



THE RELATIONSHIP BETWEEN PSYCHOLOGICAL STABILITY AND ACADEMIC SUCCESS

Sa'dullayeva Dano Abdukomil qizi

Senior Lecturer, Department of Military Psychology and
Pedagogy, Armed Forces Academy

Abstract

The article reveals the concept of psychological stability in modern psychology and the issue of its application in science, the opinions of scientists, scientific research.

Keywords: Text, system, communication, connection, labor, activity, human, health, speech, perfection.

Introduction

In modern psychology, the issue of psychological safety of individual students remains open and remains a subject of discussion, since psychological safety as a state is located at the intersection of personal and social, internal and external, which, of course, reflects the direct dependence of the subject on the interaction with the environment. Many scientists have returned to the issue of psychological safety of the individual. Thus, according to A. Freud, purposefully formed psychological defense mechanisms, including repression and projection, help the individual reduce anxiety and maintain mental balance [14]. G. Morrie believes that the social environment plays an important role in maintaining the psychological well-being of an individual. J. Watson, B. Skinner and A. Bandura in their works tend to consider it important to form a positive attitude towards others, which requires strengthening trust and psychological stability, especially in stressful situations [4]. Behaviorists also emphasized the need for positive reinforcement and complex training aimed at developing constructive behavior and adaptive skills, as they allow a person to better adapt to environmental problems [4]. E. Fromm and K. Rogers were inclined to believe that psychological. The relationship between psychological stability and academic success has been studied in many studies. Psychological stability, that is, a



person's stress resistance, emotional balance and self-control, is very important for students. They can affect academic success through the following aspects:

1. Stress Management: Students with psychological resilience are better able to adapt to stressful situations. They are more successful when dealing with exams, assignments, or other academic pressures.

2. Emotional Balance: Being emotionally resilient helps a student maintain a positive mindset and motivation. This, in turn, increases their interest in studying.

3. Self-Management: Students who feel good about themselves and are psychologically resilient develop the strategies necessary to effectively plan their time and achieve their goals.

4. Social Support: Psychological resilience helps develop social relationships, which provides good connections with friends and teachers. Such connections provide the student with the opportunity to receive support and advice.

5. Self-Awareness: Psychological resilience helps an individual understand their own strengths and weaknesses, which allows them to choose more effective study methods. Thus, psychological stability plays an important role in a student's academic success. By paying attention to psychological health in the educational process, it is possible to increase the success of their students. Psychological stability, also known as psychological balance or mental stability, has been studied by many psychologists and scientists. The following scientists and their works can be cited as examples:

1. Abraham Maslow - He is known for his pyramid of human needs. He paid great attention to the study of psychological stability in people's self-realization and achieving their full potential.

2. Carl Rogers - He was one of the founders of humanistic psychology, paying special attention to the issues of human self-realization, personal development and mental well-being.

3. Aaron T. Beck - He was the founder of cognitive therapy, studying the influence of human thoughts on the mental state and showing the importance of positive thinking in maintaining psychological stability.

4. Martin Seligman - Worked in the fields of psychological well-being and positive psychology. His approach "Positive Psychology" studies the factors necessary for people to live a happy and meaningful life.

5. Mihaly Csikszentmihalyi - Through his research, he developed the concept of "Flow" (flow), analyzing the enjoyment of human activity and the achievement of



mental stability in this process. These scientists studied psychological stability from various angles and helped to identify the conditions necessary for its development. Among the works of a number of scientists, the dual nature of psychological safety is noted. Thus, I. A. Baeva in her works writes that psychological safety includes both the human environment and the individual resources of the personality: for example, the psychological safety of the school environment helps to strengthen the psychological stability of students, as it stimulates the development of social and personal qualities without fear of various psychological pressures. I. A. Polina in her works draws attention to the need for social support and emotional mutual assistance to create a safe space in educational institutions, since, according to the author, stability and security affect the formation of a positive sense of self in adolescents [10]. G. V. Grachev considers the psychological safety of an individual to be the stability of the psyche, the ability of an individual to maintain balance and self-control. T.S.Kabachenko draws attention to the socio-cultural aspects of psychological safety: according to the author, environmental factors can disrupt social ties and the emotional state of people [6]. In modern conditions, the concept of "environment" includes not only the immediate social environment, but also the virtual and information environment, since all these concepts together affect the internal state of a person. T.M. Titarenko emphasizes in his works that psychological safety is "located" at the intersection of the personal and the environmental, the internal and the external, which, of course, means that it depends on the interaction of the subject with the environment [13]. Modern information conditions often create new threats that are more dangerous than direct physical threats, and therefore the former can have a significant impact on the psychological state of the individual. It is also necessary to note the dual nature of psychological security. Destructive influences can come both from the outside, for example, in the form of societal threats, social fears, and from the inside, when deformation of the internal state of a person occurs due to states of anxiety and anxiety provoked or "invented" by the person himself. However, in most cases, negative influences are of an external nature. In modern conditions, the concept of "environment" includes not only the immediate social environment, but also the virtual and information environment, since all these concepts together affect the internal state of a person. T. M. Titarenko in his works emphasizes that psychological security is "located" at the intersection of the personal and the environment, internal and external, which, of course, means that it depends on the



interaction of the subject with the environment [13]. Modern information conditions often create new threats that are more dangerous than direct physical threats, and therefore the former can have a significant impact on the psychological state of the individual. It is also worth noting the dual nature of psychological security. Destructive influences can come both from the outside, for example, in the form of societal threats, social fears, and from the inside, when deformation of the internal state of a person occurs due to states of anxiety and anxiety provoked or "invented" by the person himself. However, in most cases, negative influences are of an external nature. The issue of studying goal setting is of theoretical and practical importance, since goal setting is studied both from the point of view of individual activity and from the point of view of social relations and expectations, since the latter form the general structure of goals and priorities in society. There is information about the theoretical foundations of goal setting in domestic and foreign literature. So, E. Tolman introduced the concept of "cognitive maps" as a system of guidelines, on the basis of which a person tries to achieve the desired results. The author adheres to the idea of goal-oriented formulation and development of a strategy for achieving it. This idea formed the basis of the cognitive theory of motivation, which considers goal setting as a process based on rational and planned thinking.

References

1. Korneeva, I. A. Maqsadlarni belgilashni o'rganishning nazariy jihatlari turli darajadagi o'quvchilarning shaxsiyatini psixologik xavfsizligi uchun manba sifatida / I. A. Korneeva. — Matn: bevosita // Yosh olim. — 2025. — № 4 (555). — B. 300-303. — URL: <https://moluch.ru/archive/555/122216>
2. Norbekovna N. G. GENDER STEREOTYPES AND PSYCHOLOGICAL FACTORS OF GENDER DIFFERENCES IN FAMILIES //UNIVERSAL JOURNAL OF SOCIAL SCIENCES PHILOSOPHY AND CULTURE. – 2024. – T. 2. – №. 18. – C. 55-61.
3. Norbekovna, Nazarova Gulnora. "GENDER STEREOTYPES AND PSYCHOLOGICAL FACTORS OF GENDER DIFFERENCES IN FAMILIES." UNIVERSAL JOURNAL OF SOCIAL SCIENCES PHILOSOPHY AND CULTURE 2.18 (2024): 55-61.
4. Norbekovna, N. G. (2024). GENDER STEREOTYPES AND PSYCHOLOGICAL FACTORS OF GENDER DIFFERENCES IN FAMILIES.



UNIVERSAL JOURNAL OF SOCIAL SCIENCES PHILOSOPHY AND CULTURE, 2(18), 55-61.

5. Norbekovna N. G. TALABALARDA KASBGA MOTIVATSION YO'NALGANLIKNING IJTIMOIY-PSIXOLOGIK JIHATLARI //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2023. – Т. 16. – №. 1. – С. 145-147.
6. Norbekovna, Nazarova Gulnora. "TALABALARDA KASBGA MOTIVATSION YO'NALGANLIKNING IJTIMOIY-PSIXOLOGIK JIHATLARI." ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ 16.1 (2023): 145-147.
7. Norbekovna, N. G. (2023). TALABALARDA KASBGA MOTIVATSION YO'NALGANLIKNING IJTIMOIY-PSIXOLOGIK JIHATLARI. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 16(1), 145-147.
8. Norbekovna N. G. TALABALARNING KASBGA MOTIVATSION YO'NALGANLIGINING IJTIMOIY-PSIXOLOGIK OMILLARI //Uzbek Scholar Journal. – 2022. – Т. 4. – С. 84-87.
9. Norbekovna, Nazarova Gulnora. "TALABALARNING KASBGA MOTIVATSION YO'NALGANLIGINING IJTIMOIY-PSIXOLOGIK OMILLARI." Uzbek Scholar Journal 4 (2022): 84-87.
10. Norbekovna, N. G. (2022). TALABALARNING KASBGA MOTIVATSION YO'NALGANLIGINING IJTIMOIY-PSIXOLOGIK OMILLARI. Uzbek Scholar Journal, 4, 84-87.
11. Nazarova G., Xolmirzayev F. IDENTIFICATION OF RISK FACTORS FOR ISCHEMIC STROKE IN SCHOOLCHILDREN //Современная медицина: новые подходы и актуальные исследования. – 2021. – С. 58-61.
12. Nazarova, Gulnora, and Fazliddin Xolmirzayev. "IDENTIFICATION OF RISK FACTORS FOR ISCHEMIC STROKE IN SCHOOLCHILDREN." Современная медицина: новые подходы и актуальные исследования. 2021.
13. Nazarova, G., & Xolmirzayev, F. (2021). IDENTIFICATION OF RISK FACTORS FOR ISCHEMIC STROKE IN SCHOOLCHILDREN. In Современная медицина: новые подходы и актуальные исследования (pp. 58-61).



14. Мирабдуллаева, Шоира Мирзаабдуллаевна. "Использование передовых педагогических технологий в обучении иностранным языкам-важный фактор повышения эффективности уроков." *Наука и образование сегодня* 2 (13) (2017): 73-74.
15. Мирабдуллаева, Ш. М. (2017). Использование передовых педагогических технологий в обучении иностранным языкам-важный фактор повышения эффективности уроков. *Наука и образование сегодня*, (2 (13)), 73-74.
16. Мирабдуллаева, Шоира Мирзаабдуллаевна. "Использование передовых педагогических технологий в обучении иностранным языкам-важный фактор повышения эффективности уроков." *Наука и образование сегодня* 2 (13) (2017): 73-74.
17. Мирабдуллаева, Ш.М., 2017. Использование передовых педагогических технологий в обучении иностранным языкам-важный фактор повышения эффективности уроков. *Наука и образование сегодня*, (2 (13)), pp.73-74.
18. Мирабдуллаева ШМ. Использование передовых педагогических технологий в обучении иностранным языкам-важный фактор повышения эффективности уроков. *Наука и образование сегодня*. 2017(2 (13)):73-4. Мирабдуллаева,
19. Шоира Мирзаабдуллаевна. "СВЯЗЬ ШКОЛЬНОГО ОБРАЗОВАНИЯ С ИНДИВИДУАЛЬНЫМИ ХАРАКТЕРИСТИКАМИ УЧАЩИХСЯ." *Роль современного образования в условиях глобализации*. 2020. 173-176.
20. Мирабдуллаева, Ш. М. (2020). СВЯЗЬ ШКОЛЬНОГО ОБРАЗОВАНИЯ С ИНДИВИДУАЛЬНЫМИ ХАРАКТЕРИСТИКАМИ УЧАЩИХСЯ. In *Роль современного образования в условиях глобализации* (pp. 173-176).
21. Мирабдуллаева, Шоира Мирзаабдуллаевна. "СВЯЗЬ ШКОЛЬНОГО ОБРАЗОВАНИЯ С ИНДИВИДУАЛЬНЫМИ ХАРАКТЕРИСТИКАМИ УЧАЩИХСЯ." In *Роль современного образования в условиях глобализации*, pp. 173-176. 2020.
22. Мирабдуллаева, Ш.М., 2020. СВЯЗЬ ШКОЛЬНОГО ОБРАЗОВАНИЯ С ИНДИВИДУАЛЬНЫМИ ХАРАКТЕРИСТИКАМИ УЧАЩИХСЯ. In *Роль современного образования в условиях глобализации* (pp. 173-176).
23. Мирабдуллаева ШМ. СВЯЗЬ ШКОЛЬНОГО ОБРАЗОВАНИЯ С ИНДИВИДУАЛЬНЫМИ ХАРАКТЕРИСТИКАМИ УЧАЩИХСЯ. In *Роль современного образования в условиях глобализации* 2020 (pp. 173-176).



24. Мирабдуллаева, Шоирахон Абдулхаевна. "ФОРМИРОВАНИЕ ЛИДЕРСКИХ КАЧЕСТВ У ВОЕННОСЛУЖАЩИХ." ANALYSIS OF MODERN SCIENCE AND INNOVATION 1.4 (2025): 117-124.

25. Мирабдуллаева, Ш. А. (2025). ФОРМИРОВАНИЕ ЛИДЕРСКИХ КАЧЕСТВ У ВОЕННОСЛУЖАЩИХ. ANALYSIS OF MODERN SCIENCE AND INNOVATION, 1(4), 117-124.

26. Мирабдуллаева, Шоирахон Абдулхаевна. "ФОРМИРОВАНИЕ ЛИДЕРСКИХ КАЧЕСТВ У ВОЕННОСЛУЖАЩИХ." ANALYSIS OF MODERN SCIENCE AND INNOVATION 1, no. 4 (2025): 117-124.

27. Мирабдуллаева, Ш.А., 2025. ФОРМИРОВАНИЕ ЛИДЕРСКИХ КАЧЕСТВ У ВОЕННОСЛУЖАЩИХ. ANALYSIS OF MODERN SCIENCE AND INNOVATION, 1(4), pp.117-124.

28. Мирабдуллаева ША. ФОРМИРОВАНИЕ ЛИДЕРСКИХ КАЧЕСТВ У ВОЕННОСЛУЖАЩИХ. ANALYSIS OF MODERN SCIENCE AND INNOVATION. 2025 Jan 9;1(4):117-24.