.
 23. Jabborova, O. M., Saparbaeva, D. T. (2023). Modern requirements for the principles of educational organization. *Emergent: journal of educational discoveries and lifelong learning (EJEDL)*, 4(1), 31-35.
 24. Jabborova, O. M., Saparbaeva, D. T. (2023). Individual practice of the principles of organizing the educational process in primary education. *Web of Scientist: International Scientific Research Journal*, 4(1), 29-33.