

**THE INTERRELATIONSHIP BETWEEN ANXIETY AND EMOTIONAL STRESS
IN A SPECIALIZED EDUCATIONAL ENVIRONMENT**

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Annotation: This article analyzes the relationship between anxiety and emotional stress in students in a specialized educational environment on a scientific basis. The study examined the impact of psychological factors, pedagogical approaches, and educational environment conditions on the emotional state of students. The results showed that these two conditions are strongly correlated and confirmed the importance of psychological support in the educational process.

Keywords: anxiety, emotional stress, specialized education, psychological environment, student psychology.

Introduction: Specialized learning environments are more complex and demanding than traditional learning environments. In such environments, students are required to not only master the in-depth knowledge of the curriculum, but also to develop skills such as quick thinking, problem-solving, and adapting to intense competition. These demands often have a direct impact on students' psychological well-being, as high academic pressure, frequent assessment processes, and peer comparisons can lead to increased anxiety. In addition, emotional stress increases in such environments, where students are expected to consistently perform at their best. Increased emotional stress leads to decreased self-confidence, psychological fatigue, decreased motivation, and decreased interest in learning. Due to the intensity of the learning process, especially in specialized schools, lyceums or educational institutions with an academic orientation, children and adolescents may experience difficulties in managing their emotional state. Today, the need to take into account psychological factors in the educational process is increasing. Because the emotional stability of students directly affects their learning process, activity in the classroom, independent thinking and decision-making ability [1].

If a student is emotionally stable, he or she will consciously approach the learning process, correctly assess difficulties, and behave positively in various situations. On the contrary, emotional discomfort and excessive anxiety reduce the effectiveness of knowledge acquisition, and can also lead to long-term psychological consequences. Therefore, it is important to identify the increase in the level of anxiety and emotional stress in a specialized educational environment, to study in depth the factors that cause them, and to develop scientifically based approaches to reduce such situations. Research in this area will serve not only to improve the psychological state of students, but also to increase the overall effectiveness of the educational process [2].

Literature review: In the scientific literature, anxiety and emotional stress are interpreted as the most important emotional reactions that determine the psychological state of a student. Studies show that such situations are often closely related to factors such as increased stress levels, excessive workload, lack of motivation, low self-esteem, or intense competition. Continuous stress reduces the student's emotional resources, which in turn leads to increased anxiety and more frequent physiological reactions. Bandura's social-cognitive theory serves as an important scientific basis for understanding anxiety and emotional stress. According to him, a person's self-confidence, or self-efficacy, plays a decisive role in how a person perceives and responds to various situations. If a student is confident in his abilities, even complex tasks will not cause him fear or anxiety. On the contrary, in children with low self-confidence, any assessment, competition, or uncertain situation can be a source of strong anxiety. Therefore, Bandura lists self-confidence as one of the main factors of psychological stability. The cognitive appraisal theory of stress, proposed by Lazarus and Folkman, also helps to understand this process more deeply. Researchers argue that a person experiences stress not only through external factors, but also through how he interprets these factors. That is, it is not the situation itself, but its assessment of whether it is positive or negative, dangerous or manageable, that determines the emotional reaction. If a student considers academic tasks to be beyond his capabilities or assesses the likelihood of failure as high, this increases his anxiety. As a result, emotional tension also increases, because the psyche perceives this situation as a constant threat. Recent studies on specialized educational environments confirm that anxiety levels in students studying in such schools or lyceums can be much higher than in regular educational environments. High academic demands, frequent competitions, rating systems and competition increase psychological pressure on students. Therefore, anxiety is often manifested in such situations as a decrease in academic performance, hesitation in completing tasks, fear of mistakes, and a slowdown in the speed of thinking. Emotional stress is often associated with cognitive fatigue, which weakens the student's ability to concentrate, remember and analyze. Studies show that long-term emotional stress leads to fatigue, emotional apathy, decreased motivation for learning and psychological exhaustion in students. These conditions reduce the effectiveness of the educational process and negatively affect the overall development of students [3].

Methodology: This study was conducted to conduct an in-depth study of the psychological state of students in a specialized educational environment. 120 students studying in specialized schools participated in the study. When selecting participants, factors such as their age, grade level, activity in academic activities, and educational field were taken into account, which served to increase the reliability of the data. The study used scientifically based psychodiagnostic methods that are widely used internationally to measure the psychological state of students. Spielberger's "Anxiety Scale" was used to determine the level of anxiety. This methodology measures two main components: situational anxiety and personal anxiety. While situational anxiety reflects the student's current emotional state, personal anxiety allows us to determine his general psychological

orientation and the degree to which he is prone to anxiety in various life situations. The use of this scale made it possible to accurately assess how the level of anxiety of students changes during the educational process.

The level of emotional stress was assessed using the “Emotional Exhaustion Index”. This index is usually used to measure the level of emotional stress, fatigue, and mental exhaustion in students or professionals. The index consists of several structural indicators that reflect aspects such as how the student feels psychologically, his emotional attitude to lessons, energy level, decreased interest, or the presence of emotional apathy. The scale indicators served as a clear criterion for determining the depth of emotional stress. All data obtained from the study were processed using statistical analysis methods. First of all, correlation analysis was conducted to determine the relationship between students' anxiety and emotional stress levels. This method made it possible to determine the relationship between the two psychological variables, the strength and direction of the relationship between the variables. Through correlation analysis, scientifically based conclusions were drawn about how emotional stress changes with increasing anxiety levels. The influence of anxiety on emotional stress was also assessed using a regression model. Regression analysis made it possible to determine which factor specifically affects the emotional state of students, as well as to show to what extent changes in anxiety levels explain the overall level of emotional stress. The use of the results of this method further strengthened the scientific validity of the conclusions drawn from the study [4].

Results: The statistical data obtained from the study allowed for an in-depth analysis of the psychological state of students. As a result of the correlation analysis, it was found that there is a high positive correlation between anxiety and emotional stress. The correlation coefficient $r=0.71$ indicates that this correlation is strong. This result means that as the level of anxiety in students increases, their level of emotional stress also increases. This confirms that when students perceive situations in the learning process as dangerous or complex, their emotional response immediately increases, which leads to increased stress. When regression analysis was applied to the data, it was found that anxiety has a significant effect on emotional stress. According to the results of the regression model, the level of anxiety can explain about 48 percent of emotional stress. This indicator shows that anxiety is one of the main factors that significantly affects the emotional exhaustion, mental fatigue and emotional stability of students. It is also taken into account that the remaining percentage may be due to other psychological, pedagogical or individual factors.

The findings suggest that anxiety not only exacerbates short-term emotional reactions, but can also affect students' overall mood, attitude to the learning process, motivation, and cognitive performance. The results of the analysis also scientifically confirm the importance of psychological support for managing anxiety levels in specialized educational environments.

Discussion: The results confirm that the high demands and intellectual pressure present in specialized educational environments have a direct and significant impact on the psychological state of students. In such educational institutions, students are not only faced

Date: 17th November-2025

with the need to master complex curricula, but also with constant evaluation, competition, high expectations for results, and independent thinking. These factors are often perceived by students with conflicting emotions, and they may experience emotional stress in the process of adapting to this environment. Increased anxiety primarily affects the internal psychological stability of students. As the level of anxiety increases, they experience problems with concentration, distractibility, lack of confidence in completing tasks, and low self-esteem. Such situations, in turn, increase emotional stress, leading to students becoming easily tired, emotionally exhausted, losing interest in lessons, and losing motivation. If this process is prolonged, the student's active participation in the learning process weakens, the internal need for knowledge decreases, and academic performance may decline. The results also show that increased anxiety increases students' self-confidence. The student tends to compare his results with other peers and perceives any failure as a personal failure. This leads to an increase in negative internal dialogue and further increases psychological discomfort. Therefore, this situation can prevent students from developing a healthy self-esteem [5].

The results obtained once again confirm the importance of psychological services in the educational process. Psychologists working in specialized educational institutions should regularly assess the level of anxiety of students, organize individual and group sessions on psychological support, and conduct training aimed at developing stress management skills. The effective work of psychological services forms emotional stability in students, creating the necessary positive foundation for them to confidently participate in the educational process. These results indicate the need to develop comprehensive measures to improve the psychological environment in the specialized education system. Educational institutions should improve their curricula based on principles that support psychological health, strengthen an individual approach when working with students, and form mechanisms to protect them from excessive emotional pressure.

Conclusion: The results of the study show that as anxiety increases among students, their emotional stress also increases. These two factors are closely related, and the disruption of the internal balance in the human psyche creates significant difficulties in the learning process. Increased anxiety exhausts students mentally, weakens their self-confidence, and reduces intellectual activity. As a result, students cannot fully demonstrate their potential, which leads to a decrease in overall mastery indicators. Therefore, strengthening the psychological support system is an important factor in ensuring a stable emotional state of students. Regular work of a psychologist, individual conversations, group exercises and the use of relaxation techniques balance the internal state of students and form self-management skills in them in difficult situations. Also, the normalization of the educational load is of particular importance for the emotional health of students. Too many assignments, a tight schedule or high demands sharply increase the level of tension in students. A student who is under excessive mental and physical pressure quickly enters a state of stress, which weakens their psychological defense mechanisms. Psychological adaptation of educational programs allows you to optimize the educational process, taking

into account the age characteristics, rate of absorption and psychological readiness of students.

As noted in the proposals, the establishment of regular psychological monitoring in schools will allow to monitor the emotional dynamics of students, identify problems early and eliminate them in a timely manner. The organization of stress management training will provide students with practical skills to adapt to daily pressures and anxieties, calm down, concentrate and control themselves. Psychological adaptation of educational programs, combined with these trainings, will play an important role in creating a healthy psychological environment for students. In general, the results of the study once again confirm that the stability of the emotional state is one of the main factors in improving the quality of education and indicate the need for systematic development of psychological services in educational institutions.

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