

**THE ROLE OF GENDER DIFFERENCES IN THE PSYCHO-EMOTIONAL STATE OF STUDENTS
DURING EXAM STRESS**

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Annotation. *This article explores the psycho-emotional state of foreign students during exam stress. The aim of the study is to identify differences in mental tension and personality neuroticism among students during the session. 124 third-year students took part in the study, of which 49 were female students. A questionnaire was used, including questions about mental tension and neuroticism of the individual. The data obtained were analyzed using statistical analysis. The results of the study showed the presence of significant differences between groups of students. Female students experienced a higher level of mental tension and personality neuroticism during exam stress compared to male students. These results indicate the need to develop psychological support and adaptation programs for students in order to reduce psycho-emotional stress and develop strategies for coping with stress. The results of the study can be used by university psychologists to develop psychological support and stress management programs, as well as to ensure better adaptation of foreign students to the learning environment.*

**РОЛЬ ГЕНДЕРНЫХ РАЗЛИЧИЙ В ПСИХОЭМОЦИОНАЛЬНОМ СОСТОЯНИИ СТУДЕНТОВ В
ПЕРИОД ЭКЗАМЕНАЦИОННОГО СТРЕССА**

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Аннотация: *Данная статья исследует психоэмоциональное состояние иностранных студентов в период экзаменационного стресса. Целью исследования является выявление различий в психической напряженности и невротизации личности у студентов во время сессии. В исследовании приняли участие 124 студента третьего курса, из которых 74 были студентами женского пола. Использовался опросник, включающий вопросы о психической напряженности и невротизации личности. Полученные данные были проанализированы с использованием статистического анализа. Результаты исследования показали наличие значимых различий между группами студентов. Студенты женского пола испытывали более высокий уровень психической напряженности и невротизации личности в период экзаменационного стресса по сравнению со студентами мужского пола. Эти результаты указывают на необходимость разработки программ психологического сопровождения и адаптации для студентов, с целью снижения психоэмоционального напряжения и развития стратегий справления со стрессом. Результаты исследования могут быть использованы*

психологами университета для разработки программ психологического сопровождения и управления стрессом, а также для обеспечения лучшей адаптации иностранных студентов к учебной среде.

IMTIHON STRESSI DAVRIDA TALABALARNING PSIXO-EMOTSIONAL HOLATIDAGI GENDER FARQLARINING ROLI

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Annotatsiya: *Ushbu maqola imtihon stressi davrida xalqaro talabalarning psixo-emotsional holatini o'rganadi. Tadqiqotning maqsadi sessiya davomida talabalarda aqliy zo'riqish va shaxsiyatning nevrotikasidagi farqlarni aniqlashdir. Tadqiqotda 124 nafar uchinchi kurs talabarlari ishtirok etdi, ulardan 74 nafari ayol talabalar edi. Ruhiiy zo'riqish va shaxsiyatning nevrotizatsiyasi haqidagi savollarni o'z ichiga olgan so'rovnomma ishlatilgan. Topilmalar statistik tahlil yordamida tahlil qilindi. Tadqiqot natijalari talabalar guruhlarida o'rtasida sezilarli farqlar mavjudligini ko'rsatdi. Ayol talabalar imtihon stressi davrida erkak talabalarga nisbatan aqliy zo'riqish va shaxsiy nevrotikatsiyaning yuqori darajasini boshdan kechirdilar. Ushbu natijalar psixo-emotsional stressni kamaytirish va stressni boshqarish strategiyasini ishlab chiqish maqsadida talabalar uchun psixologik qo'llab-quvvatlash va moslashish dasturlarini ishlab chiqish zarurligini ko'rsatadi. Tadqiqot natijalari universitet psixologlari tomonidan psixologik qo'llab-quvvatlash va stressni boshqarish dasturlarini ishlab chiqish va xalqaro talabalarning o'quv muhitiga yaxshiroq moslashishini ta'minlash uchun ishlatilishi mumkin.*

RELEVANCE OF THE TOPIC

Currently, stressful and neurotic conditions have become an integral part of people's lives. The fast pace of modern life and constantly changing conditions have a negative impact on the quality of life. Individuals are susceptible to various stress factors that require constructive ways to cope with stress. The period of study at a higher educational institution is a special stage of adaptation to new conditions, accompanied by stress, anxiety, excitement and various neurotic conditions [1–4]. Students in special learning conditions are a special group susceptible to stress and neurotic conditions. Neurotic conditions arise as a result of stress and conflicts and manifest themselves through individual personality characteristics [5]. According to the research of Kovaleva A.V. [6], students experience symptoms of the vegetative spectrum, depression and anxiety. Various neurotic disorders have a varied clinical picture and should be distinguished from somatic disorders [7]. Research by Nikonova E.A., Banyunes A.M., Khalfina R.R. [8] indicates that stress in student activities is associated with the daily overload inherent in higher education and has an impact on the mental and physical health of students. In addition, every semester is accompanied by exam stress associated with passing exams and semester tests, which can become a traumatic factor for students, according to the research of Andreeva E.A., Solovyova S.A. [9]. In the work of Klimanova V.E. [10] notes that a stress factor for students is taking their studies too seriously. Results of the study by Korotaeva A.E. [11] confirm that neurotic states in students are more often observed with a responsible attitude to studying at the university. Kukso P.A.,

Kukso O.G. [12] note that students with low mental stability are prone to isolation, neurotic states and irritability. In this regard, it is relevant to study the psycho-emotional state of students .

The study was aimed at studying the characteristics of the stress reaction and neuroticism among students of a pedagogical university during the examination period. During this period, students experience increased tension, anxiety and stress due to the need to prepare for and pass exams.

THE PURPOSE OF THE STUDY COULD BE THE FOLLOWING TASKS:

To determine the level of stress among students of a pedagogical university during the examination session. This may include measuring psychological discomfort, anxiety, levels of physiological manifestations of stress and other indicators.

To study the characteristics of neuroticism in students during exams. Neuroticism refers to the emergence and intensification of neurotic states and symptoms in people under the influence of stress.

To study factors influencing the stress reaction and neuroticism in students of a pedagogical university. This may include analysis of the level of preparation, teaching methods, level of social support and other factors that may affect the psycho-emotional state of students during the exam period.

To offer recommendations and strategies for reducing stress and neuroticism among students of a pedagogical university during the examination session. This may include developing student support programs, stress management training, tips for effective exam preparation, etc.

Conducting such a study may help in understanding the psychological state of students during exam periods and offering appropriate support and assistance measures to reduce stress and improve their well-being.

MATERIALS AND METHODS

And the study was conducted at the Department of Psychology and Pedagogy at the Bukhara State University of the Ministry of Health of the Republic of Uzbekistan in June 2023. The object of the study were 3rd year students of the Faculty of Biology, a total of 124 people, divided into two groups: the first group consisted of 75 female students, and the second group - of 49 male students . The age of the students ranged from 19 to 22 years.

The following psychodiagnostic techniques were used in the study:

Psychological stress scale PSM-25 (Lemur- Tessier - Fillion) adapted by N.E. Vodopyanova. This scale is designed to measure the phenomenological structure of the experience of stress and assess the sensations of stress in somatic, behavioral and emotional indicators. The technique was developed in France, then translated and validated in England, Spain and Japan.

Diagnosis of the level of neuroticism of L.A. Wasserman, proposed by Viktor Boyko. This technique is designed to assess the level of neuroticism of a person, that is, a state of emotional instability that can lead to neurosis or a neurotic tendency in behavior. A high level of neuroticism is expressed in increased emotional excitability, irritability, negative experiences, anxiety, tension, hypochondria and difficulties in communication.

To process the empirical data, you used the nonparametric Mann-Whitney U test to determine the significance of differences between groups. To process statistical data, the SPSS-21.0 application package and Microsoft Office Excel 2010 were used. The research results are presented in the form of graphs and tables.

RESULTS AND DISCUSSION

The results of the study indicate differences in mental tension and level of neuroticism between 3rd year students in different groups.

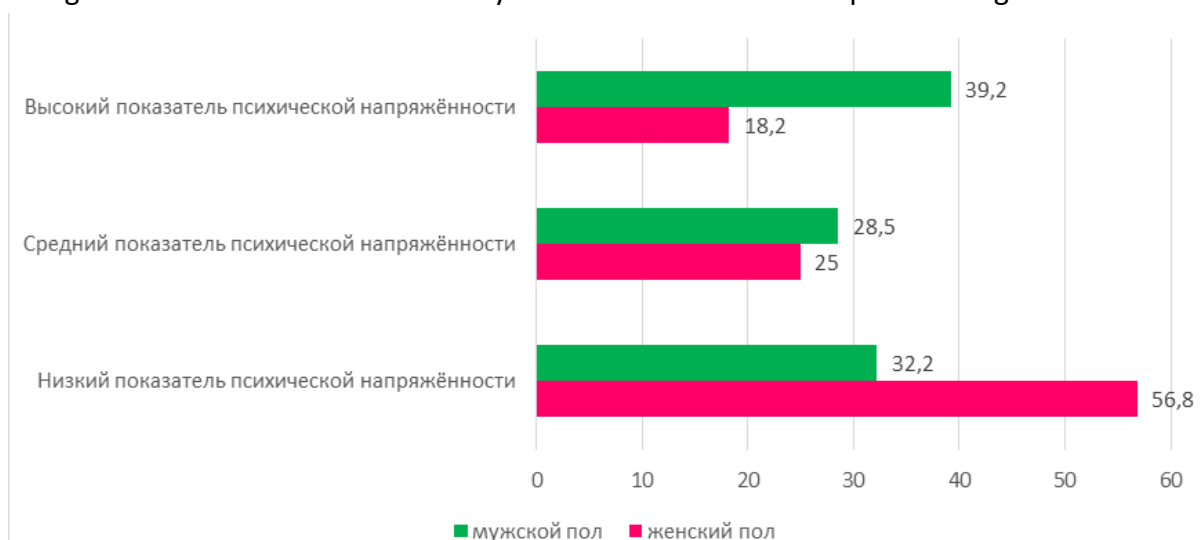
Among the students of group II, it was found that the majority of them (56.8%) have a low level of mental tension and stress. This indicates that they are well adapted to academic loads and do not experience significant stress during the session. It is also noted that 25% of group I students have an average level of mental tension, which is the optimal indicator. However, 18.2% of group I students experience a high level of mental tension, which indicates a state of maladjustment and requires psychological support.

Figure 1. Average indicators of the level of psychological stress using the PSM-25 scale among students (obtained by the authors during the study)

On the other hand, high levels of psychological stress were found in 39.2% of students. This indicates that they are experiencing significant psycho-emotional tension and stress in connection with the current examination session. It was also noted that approximately equal numbers of students in group II have low and medium levels of mental tension (32.2% and 28.5%, respectively).

When analyzing the level of personality neuroticism in group I, it was revealed that the majority of them (47.7%) have a low level of neuroticism. This indicates their emotional stability and positive emotional background. 38.7% of students Group I was found to have an average level of neuroticism, and 13.6% had a high level of neuroticism, which indicates high anxiety and difficulties in communication.

The general conclusion from the study is that female students experience higher levels of



psychological stress and have higher neurotic personality compared to male students. This could be due to several possible factors:

Sociocultural Expectations: Some societies have stereotypes and expectations associated with the roles and behavior of men and women. It is possible that sociocultural factors contribute to higher levels of psychological distress in women, as they may be subject to greater responsibilities and expectations in various areas of life.

Biological differences: Biological differences between men and women, such as hormonal changes, can influence their response to stress. For example, research suggests that levels of the stress-related hormone cortisol may be higher in women.

Strategies for coping with stress: Men and women can use different strategies to cope with stress. Some research suggests that women may be more inclined to express themselves emotionally and seek support, while men may prefer more proactive strategies such as problem solving. Differences in the choice of strategies may influence perceptions and levels of stress. Such results may indicate the need to provide additional psychological support and adaptation programs for students to help them cope with stress and emotional difficulties in the academic environment.

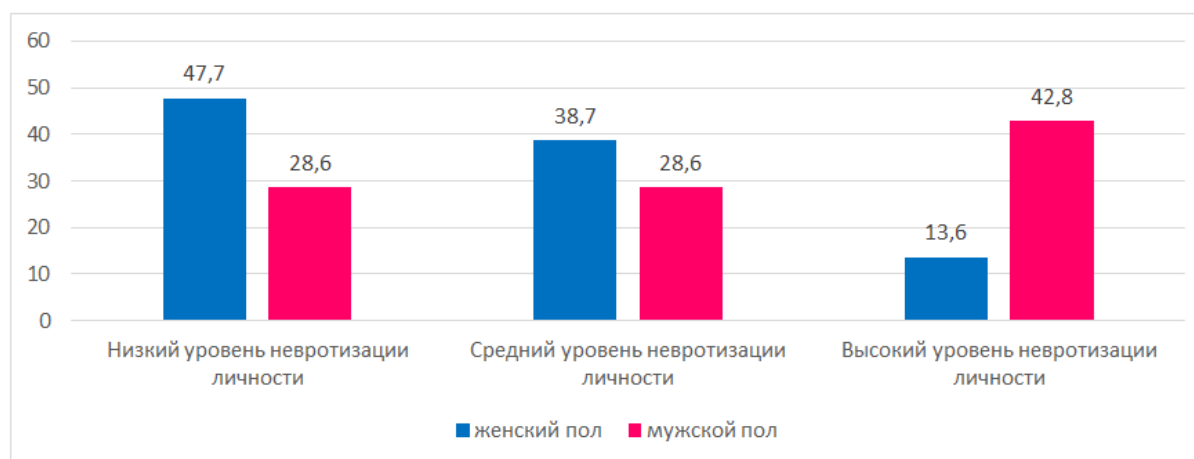
of the second group have a high level of personality neuroticism (42.8%). This indicates significant emotional excitability, a predominance of negative emotional experiences, fatigue, low mood and apathy. An equal distribution was also noted between low and medium levels of personality neuroticism (8 people or 28.6% each).

To test the significance of differences between groups of third-year students, the nonparametric Mann-Whitney U test was used. Based on the empirical research conducted, significant differences were identified between students in relation to mental tension and neuroticism of the individual.

The first significant difference was found in the indicator “Low level of mental tension” between groups of students in a situation of examination stress ($t = 0.047$, $p < 0.5$). Students of group I had a higher rate of low level of mental tension compared to students of group II. This indicates that this group of students is more likely to experience exam stress and psycho-emotional stress during the session.

Figure 2. Average diagnostic indicators of the level of neuroticism according to L.A.’s method. Wasserman among students (obtained by the authors during the study)

The second significant difference was found in the indicator “High level of personality



neuroticism” ($t = 0.000$, $p < 0.5$), which was significantly higher among students Group II. This means that students of group II have a more pronounced level of personality neuroticism compared to students of group I.

Thus, the results of the study show that the majority of students in group I have a low level of mental tension and personality neuroticism, while students in group II have higher levels of mental tension. These results highlight the need for psychological support and the development of stress management programs for students in order to reduce psycho-emotional stress and develop strategies for coping with stress in the educational environment of a pedagogical university.

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