

**STRESS TOLERANCE IS A PERSONAL FACTOR THAT DETERMINES THE LEVEL  
OF PSYCHOLOGICAL LITERACY**

**Fayzullaev Mirzaodil Mirzamurodovich**

Doctor of Philosophy (PhD) in Psychology  
Lecturer, Department of Pedagogy and Psychology,  
University of Business and Science  
[mirzaodilf@gmail.com](mailto:mirzaodilf@gmail.com)

**Abstract.** This article analyzes stress resilience as an important personal determinant of psychological literacy. It is scientifically substantiated 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 highlights the content of the concept of stress resilience, its relationship with psychological literacy, and its importance in personal development. Also, a comparative analysis of the scientific views of Uzbek, CIS and foreign scientists was conducted, and theoretical conclusions on the problem were developed. The results of the article indicate the need to form stress resilience in the development of psychological literacy.

**Keywords:** Stress resilience, 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 mental 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 internal resources and protective mechanisms of a person.

The relevance of this study is that studying stress resistance as a personal determinant allows us to identify effective ways to develop psychological literacy. In particular, the increase in 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 mainly studied in the context of personality psychology, educational psychology, and professional activity. In particular, local researchers interpret stress resistance as a phenomenon inextricably linked to a person's volitional qualities, self-control, and emotional intelligence. Psychological literacy is highlighted as a person's competence to understand and manage their 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 a person's ability 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 resistance is considered one of the main personal determinants that determine psychological literacy.



In the studies of foreign scientists, the concept of stress resistance (resilience) has been widely studied, 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 resistance 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**

Stress Resilience Level	Number of respondents	Percentage (%)
High	22	36,7 %
Average	26	43,3 %
Low	12	20,0 %
Total	60	100 %

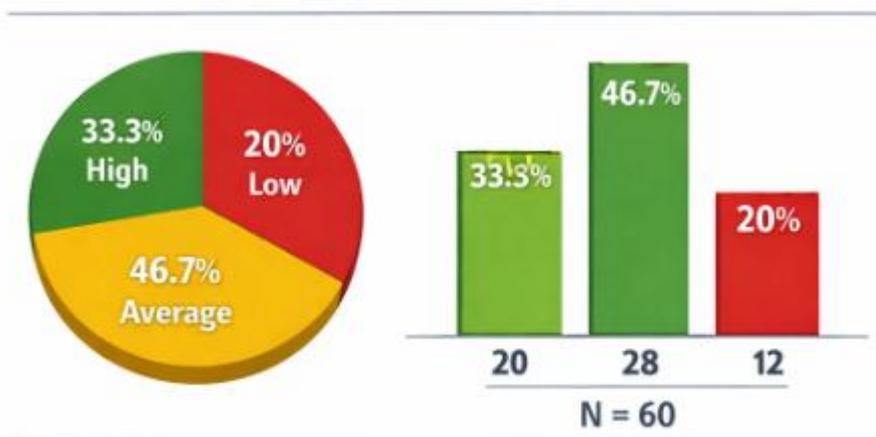
As can be seen from the table, the majority of respondents have an average and high level of stress tolerance. This indicates that they are relatively well adapted to stressful situations in everyday life.

**Table 2. Indicators of the level of psychological literacy**

Psychological literacy level	Number of respondents	Percentage (%)
High	20	33,3 %
Average	28	46,7 %
Low	12	20,0 %
Total	60	100 %



Psychological Literacy Levels



Stress Resilience and Psychological Literacy

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 resilience and psychological literacy

Stress Resilience	Psychological literacy is high	Psychological literacy is average	Low psychological literacy
High	16	6	0
Average	4	18	4
Low	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.

Overall, the results of the study provide scientific evidence that developing stress resilience can increase a person's psychological literacy, strengthen mental health, and increase their level of social adaptation.

**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 developing 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 work of psychologists. In individual and group psychocorrective training, special attention should be paid to activating the internal resources of the individual, increasing flexibility and emotional stability. Consultations and preventive measures aimed at increasing psychological literacy should be carried out regularly.

It is recommended to conduct psychological training in work teams aimed at reducing stress factors and increasing stress resistance of employees. The organization of short-term courses for developing stress management competencies for managers and specialists 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 for 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.

#### **List of used literature:**

1. Fayzullayev, M., & Dexqonov, T. (2025). OILA PSIXOLOGIYASI: FARZAND TARBIYASIDA EMOTSIONAL INTELLEKTNING AHAMIYATI. Молодые ученые, 3(24), 98-101.
2. Fayzullayev, M., Xamraqulov, M., & Lutfiddinov, M. (2025). O ‘SMIRLIK DAVRIDA KOGNITIV RIVOJLANISHGA TA’SIR ETUVCHI OMILLAR. Наука и технология в современном мире, 4(17), 22-25.
3. Mirzamurodovich, F. M. (2025). PSYCHOLOGICAL LITERACY IN ADOLESCENTS AS A FACTOR OF SOCIALIZATION. SHOKH LIBRARY, 1(12).



4. Mirzamurodovich, F. M. (2024, October). O 'SMIRLARDA PSIXOLOGIK SAVODXONLIKNI ANIQLASHDA KORRELATSION TAHLIL. In Russian-Uzbekistan Conference (Vol. 1, No. 1).
5. Fayzullayev, M. M. (2023). PSYCHOLOGICAL LITERACY AND ITS ASSESMENT OF IN YOUTH. Educational Research in Universal Sciences, 2(6), 170-172.
6. Mirzamurodovich, F. M. (2023). CONCEPTS OF FORMATION AND DEVELOPMENT OF PSYCHOLOGICAL LITERACY IN CONTINUOUS EDUCATION. Horizon: Journal of Humanity and Artificial Intelligence, 2(5), 495-497.
7. Fayzullayev, M. (2023). O 'SMIRLARDA PSIXOLOGIK SAVODXONLIK KONSTRUKSIYALARI. Академические исследования в современной науке, 2(19), 129-133.
8. Fayzullayev, M. (2024). INTRODUCING PSYCHOLOGICAL LITERACY. Академические исследования в современной науке, 3(22), 32-35.
9. Fayzullayev, M. M. (2022). DISCRIMINATION IS A VIOLATION OF HUMAN RIGHTS AND IS A PROBLEM FOR STUDENTS, ESPECIALLY IN TIMES OF PSYCHOLOGICAL CHANGE. INTERNATIONAL CONFERENCE ON LEARNING AND TEACHING, 1(4), 429-431.
10. Fayzullayev, M. ., Xamraqulov, M., & Lutfiddinov , M. (2025). O'SMIRLIK DAVRIDA KOGNITIV RIVOJLANISHGA TA'SIR ETUVCHI OMILLAR. Наука и технология в современном мире, 4(17), 22–25. извлечено от <https://inlibrary.uz/index.php/zdift/article/view/113440>
11. Nortoji Jumaevich Eshnev, & Mirzaodil Mirzamurodovich Fayzullayev (2021). DISCRIMINATION IN EDUCATION. Academic research in educational sciences, 2 (CSPI conference 1), 550-553.
12. Fayzullayev , M. (2025). PSIXOLOGIK MASLAHAT VA KOUCHING FANINING HOZIRGI KUNDAGI O'RNINI VA DOLZARBLIGI. Наука и инновация, 3(24), 175–178. извлечено от <https://inlibrary.uz/index.php/scin/article/view/113397>
13. Fayzullayev, M. ., Xamraqulov, M., & Lutfiddinov , M. (2025). O'SMIRLIK DAVRIDA KOGNITIV RIVOJLANISHGA TA'SIR ETUVCHI OMILLAR. Наука и технология в современном мире, 4(17), 22–25. извлечено от <https://inlibrary.uz/index.php/zdift/article/view/113440>
14. Fayzullayev, M. ., Xamraqulov, M., & Lutfiddinov , M. (2025). O'SMIRLIK DAVRIDA KOGNITIV RIVOJLANISHGA TA'SIR ETUVCHI OMILLAR. Наука и технология в современном мире, 4(17), 22–25. извлечено от <https://inlibrary.uz/index.php/zdift/article/view/113440>
15. Психологические факторы, определяющие развитие психологической грамотности в подростковом возрасте. (Файзуллаев Мирзаодил Мирзамуродович, пер.). (2025). Партнерские конференции Международного научного журнала Research Focus, 1(1), 243-249. <https://refocus-conferences.uz/index.php/PCISJRF/article/view/321>
16. Eshnev, N. J., & Fayzullayev, M. M. (2021). DISCRIMINATION IN EDUCATION. Academic research in educational sciences, 2(CSPI conference 1), 550-553.
17. Atakhujaeva, S. (2023). CONSTRUCTIONS (MODELS) OF SOCIAL INTELLIGENCE IN FUTURE ENGLISH LANGUAGE TEACHERS. Horizon: Journal of Humanity and Artificial Intelligence.
15. Atakho'jayeva, S. A. (2025). Ways To Form The Social-Emotional Competence Of A Foreign Language Teacher In The Conditions Of Digital Education. International Conference on Global Trends and Innovations in Multidisciplinary Research, 1(4), 75-80. <https://www.tlepub.org/index.php/2/article/view/325>



16. Атаходжаева, Ш. А. (2025). Роль Информационных Технологий В Обществе. International Conference on Global Trends and Innovations in Multidisciplinary Research, 1(4), 17-21. <https://tlepub.org/index.php/2/article/view/292>
20. Ataxo'jayeva, S. (2022). SELF-DESTRUCTIVE BEHAVIOR AND ITS ESSENCE.
21. Atakhujaeva, S. A. (2022). DIAGNOSIS OF ADOLESCENTS' UNDERSTANDING OF MORAL AND LEGAL FORMS. INTERNATIONAL CONFERENCE ON LEARNING AND TEACHING, 1(4), 317-319.
22. 19. Ataxo'jayeva, S. (2023). EMPIRIAL FOUNDATIONS OF THE STUDY ENGLISH TEACHERS' SOCIAL INTELLIGENCE.
23. 20. Atakhujaeva, S. (2023). Constructions (Models) Of Social Intelligence In Future English Language Teachers. Horizon: Journal of Humanity and Artificial Intelligence.
24. Anvarovna, A. S. (2023). Constructions (models) of social intelligence in future English language teachers. Horizon: Journal of Humanity and Artificial Intelligence, 2(4), 169-172.
25. Atakho'jayeva, S. A. (2025). Ways To Form The Social-Emotional Competence Of A Foreign Language Teacher In The Conditions Of Digital Education. International Conference on Global Trends and Innovations in Multidisciplinary Research, 1(4), 75-80. <https://www.tlepub.org/index.php/2/article/view/325>
26. Anvarovna , A. S. (2025). Pedagogical and Psychological Factors Determining the Effectiveness of the Social-Emotional Competence of a Foreign Language Teacher in Higher Education. American Journal of Open University Education, 2(9), 54–59. Retrieved from <https://scientificbulletin.com/index.php/AJOUP/article/view/1266>
27. Атаходжаева, Шахло Анваровна. "ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ, ВЛИЯЮЩИЕ НА УСПЕХ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА." Shokh Articles Library 1.2 (2025).
28. Anvarovna, A. S. (2025). INTEGRATING PSYCHOLOGICAL APPROACHES INTO ENGLISH LANGUAGE EDUCATION. Shokh Articles Library, 1(2).
29. Anvarovna, A. S. THE ROLE OF PSYCHOLOGY IN IMPROVING ENGLISH LANGUAGE LEARNING OUTCOMES.
30. Anvarovna, A. J. S. (2025). BIOLOGIYA YO 'NALISHI TALABALARIDA KOGNITIV JARAYONLARNI RIVOJLANTIRISHGA YO 'NALTIRILGAN UMUMIY PSIXOLOGIYA DARSLARINI TASHKIL ETISH METODIKASI. Shokh Articles Library, 1(2).
31. Anvarovna, A. J. S. (2025). SUN'IY INTELLEKT ASOSIDAGI TIL O 'RGANISH PLATFORMALARINING PSIXOLOGIK TA'SIRI. Shokh Articles Library, 1(2).
32. Anvarovna, A. J. S., & Shahrizoda, D. (2025). INGLIZ TILINI O 'RGANISHGA TA'SIR QILUVCHI PSIXOLOGIK OMILLAR. Shokh Articles Library, 1(2).
33. Anvarovna, A. S. (2025). PSYCHOLOGICAL CHARACTERISTICS OF DIFFICULTIES IN COMMUNICATION IN ADOLESCENCE. SHOKH LIBRARY, 1(11).
34. Anvarovna, A. S. PSYCHOLOGICAL PRESSURES IN ENGLISH LANGUAGE LEARNING: CAUSES, IMPACT MECHANISMS, AND PEDAGOGICAL SOLUTIONS.
35. Anvarovna, A. J. S. (2024). OLIY TA'LIM CHET TILI O'QITUVCHILARINING SOTSIAL-EMOTSIONAL KOMPETENTLIGINI SHAKLLANTIRISHDAGI NAZARIY TAHLIL. ZAMONAVIY TA'LIMDA FAN VA INNOVATSION TADQIQOTLAR JURNALI, 2(20), 150-158.
36. Anvarovna, A. J. S. (2024). OLIY TA'LIM CHET TILI O'QITUVCHILARINING SOTSIAL-EMOTSIONAL KOMPETENTLIGINI SHAKLLANTIRISHDAGI



METODOLOGIK ASOS. ZAMONAVIY TA'LIMDA FAN VA INNOVATSION TADQIQOTLAR JURNALI, 2(20), 159-164.

37. INTERACTIVE PEDAGOGICAL APPROACHES AS A KEY FACTOR IN THE FORMATION OF SOCIAL AND EMOTIONAL COMPETENCE IN HIGHER EDUCATION INSTITUTIONS (Atakhujaeva Shakhlo Anvarovna, Trans.). (2026). London International Monthly Conference on Multidisciplinary Research and Innovation (LIMCMRI), 3(2), 51-58. <https://worldsciencepub.com/index.php/lmc/article/view/3598>

38. Anvarovna, A. S. (2026, January). INTERACTIVE PEDAGOGICAL APPROACHES AS A KEY FACTOR IN THE FORMATION OF SOCIAL AND EMOTIONAL COMPETENCE IN HIGHER EDUCATION INSTITUTIONS. In London International Monthly Conference on Multidisciplinary Research and Innovation (LIMCMRI) (Vol. 3, No. 2, pp. 51-58).

39. Anvarovna, A. J. S., & Shahrizoda, D. (2025). INGLIZ TILINI O 'RGANISHGA TA'SIR QILUVCHI PSIXOLOGIK OMILLAR. Shokh Articles Library, 1(2).

40. Ataxo'jayeva Shaxlo Anvarovna, Rahmatullayeva O'g'iloy Abdullaxon qizi, & Worldly Knowledge Publishing Centre. (2026). NEUROPEDAGOGIK YONDASHUV ASOSIDA CHET TILINI O'RGANISH JARAYONINI TASHKIL ETISH [Data set]. In ILMIY TADQIQOTLAR VA ULARNING YECHIMLARI (Vol. 9, Number 01, pp. 229-232). Zenodo. <https://doi.org/10.5281/zenodo.18227853>

