

**FEATURES OF PSYCHO-CORRECTIONAL WORK TO REDUCE
FRUSTRATION AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS**

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Article history:

Received: 14th February., 2022

Accepted: 16th February., 2022

Published: 18th February., 2022

Abstract: *This article describes a psycho-correctional program implemented in the course of psychological support for students, which is aimed at understanding and overcoming the destructive influence of frustration and its causes by students.*

Key words: *frustration, psycho-correction, self-regulation, empathy, reflection, sanogenic thinking.*

As practice shows, the student period is accompanied by psycho-emotional stress, a variety of conflict and stressful situations in educational activities, interpersonal communication. The new social environment, the complexity and inconsistency of the needs, desires, goals, motives, opportunities, conditions and available resources of students can encourage the development of frustration, concomitant mental states, which requires their awareness, analysis, overcoming, actualization of other forms of response, behavior, the formation of new skills and self-regulation skills.

The means and methods of overcoming and regulating these states used by students, as a rule, are formed by their past experience and are determined by the characteristics of the nervous system, individual psychological characteristics. At the same time, they are often ineffective and are mainly used spontaneously, unconsciously, they can acquire forms of stereotyping, rigidity, and their use in the educational process occurs only partially.

The emergence, intensification and predominance of frustration, concomitant mental states in students leads to the disorganization of educational activities, sometimes even to a complete rejection of it, disturbances in the course of cognitive processes, self-development processes, self-organization, personal and professional-personal deformations, maladjustment, health disorders, blocking internal resources, etc. [4].

Thus, based on the analysis of scientific literature on the problem under study, the results of the empirical study, a special psycho-correctional program has been prepared, which is implemented in the course of psychological support for university students. This program, first of all, is aimed at understanding and overcoming by students the destructive influence of frustration and its causes.

The development of the program was based on the following principles of psycho-correction:

- the principle of individual autonomy;
- the principle of normativity and individuality of development;
- the principle of personal growth;
- the principle of systematic development;
- activity principle of correction;
- the principle of personal motivation;
- the principle of psycho-correctional contact and equality of positions;

- the principle of unity of diagnostics and correction.

When preparing the psycho-correctional program, the position was maintained that psycho-correctional work should be aimed at a systemic, holistic and complex impact on the mental states of students and on the conditions for their occurrence. Based on this, the program includes an appropriate complex, which provides for psychological education, psycho-corrective exercises, psychological relief techniques, psychological recommendations, etc.

The methods of psychological influence provided for in the program are mainly aimed at:

- formation of an active position of students on the conscious regulation of mental states, reducing internal tension, increasing emotional stability;
- awareness and acceptance of these states, their reflection, changing personal meanings, increasing motivation for success and positive self-perception;
- development of self-confidence, subjective position;
- development of emotional intelligence, empathy, emotional flexibility, expressiveness, constructive forms of response;
- formation of skills of self-management by mental states, self-regulation;
- expanding the range of positively colored mental states, activating the mechanisms of self-consciousness and self-development.

The psycho-correction program itself basically contains three main structural blocks that combine 16 relevant classes, including various, specially selected and most effective exercises, techniques, etc.

The first block covers sessions 1 to 5, which are mainly devoted to getting to know the respondents, relieving mental stress, creating comfortable conditions for psychological work, increasing group cohesion, familiarizing themselves with the features, characteristics, signs, manifestations, the influence of frustration and means of their regulation.

The second structural block of the psycho-correctional program covers sessions 6 to 11, which are aimed mainly at working with frustration, in particular with increased anxiety, aggressiveness, rigidity, emotional expansiveness, the manifestation of a dependent, aggressive type of interpersonal relationships, impaired adaptation to educational activities and provide for the development of skills their recognition, differentiation, identification of the causes, conditions of occurrence, development of the formation of new semantic attitudes of students.

The third structural block of the psycho-correction program covers lessons from 12 to 16, which contribute to the activation of the resource states of students, expanding the arsenal of skills for the formation of positive mental states, increasing the level of self-acceptance, developing reflection, awareness of other people's perception of themselves at the moments of experiencing negative and positive mental states, their influence on interpersonal interaction, revealing the state of frustration, developing emotional flexibility and self-control over the external expression of emotions, etc.

As a rule, each scheduled lesson has a standard structure, i.e. includes three main parts:

- introductory, which highlights the subject of the lesson, the work plan, creates a favorable, working atmosphere in the group with the use of exercises to increase group cohesion and self-disclosure of students;
- the main one, which includes an informational message to increase the level of students' awareness and a set of exercises, according to the subject of the lesson;
- final, which covers the reflection of the lesson, summing up.

The duration of the entire psycho-correction program is designed for 2-3 months, taking into account the classes no more than 2 times a week and no more than 1.5 hours per session.

The starting point in the correction of the state of frustration is the process of objectification of the subjective mental state, the corresponding emotions, experiences, feelings, thoughts, i.e. isolation of frustration as a separate object and its removal to the external environment.

In this aspect, many researchers pay attention to the action of the processes of centralization and decentralization in order to ease internal tension, accompanied by a narrowing of the field of consciousness and the concentration of the respondent on their own experiences. For example, intellectual decentralization occurs due to the activation of reflection processes, when a student tries to look at himself from the outside and analyzes the situation as an outside observer, and role decentralization is associated with the respondent's mental inclusion in another situation or reincarnation in another subject. Reflection, as a process of self-consciousness and self-knowledge, stimulates the differentiation and awareness of one's psychological qualities, properties and serves as a mechanism for evaluating, creating models and stereotypes of behavior, leads to a change in self-consciousness and self-attitude of the student's personality [5].

Objectification allows you to be aware of the frustration and psychological properties that caused it, consider the mental state in a broader context, from different angles, and consciously change your position, point of view in relation to the state and the situation that caused it. The mechanisms of objectification and reflection encourage respondents to personal changes, form the ability to successfully overcome frustration, consciously regulate and manage not only their mental state, but also consciously determine their own path of development [6].

At the same time, it is important to draw students' attention to the ability to define, identify and name their own mental state, i.e. frustration, since its verbalization transfers internal indefinite experiences into the sphere of consciousness, helps to characterize this state and perceive it as an internal individual experience. At the same time, it is advisable to begin the psycho-correction of the state of frustration first of all with the development of skills to describe, characterize, identify, differentiate the state of frustration. This is what the first classes of the psycho-correction program, informational messages, classes on understanding the state of frustration, understanding the causes of occurrence, characteristic signs of manifestation, etc., are devoted to.

When psycho-correction of the state of frustration, the skills of relaxation, physical and mental relaxation acquire a particularly important place. The tension that accompanies productive educational activity and the rest after it gradually depletes the nervous system and loosens the mental regulation of the student's personality. Especially destructive are frequent failures and long-term stressful situations. In a state of relaxation, conditions for rest are created and the processes of restoration of the body are activated. The formation of appropriate relaxation skills helps to effectively overcome negative mental states and neutralize their consequences, replenish the body's reserves. Relaxation techniques are successfully used in combination with suggestion and self-hypnosis. In a state of relaxation, the tone of the brain and the level of activation of mental activity decrease, it helps to reduce the manifestation of the state of frustration and the emergence of positive states of peace, joy, pleasure, etc.

Self-hypnosis against the background of relaxation is easily fixed and causes physiological changes in the body. Suggestion with reduced criticality becomes an internal setting of the personality, regulates, stimulates and directs mental activity. Also, in a state of relaxation, pain sensitivity decreases, attention concentration improves, working capacity increases, the ability to mobilize, etc. [3].

The analysis of the scientific literature on the problem under study shows that the technique of progressive relaxation or neuromuscular relaxation allows you to gradually reduce tension and achieve effective relaxation of the main muscle groups. Relaxation of a certain group of muscles

reduces emotional and mental stress. This effect is achieved through the experience of contrasting sensations, first of maximum muscle tension, and then their relaxation, characterized by sensations of warmth and heaviness. This technique is quite popular and, as a rule, is used in various modifications [2].

The tone of the facial muscles on the basis of feedback also affects the mental state of the individual. So, relaxation of the muscles of the face, a benevolent expression not only helps to relieve internal tension, but also activates mental, creative activity, increases concentration and distribution of attention, improves vision, and reduces fatigue.

As practice shows, various imitation games are an effective method of influencing the mental state of students. Each person to a certain extent creates for himself and plays a certain image, which is formed under the influence of experience, environment, upbringing, culture. The ability of the respondent to consciously reproduce a certain image is used in this technique. Its essence lies in the fact that first the qualities that one would like to acquire, the image of the person one would like to be are determined.

In order to identify, strengthen or weaken, observation and understanding of their own and others' mental states, as a rule, they develop expressive skills, the skills of manifesting their own mental state. Mastering these skills allows you to significantly expand the possibilities for using a range of expressive means:

- intonations of voice and speech;
- movements, gaits, postures, touches.

Within the framework of this technique, attention is drawn to the awareness of the influence of expressive means on one's own mental state and the state of the surrounding people, the psychological climate in the group, the role of expressive means in interpersonal relations in solving conflict situations is analyzed.

Overcoming negative mental states is impossible without changing the attitude to the sources of their occurrence, changing the perceptions of the relevant situations and the formation of new styles of thinking in difficult circumstances. Rationalization of the state of frustration helps to understand the causes and one's own contribution to its occurrence, in particular, the influence of the direction of thoughts and the nature of assessments of the current situation. Sanogenic thinking helps to control the course of thoughts that lead to the emergence of frustration, and involves arbitrary, conscious reflection on a certain situation in a state of relaxation, peace and detachment, which makes it possible to objectify the mental state. Such thinking requires a high level of development of concentration of attention and knowledge of the features of frustration [1].

As you know, rigid psychological structures do not allow you to effectively adapt to new life circumstances and, accordingly, cause negative mental states, provoking frustration. Sanogenic thinking allows destroying such structures, helps to prevent and neutralize the occurrence of frustration. For example, in the case of an image, the mechanism of action, first of all, reflects the forecast of the behavior of another person, then the real behavior of the person, then the negative emotional reaction, then the negative state caused by the discrepancy between the real behavior and the expected one. If a student is in a state of anxiety, frustration, fear, answers to the following questions will help to overcome them:

- What am I worried about now, what am I worried about?
- What can happen in the worst case?
- Do my experiences correspond to the consequences that may be?
- How can I change the situation for the better? etc.

Awareness and acceptance by students of their negative experiences and reliance on their own positive experience open up new opportunities for personal growth, increase self-confidence, their strengths, the level of claims, set them up for success, thereby helping to overcome frustration.

Among the various techniques for neutralizing the state of frustration, one can also distinguish:

- the technique of rationalization of future events, which reflects the repeated mental detailed reproduction of a certain future situation until it becomes familiar and predictable;
- simulation games that reflect the playing of their roles in front of probable future events;
- a technique of selective positive retrospection, which reflects a consistent and detailed mental repetition of situations that have already ended successfully.

In order to activate positive thinking and form a different view of the corresponding negative situation, a group discussion, analysis of problem situations, group introspection and exercises are used [7].

Thus, the prepared psycho-corrective program, due to the complex effect on the state of frustration, helps to optimize the entire system of regulation of the student's personality, ensures the regulation of its relations, behavior, activities and contributes to the personal development of the student.

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