



ACADEMICA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.02398.3

ANXIETY-AS AN EMOTIONAL STATE

Normuminova Dilafruz Erkinovna*

*Teacher of the Department of psychology of Termez State University,
 UZBEKISTAN

ABSTRACT

The article describes anxiety, its manifestations, the views of psychologists on anxiety, the causes and consequences of increased anxiety and ways to overcome it. The ideas in this regard were also put forward by Eastern thinkers, who expressed in their works their thoughts about the state of manifestation of such feelings as feelings of the individual, anxiety. The characterization of emotional states by its highly dynamic nature is noted both as a result of scientific research and as a result of daily observations. In some periods, these properties are more pronounced.

KEYWORDS: *Anxiety, Emotions, Emotional State, A Sense Of Fear, Overcoming Anxiety.*

INTRODUCTION

Through the state of anxiety in a person, a person can experience various emotional experiences, and this condition undoubtedly affects the perfection of the individual. The ideas in this regard were also put forward by Eastern thinkers, who expressed in their works their thoughts about the state of manifestation of such feelings as feelings of the individual, anxiety. The issue of personality formation in the works of Eastern thinkers is one of the topical issues. A number of opinions have been put forward on the fact that the psycho-physical changes that occur in the process of the formation of an individual are distinguished by their importance.

In particular, Abu Rayhon Beruni considers the cases of anxiety in them in the context of the content of moral qualities in man. As for Abu Ali ibn Sina in his extensive psychoneurological practice, various emotions prove that various changes in the body, heart, blood vessels, respiratory organs can lead to arrhythmia, nerve endings, sensations and fear can lead to a state of intoxication of the body. Ibn Sina believes that mental disorders are the result of physical discomfort, Having determined that there is a link between physiological phenomena and mental phenomena. Ibn Sina re-attaches importance to the leadership role of the central nervous system

in the course of its activities, indicating that nervous disorders (fear, nervousness, suffering) lead to the weakening and weakening of the whole organism.

It is known that the formation of the human psyche is due to various factors. Such factors include natural, socio-psychological, purposeful educational factors and, of course, factors of the child's personal activity.[10] in the current period of Science and technology development, it is natural that various conditions, situations, objects frighten or cause human anxiety. This is how the need for scientific study of airing can be explained, rather than other fundamental feelings. Studies aimed at studying anxiety in psychology allow a broader understanding of this emotion. Anxiety was first described by Sigmund Freud [8]. From the point of view of Freud, anxiety is a function of the Ego, awareness of the approaching danger, threat helps a person to respond in such situations (danger, threatening situations) and is a method of adaptation[6]. Freud described anxiety as an unpleasant emotional experience, which is a signal about the expected danger. The meaning of anxiety is the experience of uncertainty and a sense of helplessness. Anxiety is characterized by three main features: 1) a specific unpleasant sensation; 2) corresponding somatic reactions, first of all heart palpitations; 3) awareness. [7]

Anxiety – belongs to the category of fundamental emotions of man (Gelgorn E, Lufbor-Roudj, 1966). It can be imagined that anxiety occurs in a person as a response reaction to a threatening stimulus. Understanding the risk, understanding it is formed in the process of life experience and personalitylararo attitude. But for some people, some independent pathogens gradually acquire the character of dangerous effects. As a result, a feeling of fear can occur involuntarily, accompanied by a strong feeling of excitement, anxiety or horror. Proceeding from the above points, one can say that fear is the emotions of a person who perceives danger and its consequences. [2]

K.Izard notes that fear is experienced as anticipation of danger, anxiety, insecurity. K.Izard divides the causes of fear into 4 types: a) external phenomena and processes; b) desire, aspiration and need; C) emotions; d) cognitive processes of the individual. [3]

Fears arising as a result of these reasons can be either congenital or acquired. The feeling of fear directly provokes anxiety and, as a strong stressor, causes a state of stress in a person.

Dressing from such an airing is carried out by overcoming stress, aimed at emotions, in order to cope with stress. Coping with stress aimed at emotions (Emotion-focused coping) stressogen provides for controlling the emotional response to events through the following methods: a) by changing behavior(bixoral approach); b) by changing one's own thoughts(cognitive approach).

Coping with stress aimed at emotions, people often use it in 2 cases: a) stress that can not be changed Inogen situations; b) when they do not have enough reserves to cope with the situation. To behavioral strategies used in overcoming stress aimed at emotions, it is possible to include the following:-to look at the situation from the outside; - to generalize cognitive redefining ("it was also possible to avoid this"); - by using such contemplative operations as comparison ("in others there is not the same");- to carry out a re - assessment of the situation from the positive side (what it will give).

Z.Freud's cognitive strategies (defenses) are also Coping. Z.It consists of Freud's defenses and rationalization of overcoming problems, projection, variable aggression, nostalgia, specialization, hero bending, regression, dreams, apathy, compensation etc.[7]

Problem-oriented (problem – focused coping) the goal of coping with anxiety is to reduce the risk of stressogen situation and reduce the person's resources to deal with it. Bunda as behavioral strategies: a) stressogen a comprehensive analysis of the situation and the use of active actions to solve it; b) change the situation with the application of assertive behavior is applied. Stress management-based bixoral techniques use relaxation, systematic desensitization, biological feedback, modeling, and social learning to overcome anxiety about behavior change. Another of the techniques aimed at overcoming anxiety are cognitive techniques. Cognitive techniques: 1. A.Rational emotional therapy of Ellis; 2.A.On Beck, cognitive therapy can be introduced.

The characterization of emotional states by its highly dynamic nature is noted both as a result of scientific research and as a result of daily observations. In some periods, these properties are more pronounced. For example, sometimes due to the discrepancy between the size of the behavior or activity index imposed by adults on adolescent children and the low assessment of their capabilities, a teenager may have a strong anxiety and, as a result of repeated occurrence of this condition, may also become a feature of the adolescent's personality. It is desirable to prevent and correct such a condition in a timely manner.

Correction of the state of anxiety should be organized in the following two directions: the emergence of a state of anxiety and the relief from its negative consequences; the combination of the occurrence of anxiety as an interim personal experience. In the elimination of anxiety: to teach a person the methods by which he manages a strong sense of anxiety in himself; it is possible to carry out it by the formation of important knowledge, skills and skills that the individual has acquired, expanding his capabilities, increasing the effectiveness of his activities. Of course, in the formation of behavior, the family environment of the individual, the role of Group, community and social influences are important.[9]

Anxiety can be manifested by long-term, persistent, daily symptoms (general anxiety disorder) or short bursts of panic attacks, which significantly reduce the quality of life. The frequency, number and intensity of symptoms vary from person to person.

Anxiety can cause mental or psychological problems [3]. Behavioral manifestations of anxiety include avoidance of situations that cause anxiety or negative memories to come out, as well as a change in the sleep regime, a change in habits, an increase or decrease in food intake, and an increase or decrease in motor tension (such as touch).

Emotional manifestations of anxiety include "a feeling of fear, difficulty concentrating attention, tension or irritability, anticipation of the worst, irritability, anxiety, observation (and anticipation) of danger signs (and phenomena) and feeling of emptiness of consciousness."], and "nightmares, obsessive thoughts, Deja Vu and the feeling of being trapped in your own mind" [6].

Cognitive anxiety is manifested by thinking about perceived risks, such as fear of death. "The pain in the chest seems to be the result of a fatal heart attack or head-to-head shooting pain in the area of the tumor. Thinking about death creates a strong sense of fear in a person, thinking about

death more often than usual, or not being able to get it out of his head." Improper anxiety is a bad indicator of personal development, which in turn negatively affects it. It negatively affects the development of anxiety in the real problems that arise as a result of the work of the advocates [1].

Anxiety can be a harbinger of a neurosis or a symptom, as well as a means and mechanism of its development. Anxiety is the main components of post-traumatic stress disorder[1]. In particular, mental disorders such as Phobia, hypochondria, hysteria, obsessive-compulsive disorder and others are also associated with anxiety. Due to this, the study and correction of anxiety characteristics of an individual is a period requirement.

LITERATURE:

1. Jerrold S. Greenberg Stress management. 7th ed. - St. Petersburg: Peter, 2002. - 496 p.: ill— - (Series "Masters of Psychology").
2. Zakharov A.I. Prevention of deviations in the behavior of the child. - St. Petersburg: Soyuz, 1997
3. Izard K. E. Human emotions. - M.: Publishing House of the Moscow University, 1980
4. Sinyagina N. Y. Psychological and pedagogical correction of child-parent relations. - M.: Humanit.ed.center VLADOS, 2001.
5. Yerbatykh Yu.V. Psychology of stress and methods of correction. St. Petersburg: Peter, 2008.
6. Yerbatykh Yu. V., Ivleva E. I. Psychophysiological and clinical aspects of fear, anxiety and phobias. - Voronezh: Istoki, 1998.
7. Horney K. Neurotic personality of our time. - M.: "Progress-Universe", 1993.
8. Eidemiller E. G., Justitskis V. V. Family psychotherapy. - L.: Medicine, 1989.
9. Sharafutdinova, Khadichaxon Gulyamutdinovna, Fazilat Karshievna Kulmamatova, and Sarvinoz Haydarova. "The role of cognitive psychology in the elimination of destructive behavior." *Asian Journal Of Multidimensional Research* 10.4 (2021): 957-964.
10. Shabbazova, Dilfuza Ruzikulovna. "Analysis Of Factors Of Mental Development." *Scientific Horizons* 11-1 (2018): 350-355.