

STRESS RESILIENCE AS A PERSONAL DETERMINANT OF PSYCHOLOGICAL LITERACY

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Annotation

This article analyzes stress resilience as an important personal determinant of psychological literacy. It is scientifically proven that in modern society, a person's psychological literacy is directly related to his attitude to stressful situations, emotional stability and level of adaptability. The study covers the content of the concept of stress resilience, its relationship with psychological literacy and its importance in personality development. Also, a comparative analysis of the scientific views of Uzbek, CIS and foreign scientists was conducted, and theoretical conclusions were developed on the problem. The results of the article indicate the need to form stress resilience in the development of psychological literacy.

Keywords

Stress resistance, psychological literacy, personal determinant, emotional stability, psychological adaptation, stress, personal development.

INTRODUCTION

In today's conditions of globalization, a sharp increase in the flow of information and socio-economic changes, the requirements for the psychological state of a person are becoming increasingly complex. Stress factors in human life are increasing, and their impact on mental health is increasing. In such conditions, a person's stress resistance is becoming an important factor determining not only his mental stability, but also his success in everyday life and social adaptation.

Psychological literacy represents a person's ability to understand his own psychological state, manage stress, and make constructive decisions in problematic situations. This level of literacy is clearly manifested in a person's reaction to stressful situations. Stress resistance, as one of the main components of psychological literacy, activates the person's internal resources and protective mechanisms.

The relevance of this study is that the study of stress resistance as a personal determinant allows us to identify effective ways to develop psychological literacy. In particular, the intensification of stress factors in the system of education, labor and social relations requires a scientific approach to this issue.



LITERATURE REVIEW

In the studies of Uzbek scientists, the issues of stress and psychological stability are studied mainly in the context of personality psychology, educational psychology and professional activity. In particular, local researchers interpret stress resistance as a phenomenon inextricably linked with the willpower of a person, self-control and emotional intelligence. Psychological literacy is highlighted as the competence of a person to understand and manage his own mental state, and stress resistance is emphasized as its important indicator.

CIS scientists, including representatives of the Russian school of psychology, analyzed the problem of stress resistance within the framework of activity theory and the concept of adaptation. In their studies, stress resistance is interpreted as the ability of a person to function effectively in extreme and complex situations. Psychological literacy is assessed by the degree to which a person can apply psychological knowledge in practice. In this approach, stress resilience is considered one of the main personal determinants of psychological literacy.

In the studies of foreign scientists, the concept of stress resilience has been widely studied and interpreted as a key factor in maintaining and developing a person's mental health. In Western psychology, psychological literacy is closely related to mastering strategies for understanding, assessing, and managing stress. Researchers have scientifically substantiated the fact that developing stress resilience increases a person's overall psychological literacy and quality of life.

RESEARCH METHODOLOGY

This study aimed to determine the role and significance of stress resilience in psychological literacy, and a comprehensive methodological approach was used. The study combined theoretical and empirical methods. At the theoretical stage, scientific sources on the issue of stress resilience, psychological literacy, and personal determinants were analyzed, and generalization and comparison methods were used.

At the empirical stage, questionnaires and psychodiagnostic methods were used. In particular, adapted psychological tests were used to determine the level of stress resilience, and a special questionnaire was used to assess the level of psychological literacy. The study studied the emotional stability of the respondents, stress management skills, and the level of use of psychological knowledge.

The data obtained were processed using mathematical and statistical analysis methods and analyzed based on average indicators and percentages. The results made it possible to determine the impact of stress resilience on psychological literacy.

EMPIRICAL RESEARCH RESULTS

The empirical study involved 60 respondents. The results of the study showed that there is a direct relationship between the level of stress tolerance and psychological literacy.

Table 1. The level of stress tolerance of respondents



Stressga darajasi	chidamlilik	Respondentlar soni	Foiz (%)
Yuqori		22	36,7 %
O'rtacha		26	43,3 %
Past		12	20,0 %
Jami		60	100 %

As can be seen from the table, the majority of respondents have an average and high level of stress tolerance. This indicates that they are relatively well adapted to stressful situations in everyday life.

Table 2. Indicators of the level of psychological literacy

Psixologik darajasi	savodxonlik	Respondentlar soni	Foiz (%)
Yuqori		20	33,3 %
O'rtacha		28	46,7 %
Past		12	20,0 %
Jami		60	100 %

These results indicate that the majority of respondents have an average level of psychological literacy. It was also found that there are respondents whose skills in applying psychological knowledge in practice are not sufficiently developed.

Table 3. The relationship between stress resistance and psychological literacy

Stressga chidamlilik	Psixologik savodxonlik yuqori	Psixologik savodxonlik o'rtacha	Psixologik savodxonlik past
Yuqori	16	6	0
O'rtacha	4	18	4
Past	0	4	8

Analysis of this table shows that respondents with a high level of stress tolerance also have a high level of psychological literacy. On the contrary, individuals with low stress tolerance also have low levels of psychological literacy.

CONCLUSION

The results of this study confirmed scientifically, theoretically and empirically that stress tolerance is an important and leading personal determinant of psychological literacy. In a modern social environment, where the diversity and intensity of stress factors faced by an individual are increasing, stress tolerance is emerging as one of the main factors determining the individual's psychological stability, adaptability, and performance.

The study revealed that individuals with a high level of stress tolerance also have a high level of psychological literacy, and they can effectively use psychological knowledge and skills to understand their emotions, assess stressful situations, and constructively resolve them. This



indicates the role of stress resistance as a mechanism for activating the internal resources of the individual in the development of psychological literacy.

Empirical results showed that in the majority of respondents there is a positive correlation between stress resistance and psychological literacy. Individuals with high stress resistance are distinguished by their ability to control their mental state, make rational decisions in problematic situations, and maintain stability in social relationships. On the contrary, it was observed that psychological literacy was not sufficiently developed in respondents with a low level of stress resistance.

The results of theoretical analysis also support these conclusions and show that in the scientific views of Uzbek, CIS and foreign scientists, stress resistance is interpreted as a universal factor of personal development, and psychological literacy is its practical expression. Thus, stress resistance should be recognized not only as a component of psychological literacy, but also as the main determinant that forms and strengthens it.

In general, the results of the study scientifically prove that it is possible to increase a person's psychological literacy, strengthen mental health and increase the level of social adaptation by developing stress resistance.

RECOMMENDATIONS

Based on the results of the study, the following scientific and practical recommendations were developed:

It is advisable to introduce the topics "Psychological literacy" and "Stress management" as an integrated subject or special module in higher and secondary specialized educational institutions. Trainings, seminars and practical exercises aimed at forming stress resistance in students should be systematically organized. It is recommended to widely use methods that develop reflection, self-awareness and emotional intelligence in the educational process.

It is necessary to develop comprehensive programs aimed at diagnosing and developing stress resistance in the activities of psychologists. In individual and group psychocorrectional training, special attention should be paid to activating the internal resources of the individual, increasing flexibility and emotional stability. Counseling and preventive measures aimed at increasing psychological literacy should be carried out regularly.

It is recommended to conduct psychological training aimed at reducing stress factors in work teams and increasing stress resistance of employees. The organization of short-term courses for managers and specialists that develop stress management competencies will give effective results. Creating a favorable psychological environment in the workplace should be considered an important condition for increasing psychological literacy.

In the future, it is advisable to study the relationship between stress resistance and psychological literacy across different age groups and professional groups. It is necessary to determine the dynamics of stress resistance in the development of the individual and its long-term impact on psychological literacy through longitudinal studies. One of the urgent tasks is to



develop a local model of developing stress resistance, taking into account national mentality and cultural factors.

In conclusion, the formation and development of stress resistance is an effective way to increase psychological literacy, which serves to strengthen the mental health of the individual, enhance social adaptation, and improve the quality of life.

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