

# Psychological Mechanisms for Overcoming the Feeling of Fear that Occurs in Students During the Examination Process

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## Abstract

*This article shows the psychological mechanisms for eliminating the feeling of fear that arise in students during the examination process, preventive and therapeutic methods for eliminating the feeling of nausea. The psychic states that arise in the educational process do not always have the same quality and duration. While positive experiences affect activity performance and make it more interesting, negative emotions can also reduce the effectiveness of training activities. Several objective, subjective reasons are considered to be the impetus for the emergence of specific emotional stresses in the educational process. Overcoming emotional tensions that arise in educational activities is one of the most important factors in improving educational effectiveness.*

**Keywords:** *fear, stress, autogenic training, relaxation, meditation, preventive, therapeutic.*

## INTRODUCTION

Work related to the training of specialists with theoretical knowledge and practical qualifications and able to successfully solve new modern problems is becoming more relevant today. Since the development and prosperity of our republic depends on the specialists being prepared in higher schools, they should be brought up as mature people in every possible way. The correct Organization of the student's collaborative activities with the teacher is one of the main factors in the professional training of future specialists.

Like all types of activities of an individual, educational activity has its own characteristics, which make special requirements for the cognitive processes, individual characteristics of the individual. In the form of attitudes towards this activity, one or another psychic states appear.

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## **MATERIALS AND METHODS**

Studies devoted to the study of stress related to learning activities show that future states – fear, high levels of stress aggression, insecurity, depressive (depressed) mood, restless thoughts, feeling helpless-can manifest themselves.

Exam-related stresses are central to higher school students' psychic tensions. In many cases, the exam is recognized as a mental shock factor as a factor causing psychogenic and neurosis disorders in psychiatry. According to the results of a study conducted in recent years, exam stress negatively affects the functioning of the nervous system, cardiovascular system and immune system of students. Another study found that exam stress combined with caffeine intake can lead to a sharp rise in blood pressure in students. Prolonged and intense emotional tension activates the sympathetic and parasympathetic sections of the vegetative nervous system.

G. It is possible to distinguish the classic stages of psychological tension associated with taking exams in accordance with Selene's theory of stress in a developmental state.

The first stage is the stage of mobilization or restlessness. It is related to the state of the student in an uncertain situation that he feels before the start of the exam. During this period, psychological tension coincides with the mobilization of all the capabilities of the body.

The second adaptation stage. When preparing to take an exam ticket and answer, there is resistance to harmful effects. The restructuring of the vegetative management of the body enhances the supply of oxygen and glucose to the brain. During a certain period of time, if the body cannot adapt to the experimental factor, the Reserve will be exhausted. (For example, when a difficult question falls, a third stage occurs when a conflict situation arises with the Examiner).

The third phase occurs at the end of the session. The intensity of humans from the developing adaptive reaction depends not only on the nature of the stressors, but also on the degree of significance of the influencing factor for the individual.

Typically, these three stages can occur during the entire session at large intervals. For example, the first stage is on the eve of exams. The second stage is between the second and third exams. Therefore, one exam can generate stresses in students in different psychophysiological and somatic manifestations.

D. Nutt, on the other hand, has distinguished the following four components that create a state of discomfort that occurs during the exam:

- mood (or excitement);
- cognitive sphere (unpleasant memories, thinking something in advance and making false predictions);
- physiological signs (tachycardia – acceleration of Pul's, acceleration of sweat separation, movement disorders);
- behavioral disorders.

V.L. Marishuk and V.I. Yevdokimovs write that disorders inherent in mental processes during stress, which occur in the exam, indicate that the dominant is a physiological concept. According to the law of negative induction at the time of emotional tension, the dominant turns off another excitation furnace.

## **DISCUSSIONS AND RESULTS**

The following symptoms of stress are manifested in intellectual activity:

Attention-the accumulation becomes more difficult, quickly distracted, the scale narrows. Thinking is a violation of logic, its fragility, difficulty in making decisions, a decrease in creative opportunities.

Memory is the deterioration of operational memory, the difficulty of recall.

This aspect of Stressor reactions emphasizes the need to consider personality traits when solving problems. For some students, the exam acts as a factor that strongly influences the psyche, even leading to neurotic disorders. While the training session lasts 2-3 weeks, it is considered sufficient for the appearance of exam stresses. The introduction of the credit system assessment of student knowledge based on the results of current, intermediate and final control eliminates the occurrence of stress associated with the exam. Some higher school professionals are skeptical about the need for exams. Instead, a programmed form of teaching suggests an attestation system for determining student knowledge – that is, the final assessment is placed on the basis of intermediate results. While exam-related stress is considered a clearly expressed form of stress of educational activity, it is worth noting that waiting for the exam and the psychological tensions associated with it create in students a diffuse, poorly expressed anxiety, fear of receiving various psychic activity in front of the examiner or poor grades.

These two conditions are manifested in sufficient vegetative manifestations. In some cases, this phenomenon can be elevated to the level of anxious waiting neurosis. But in most cases, students may experience acute neurotic reactions, not neuroses. These reactions can last for a limited period of time (hours, days weeks). During the exam, these neurotic reactions can be psychically manifested as follows:

- difficulties in performing a typical task or form of activity (in speech, reading, writing, etc.);
- associated with the expectation of bad luck, the feeling of anxiety, the complete braking of the performance of the form of activity or its violation.

Traditionally, anxiety enters a negative phenomenon, and this anxiety strain is manifested in fear, irritability, which appears before the exam. On the other hand, there is such a level of annoyance that it can ensure the success of the activity. Studies have found that students with high acquisition scores are those with high abilities and a strong personal disturbance index.

The cause of the appearance of sleep neurosis can sometimes be petty bad luck or illness. Incorrectly assessed anxiety, waiting for a repeat of bad luck, excessive attention of the patient to his condition, various negative predictions increase the degree of discomfort in a person. People who suffer from anxious expectation neurosis create a “negative model” of the world in their brains. Many influences in the environment choose from within those that are consistent with his guidance. The student's exam stress is formed in the same way. Fikran comes up with an analysis of the factors that cause bad luck in the exam, the factors of the possibility of falling questions, which the demanding teacher left behind, which he did not know well. Predicting such unpleasant situations creates stress in nervous (neurotic) students associated with the upcoming exam. However, he himself is considered the author of a “hopeless”, “terrible” future. Thus, the probability of the occurrence of an unpleasant state gives rise to the possibility of its implementation in the human mind.

With the students of the Faculty of pedagogy and psychology of Namangan State University in order to study the emotional tension of students in educational activities. V. Scherbatix's” learning stress related to learning activities " Test and S. Kouxen and G. The vilyamsons ”” emotional strain tolerance assessment " test was conducted. Students from 1-2 courses of fakul'tet took part in it. The problems that cause the appearance of emotional tension in students were assessed on a 10-point scale, and its result is presented

in the table below:

№	Condition and problems that cause tension	Page
1	Strict demanding teacher	5,3
2	Large-scale training assignments	5,3
3	Lack of textbooks	4,6
4	Boring, incomprehensible textbooks	5,2
5	Life away from parents	4,6
6	Making the most of a limited amount of money	3,8
7	Inability to properly organize the agenda	3,4
8	Improper diet	3,7
9	Problems with cohabitation with other students	3,3
10	Group disputes	4,2
11	Excessive, serious problems in reading	3,0
12	Not wanting to study, this profession	2,6
13	Hesitation, shyness	3,9
14	Worry about the future	4,5
15	Problems in personal life	4,9

As can be seen from the table, teacher toughness, exactingness (5.3 percent), high number of study assignments and volumes (5.3 percent), lack of textbooks (5.2 percent), problems in personal life (4.9 percent), etc.were cited as the cause of emotional tension for students.

The average indicators of the answers to the question "evaluate on a 10-point scale how your emotional tensions in educational activities manifest" are presented in the table below:

№	Forms of manifestation of emotional tension	Page
1	Feeling helpless, unable to find a solution to problems	3,2
2	Lack of opportunity to get rid of extraneous thoughts	3,5
3	Rapid distraction of attention, difficulty accumulating	4,7
4	Irritability, quick upset	5,3
5	Bad mood, depression	4,4
6	Fear, anxiety	4,0
7	Loss of self-confidence, decrease in self-esteem	2,8
8	Hurry from the lack of regular time	3,5
9	Sleep disorders	3,0
10	Difficulties in circulation, violation of social ties	4,6
11	Heart rate acceleration, pain in the heart area	3,0

12	Difficulty breathing	1,8
13	Gastrointestinal dysfunction	3,3
14	Muscle tension, tremors	2,9
15	Headache	4,4
16	Decreased ability to work, strong exhaustion	4,5

The data obtained show that emotional tension among students is more pronounced in the form of rapid distraction of attention, its difficulty of accumulating on an object (4,7), irritability, rapid upset (5,3), difficulties in circulation, violation of social ties (4,6), headaches (4,4), bad mood, depression (4,4), decreased ability to work (4,5), fear and anxiety (4,0).

“What methods and tools do you use to overcome tension?”, the analysis of the answers to the question is reflected in the next table.

№	Methods and means of relieving tension	%
1	TV viewing	11 %
2	Delicious food	4,4 %
3	Study or work break	
4	Sleep	15 %
5	Communication with someone you like or friends	22 %
6	Support from parents or friends	8 %
7	Walking in the fresh air	24 %
8	Hobby (dealing with an interesting type of activity)	13 %
9	Physical activity	4,4 %
10	Other	26 %

Each type of negativity is used in its own way and means when moving out of experiences and situations. The appearance of the results of the study shows that many (24 %) manage to walk in the fresh air at the time of emotional outbursts, supporters communicate with people or friends who are not before them, who tried to get out of such a state (22 %), for special requirements (15 %) Wake is also the best way to get rid of excellent villages. 26% of Examiners, on the other hand, indicated the use of specific methods and possibilities other than the one we recommended.

S. Kouxen and G. The students 'average score was 24.8 when the Williams "Assessment Test against emotional abuse" was passed. This Is Ya. The average indicator determined by vorobeichik is indicated by the fact that the lesson of tolerance of students has a "bad" indicator (24,2). This is how one can conclude from the results of the experiment conducted. Emotional stresses inherent in the educational activities of students manifest themselves in different forms, arise for various reasons and are eliminated using certain methods.

## CONCLUSION

There are many methods for correcting psychoemotional tensions, and when choosing them, it is necessary to pay attention first of all to the individual characteristics of the individuals taken separately and the methods that correspond to the conditions in

question. K.V. In his book “individual stability to emotional stresses”, Sudakov listed several of the anti-strain activities. They are:

- autogenic exercises;
- different relaxation methods;
- biological feedback system;
- respiratory Gymnastics;
- introduction of positive emotions into human life;
- music;
- exercise;
- psychotherapy;
- physiotherapeutic measures(massage, sauna, Electric Sleep);
- needle pricking, etc.

To choose one or another method of Correction, attention is paid to how much the indicators in this organism differ from the normative value. Here, the average characteristic of a group of people is taken into account, not the arithmetic value, but the average characteristic of each person.

In addition to the techniques developed by psychologists, traditionally used tools can be used to relieve emotional tension. In one of the training sessions, a seminar dedicated to the Prevention of emotional tension, the following methods were listed by its participants: communication with nature, music, drinks, sleep, looking after pets, communication with friends, engaging in an interesting activity, taking a shower, seeing a good cinema, reading a book, playing sports, etc.

In addition to these vital methods, several other methods have been shown that are called " psychological:

- it is necessary to occupy oneself in such a way that there is no time left for experiences;
- change the attitude to the situation;
- thinking about people who are in an even worse condition;
- pour the experiences of his soul into his friend or friend;
- it is necessary to look at the situation with a sense of humor;
- it is necessary to follow the advice of a person with knowledge, experience in this area.

As you can see from this example, people still experience stress and emotional tension in life without having some knowledge necessary to get rid of emotional tension. This is because, in many cases, these methods may not give a high result due to the fact that they are used unconsciously.

The techniques used to reduce psychological and emotional tension can be brought into order according to one sign or another. The first classification looks like this:

- psychological methods-autotraining, meditation, rational therapy, etc;
- physiological methods-stretching, exercise;
- biochemical methods-bath or shower water treatments, light exposure, etc;
- physical (physical) – pharmacological therapy, drinks, Phytotherapy, etc.

Second classification. Emotional tension can be controlled independently with the help of others or using various techniques.

In practice, it is found that the most effective way to control the level of emotional tension is to use the help of a psychologist.

The second group of methods can be classified as follows:

- self-help tools: autotraining, breathing techniques, meditation, exercise, sauna, etc;
- technical means: tape recorder, CD recordings, computer technologies from training, methods of biological feedback;
- methods that require the intervention of other individuals:
  - psychotherapy, friendly conversation, group games, sports, etc.

Sometimes the possibility of using the above methods can be lost due to the absence of a specialist or the absence of the need to share their problems with strangers. Below this, self-help can be used various psychological techniques-autogenic exercises, meditation, breathing techniques, special psychological exercises.

It also works well to use various techniques to control the level of emotional tension:

- tape recorder records with autogenic exercises;
- video recorder for the restoration of natural landscapes;
- computer programs for relaxation;
- various devices of biological feedback.

In the production process, anti-stress methods can be divided into organizational and psychoprophylaxis methods.

Organizational methods are aimed at reducing the influence of factors affecting, improving the production environment. Such an approach is widely used in labor psychology, engineering psychology, ergonomics. Its main directions are:

1. Optimization of the labor process by developing the most effective ways of Labor algorithms.
2. Improving the tools and tools of labor, taking into account the psychophysiological capabilities of a person.
3. Correct development of the mode of Labor and the order of rest.
4. Proper organization of the workplace.
5. Improving the socio-psychological environment in the team.
6. Increase material and spiritual interest in the result of Labor.

The psychoprophylaxis method is aimed at influencing the psyche and functional state of employees, which consists of:

- exposure through flowers and functional music;
- exposure to biologically active points;
- wellness exercise;
- belief and persuasion;
- self-persuasion and autotraining;
- respiratory Gymnastics;
- meditation.

It is possible to distinguish between two directions of elimination of psychological tension, namely – preventive and therapeutic.

The first is aimed at developing the protective forces of the organism, changing the attitude towards the psychological shock factor, developing creative thinking.

The second is to neutralize the tension that appears, affecting its specific manifestations in the human body and in the emotional sphere.

Of course, there is no limit between these two routes. For example, exactly the same autotre can be used for prophylactic and therapeutic purposes. It is necessary to influence the body not only through muscle relaxation or exercise when the stresses are overextended, but at the same time the need arises to influence the person's feelings and thoughts as well.

Students can be advised as follows in order to avoid emotional strain associated with academic activities:

1. In order not to aggravate emotional tension, training assignments must be completed on time.
2. Remember that there is a solution to each problem situation, which can definitely be eliminated.
3. Strictly follow the agenda.
4. Be able to capture yourself in different life situations.
5. Remember, a person has the opportunity to control not only his own body, but even his psyche.
6. Any problem can be solved if there is strong confidence, strong will, a great goal, mental mobilization.
7. While it is impossible to live without emotional tension, it is best for everyone to reduce them, to be free from their influence.

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