

## **EMOTIONAL STATES MANIFESTED IN STUDENTS DURING THE EDUCATIONAL PROCESS**



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### **ABSTRACT**

*This article analyzes the emotional states manifested by students during the educational process. It also provides theoretical insights into the nature of students' emotional states, including anxiety, depression, and asthenia. The study results offer a foundation for developing psychological support measures aimed at identifying and alleviating emotional problems in students.*

**Keywords:** *Students, emotional state, anxiety, depression, asthenia, psychological support, statistical analysis.*

## **TALABALARDA TA'LIM JARAYONIDA NAMOYON BOLADIGAN EMOTSIONAL HOLATLAR**

### **ANNOTATSIYA**

*Mazkur maqolada talabalarning ta'lim jarayonida namoyon qiladigan emotsional holatlari tahlil qilindi. Shuningdek, talabalar emotsional holatlarining nazariy asoslari, bezovtalik, depressiya va asteniya korinishlari haqida malumotlar berildi. Tadqiqot natijalari emotsional muammolarni aniqlash va ularni yengillashtirish uchun zarur bolgan psixologik yordam choralari ishlab chiqishga zamin yaratadi.*

**Kalit sozlar:** *Talabalar, emotsional holat, bezovtalik, depressiya, asteniya, psixologik yordam, statistik tahlil.*

## **ЭМОЦИОНАЛЬНЫЕ СОСТОЯНИЯ СТУДЕНТОВ, ПРОЯВЛЯЮЩИЕСЯ В ПРОЦЕССЕ ОБУЧЕНИЯ**

### **АННОТАЦИЯ**

*В данной статье проанализированы эмоциональные состояния студентов, проявляющиеся в процессе обучения. Также представлены теоретические сведения о проявлениях тревожности, депрессии и астении у*

*студентов. Результаты исследования служат основой для разработки мер психологической поддержки, направленных на выявление и смягчение эмоциональных проблем студентов.*

***Ключевые слова:** Студенты, эмоциональное состояние, тревожность, депрессия, астения, психологическая помощь, статистический анализ*

## **INTRODUCTION**

The emotional well-being of students is a fundamental aspect influencing their academic performance, social interactions, and overall development[1]. Emotional states such as anxiety, depression, and asthenia often emerge during the educational process due to academic pressures, social expectations, and personal challenges[2]. Understanding these emotional conditions is crucial for early intervention and promoting mental health within educational institutions. The present study aims to diagnose the emotional states among university students and to analyze their levels and distribution patterns.

Emotional states are dynamic psychological processes that reflect an individual's reaction to internal and external stimuli. In the context of education, emotional states can significantly impact motivation, cognitive functioning, memory, and problem-solving abilities.

- **Anxiety** is characterized by feelings of tension, worried thoughts, and physical changes such as increased blood pressure. It can interfere with students concentration and academic success.

- **Depression** includes persistent feelings of sadness, hopelessness, and loss of interest in activities. Among students, depression can lead to decreased academic performance, social withdrawal, and emotional exhaustion.

- **Asthenia** refers to a state of physical and mental fatigue, low energy, and decreased ability to perform usual tasks. Academic overload and continuous stress are common triggers for asthenic conditions among students.

Previous research highlights that students in higher education institutions are at an increased risk of developing emotional disturbances due to transitional life stages, academic demands, and adaptation to independent living.

## **METHODS**

The research employed the "Diagnosis of an Individual's Emotional State" survey to assess emotional conditions among 83 university students[3]. Descriptive statistics (mean, standard deviation, skewness, kurtosis) and the Kolmogorov-Smirnov normality test were utilized. Due to deviations from normality, nonparametric methods were preferred for further analysis

## **RESULTS**

### **Anxiety Scale:**

- Minimum: -78.00, Maximum: 7.15, Mean: -0.3043, SD: 9.01103.
- Skewness: -7.977, Kurtosis: 69.435.
- Kolmogorov-Smirnov  $Z = 2.89$ ,  $p < 0.001$ .
- Significant negative skewness and extreme kurtosis indicate serious asymmetry in the distribution. The significant negative skewness and extreme kurtosis observed in the Anxiety Scale indicate serious asymmetry in the distribution, which is consistent with previous studies that reported emotional instability in students during periods of academic stress [4].

### **Depression Scale:**

- Minimum: -6.40, Maximum: 5.00, Mean: 0.4093, SD: 2.65468.
- Skewness: -0.667, Kurtosis: -0.195.
- Kolmogorov-Smirnov  $Z = 1.445$ ,  $p < 0.05$ .
- Slight negative skewness with minor kurtosis was observed.

### **Asthenia Scale:**

- Minimum: -5.20, Maximum: 7.80, Mean: 0.6708, SD: 2.12064.
- Skewness: -0.178, Kurtosis: 1.013.
- Kolmogorov-Smirnov  $Z = 1.849$ ,  $p < 0.001$ .
- Near-normal skewness with mild positive kurtosis.

## **DISCUSSION**

The results suggest that emotional disturbances, particularly anxiety and asthenia, are highly prevalent among students. The severe asymmetry and deviation from normal distribution patterns may reflect underlying psychological instability caused by the challenges students face in their academic and personal lives.

Effective psychological support programs that incorporate stress management, emotional resilience training, and peer support networks are necessary to improve students' emotional well-being[5]. Additionally, early diagnosis through routine screening can help mitigate the negative impact of these emotional states on students academic success and mental health.

## **CONCLUSION**

The study revealed significant emotional challenges among students, particularly regarding anxiety and asthenia. These findings align with the work of previous researchers who emphasize the importance of tailored interventions [2].

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