

## **PSYCHOLOGICAL DETERMINATION OF THE EMOTIONAL STATE OF ADOLESCENTS STUDYING IN SPECIALIZED SCHOOLS**

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**Abstract:** This paper explores the internal and external psychological determinants influencing the emotional state of adolescents studying in specialized schools. The study focuses on three key determinant groups: cognitive-personal, social-environmental, and psychophysiological. Special attention is given to the mechanisms of emotional stress, adaptation, and anxiety in academically competitive settings. The research indicates that the emotional state of gifted students is largely shaped by self-evaluation tendencies, fear of failure, and adaptation fatigue. The findings emphasize the significance of emotional intelligence training and individualized psychological support in optimizing students' adaptation. The results highlight that emotional instability during adolescence is not only a reflection of cognitive strain but also of environmental expectations and physiological exhaustion. The paper proposes a set of practical recommendations to foster healthy emotional balance and improve academic performance through psychological resilience.

**Keywords:** specialized school, adolescent, emotional state, psychological determination, adaptation, anxiety, intellectual workload, emotional intelligence

**Annotatsiya:** Ushbu maqolada ixtisoslashgan maktablarda ta'lim olayotgan o'quvchilarning emotsional holatiga ta'sir etuvchi ichki va tashqi psixologik determinantlar o'rganiladi. Tadqiqotda kognitiv-shaxsiy, ijtimoiy-muhit va psixofiziologik determinantlarning ta'sir mexanizmlari tahlil qilingan. Akademik raqobat muhiti, muvaffaqiyatsizlikdan qo'rqish motivi hamda nerv tizimi toliqishining

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o'quvchi emotsional muvozanatiga ta'siri yoritilgan. Natijalarga ko'ra, o'smirlarning emotsional beqarorligi faqat o'quv yuklamasi bilan emas, balki ijtimoiy bosim va fiziologik charchoq bilan ham uzviy bog'liq. Maqolada emotsional intellektni rivojlantirish hamda psixologik moslashuvni qo'llab-quvvatlash bo'yicha amaliy tavsiyalar berilgan.

**Kalit so'zlar:** Ixtisoslashgan maktab, o'smir, emotsional holat, psixologik determinatsiya, adaptatsiya, xavotirlanish, intellektual yuklama, emotsional intellekt

### **INTRODUCTION / KIRISH**

In modern specialized schools, high academic expectations simultaneously contribute to intellectual growth and increased emotional strain among adolescents. The specific atmosphere of such institutions often amplifies anxiety and emotional tension due to competition and strict performance evaluation. O'smirlik davrining murakkab psixologik xususiyatlari bilan ixtisoslashgan ta'lim muhitining yuqori talablari birlashganda, o'quvchining emotsional holatini aniqlovchi sabablar tizimli o'rganishni talab qiladi.

### **MAIN FINDINGS / ASOSIY NATIJALAR**

The research identifies three main psychological determinants of adolescents' emotional state:

1. Cognitive-personal determinants. Adolescents' self-evaluation and achievement motivation shape emotional stability. In specialized schools, the dominance of "fear of failure" motivation negatively affects self-confidence and academic persistence.

*O'quvchining o'z-o'zini baholashi va muvaffaqiyatga intilishi holati emotsional barqarorlikka bevosita ta'sir ko'rsatadi. "Muvaffaqiyatsizlikdan qo'rqish" motivi esa xavotir darajasini oshiradi.*

2. Socio-environmental determinants. Constant competition, academic ranking systems, and teacher expectations lead to chronic anxiety and reduced emotional balance.

*Doimiy nazorat va raqobat muhiti o‘smirda stress va ijtimoiy frustratsiyani kuchaytiradi.*

3. Psychophysiological determinants. Continuous intellectual workload and adaptation fatigue cause emotional lability and decline in attention stability.

*Intellectual yuklama natijasida nerv tizimi toliqadi, bu esa emotsional beqarorlikni kuchaytiradi.*

#### **CONCLUSION AND RECOMMENDATIONS / XULOSA VA TAVSIYALAR**

1. The emotional state of adolescents in specialized schools is determined by the interaction of personal self-perception, competitive environment, and physiological fatigue.

*O‘smirlarning emotsional holati shaxsiy, ijtimoiy va fiziologik omillar birgaligida shakllanadi.*

2. A high level of situational anxiety during adaptation impedes students’ ability to realize their intellectual potential.

*Yuqori xavotirlanish darajasi o‘quvchining iqtidorini to‘liq namoyon etishiga to‘sqinlik qiladi.*

3. The prevalence of “fear of failure” motivation over “achievement motivation” fosters emotional instability.

*“Muvaffaqiyatsizlikdan qo‘rqish” motivi ustunligi emotsional barqarorlikni pasaytiradi.*

4. It is recommended to introduce emotional intelligence training, stress-management sessions, and individualized support programs within specialized

schools.

*Maktablar ta'lim jarayoniga emotsional intellektni rivojlantiruvchi treninglar va stressni boshqarish dasturlarini kiritish zarur.*

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