

**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM,  
FAN VA INNOVATSIYALAR VAZIRLIGI TALABA VA O'QUVCHILARNING  
MA'NAVIY YUKSALISHIGA KO'MAKLASHISH MARKAZI**

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RESPUBLIKA YOSH OLIMLAR KENGASHI**

# **“SIFATLI TA'LIM – TARAQQIYOT POYDEVORI”**

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## **THE ROLE OF PSYCHOLOGICAL STABILITY IN DIRECTING STUDENTS TO SCIENTIFIC-INNOVATIVE ACTIVITY**

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Today, it is important to ensure the stable development of a person based on the development of scientific-innovative activities. For this reason, the creation of a new scientific-innovation system aimed at taking a worthy place in the world of national education is defined as one of the priority tasks of further development of scientific activity among young people in our country. These tasks cannot be solved without the development of scientific-innovative research.

Necessary conditions are being created for students studying in higher education institutions to develop their scientific competencies and research potential in a short period of time. Therefore, higher education institutions are being transformed into places where students carry out research, help to introduce practical ideas and developments, and provide scientific-innovative knowledge [1].

The problem of developing scientific activity and thereby ensuring psychological stability of students remains one of the urgent problems. All-round psychological development of a person, activity as a person and self-development depend on many factors.

From a psychological point of view, the stability of a person is a complex of mechanisms and methods of psychological self-regulation of consciousness and behavior in all forms of activity. Psychological stability protects the integrity of the concept of "I" from failure, fear, anxiety or emotional states. Psychological stability is an individual process with psychological regularities characteristic of various events [8].

The development of scientific-innovative activities of students allows to prevent or suppress negative emotions, to normalize stressful situations and to ensure mental stability. Under certain circumstances, understanding stability as a beneficial or negative phenomenon hinders the development of the psyche. In most cases, psychological stability performs a positive function, and in others, it hinders the development of a person. Not only psychologists, but also pedagogues should know this.

As a result of the conducted studies, it became clear that the problem of the development of scientific-innovative activity of students is not sufficiently and fully studied. From a practical point of view, the question arises whether it is possible to educate and develop scientific-innovative activities, behavior, skills and qualifications of students [5].

The results of the empirical research conducted by author can be used in the process of training specialists and qualified personnel, as well as in the formation of their important characteristics and in the training of young innovators. This problem has not been systematically and consistently studied by pedagogic-psychological scientists as a problem of modern research, orientation and preparation of students for scientific-innovative activities.

Through the development of scientific-innovative activities in students, it is a complex process that protects their minds from negative thoughts, is an important individual psychological mechanism of any activity, has a multifunctional character, is part of the motivation of activity and ensures the integrity of the concept of "I". Psychological stability in students affects the manifestation of individual characteristics, their cognitive sphere, gender, age, individual psychological qualities and conditions, as well as prevents various stressful situations and determines the content of thinking.

The level of development, psychological stability, flexibility, variability and effectiveness of students' scientific-innovative activity is closely related to their desire to succeed or not to fail, as well as their creative thinking skills. Scientific-innovative activity in students is characterized by typical and individualized manifestations of mental and stability mechanisms. It has a significant effect on ensuring the individual psychological characteristics and stability of qualified personnel trained in various specialties in higher education institutions.

Based on the results of the experts' research, they emphasized the importance and necessity of ensuring psychological stability, and developing scientific-innovative activities for students to find their place in the future. The need for psychological stability was determined not only during preparation for educational processes, but also in personal life [7].

Comparative analyzes of psychological stability in students showed that gender differences in the use of various types of protection were revealed. In the course of research, it was found that men have a different appearance, structure, intensity and scope of relationships, stronger and higher in comparison to women.

Age dynamics are also taken into account when determining the level of stability of students. The main dominant of psychological protection to ensure stability is the "denial" mechanism, which helps to activate oneself and increase the effectiveness of activity.

The analysis of the results of the conducted empirical results on the psychological stability of students makes it possible to develop practical recommendations, develop a scientific-innovative activity and offer a psychological training program for orientation in scientific fields.

Effectiveness increases as a result of specially organized psychological training program for mental stability of students in the development of scientific-innovative activities. The implementation of an individual approach to the

training of highly qualified personnel requires psychological knowledge, which, in turn, includes knowledge about the types and mechanisms of psychological protection. Psychological stability is a socio-psychological process that occurs as a result of the activity of a person.

The analysis of psychological literature showed that psychological protection is the main mental phenomenon in the activity of a person. The phenomenon of psychological protection is a form that takes into account its multi-level and multi-functional nature, and has its own structural-dynamic nature. Depending on the various factors of psychological protection, it can perform different tasks in life: negative and positive. Psychological protection is a system of methods and methods of mental regulation and self-regulation in extreme conditions of life. Psychological protection is necessary to protect the psyche from the destructive effects of various extreme factors (failures, defeats, injuries, stress, conflicts and crises).

The goal of psychological protection is to reduce emotional stress, and prevent disorder of behavior, mind and psyche in general. Regulation of psychological defense mechanisms reduces orientation, anxiety and emotional distress. Researchers of various fields have created psychological models of technical-tactical actions and behavior in extreme conditions of competitive activity, which is the theoretical importance of studying the characteristics of psychological protection. The concept of psychological protection is a modern psychological concept, and remains one of the most important problems of psychoanalysis [3].

The analysis of sources related to the study of the problem of psychological protection showed that there are several reasons for the complexity and inconsistency of determining the status of this phenomenon as an object of scientific research. First of all, the phenomenon of psychological protection as a scientific phenomenon was first noted in psychoanalytical theories. Later, this problem was consistently studied by the famous scientist Z. Freud. One of the reasons for the abandonment of psychoanalysis by modern psychologists is that they put the factors of ideological disorder in the first place.

G.A. Ilin defines the theory of psychoanalysis as follows: "Freud social pessimism, blasphemy in the management of society, with the possibility of shaping people's behavior, human re-education... This situation makes solving the problem of managing society and people not only desirable, but also vital goes against the needs of the modern world, which is important [6].

The fact that the phenomenon of psychological protection is a problem of the theory of psychoanalysis is reflected in the scientific works of many researchers. The problem of the psychological defense mechanism has not yet been fully explored and, at the same time, recognized as a phenomenal process, this phenomenon has not been scientifically and practically studied. Defense is meaningless from the point of view of behavior, the difference between the

actions themselves and their motivation plays the most important role here. All this leads to the emergence of separate and special descriptions in the scientific literature and makes it difficult to reach a general conclusion.

In addition, some defense mechanisms are very closely related to each other, so it is not easy to separate them, and exact boundaries can be set very conditionally. Despite the fact that scientists do not have a common point of view about the types and forms of the psychological protection mechanism, as well as its role in the organization of behavior in society, the literature allows a brief comparative analysis of the main points of view on the studied phenomenon. It is expressed by the conflict between the self-activity of a person, which does not correspond to all the realities of the environment, and the oppositely directed response of some aspects of the environment.

The destructive consequences of this type of long-term interaction are prevented at the external level by targeted socialization, and at the internal level by the formation of certain regulatory systems, for example, psychological protection. At the level of individual ontogenesis, but also in a specific life situation, conflict is expressed in various ways, for example, conflict between desire and opportunity, desire and duty, desire and prohibition, between goal and lack, as a struggle of motives, two as a bilateral relationship, etc [5].

At the same time, the source of development is not the conflicts themselves, but their accumulation and acceptance, not their complexity, not the process of solving them, but their formation as a result of these processes. Psychological defense mechanisms are organized as the most important aspect at certain stages of ontogenesis. They overlap the dynamic features of the individual's psyche, determine the main features of his character and, to a large extent, the formation of the entire system of his relations with others.

Based on the above, the conflict can be defined as an intrapsychic and interpsychic manifestation of a late conflict, which is very acute and the character of its resolution determines the stability of the person, as well as the direction of his development. On the other hand, if the emotional tension reaches a very strong expression, it can lead to the breakdown of all functions and even, according to G. Sele, to the pathological destruction of the "fatigue stage". Although the last resort is certainly a theoretical possibility, such intense and long-term stress is very rare in everyday life practice. That is why most individuals can develop and use more or less constructive defense strategies to overcome emotional stress and resolve external conflict when faced with conflict situations [8].

Thus, psychological protection can be defined as a combination of ways to consistently change the cognitive and affective components of the real situation. These changes are achieved based on the individual characteristics of mental processes. Psychological defense mechanisms are a product of ontogenetic development and learning. They develop as a special means of psychological adaptation and are designed to overcome various emotions in cases where a

person's experience gives him a signal about the possible negative consequences of his experience. Psychological defense mechanisms differ according to the criterion of complexity, depending on the time of their formation in ontogenesis and the participation of consciousness in actual activity. At the same time, the use of various defense mechanisms necessary to overcome the difficulties of life ensures the stability of the individual.

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**МАФКУРАВИЙ ПРОФИЛАКТИКА – ЁШЛАРНИНГ ФУҚАРОЛИК  
МАСЪУЛИЯТИНИ ОШИРИШ ВА ТАКОМИЛЛАШТИРИШНИНГ ТЕЗКОР  
АМАЛИЙ УСЛУБ ВА ВОСИТАСИ МАСАЛАЛАРИГА ДОИР**

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Бу мақолада “Мафкуравий профилактикани – ёшларнинг фуқаролик масъулиятини ошириш ва такомиллаштиришнинг услубларидан миллий тикланишдан тезкор амалий услуб ва воситаси” деб номланган учинчи параграфда жамият тараққиётининг миллий тикланишдан миллий юксалиш босқичига ўтиши муҳим аҳамият касб этади. Чунки, бундай улкан вазифани бажаришда ёшларнинг аксарияти масъулиятни ҳис қилса,

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# **“SIFATLI TA’LIM – TARAQQIYOT POYDEVORI”**

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