

**PSYCHOLOGICAL CHARACTERISTICS OF ANXIETY IN ADOLESCENTS' RELIGIOUS-
PSYCHOLOGICAL FACTORS AND UNDERSTANDING OF PROFESSIONAL IDENTITY****Umarov Tokhirjon Mamurjonovich,**

Specialist of the Department of Scientific Research of Kokand University

Abstract: In this article, the issues of the theories of scientists who studied religious-psychological factors and psychological features of anxiety in the realization of professional identity in adolescents are also widely covered.

Keywords: Concern Socio-economic, environmental, cultural, empathy, frustration, personal skills, social skills, interpersonal, phobia, rigid,

Enter. Adolescents, or individuals who know that the outcome of their expectations will not end with a positive outcome, have a feeling of anxiety, and as this process becomes more serious, their level of anxiety increases. The role of religious factors in the emergence of the feeling of anxiety in boys and girls of adolescent age is also of particular importance. The reason is that in our society, religious factors are so embedded in our lifestyle that it is not difficult to notice their manifestations. Because religion, in addition to calling every person to be good, to do good deeds, to control his behavior, also guides a person to be patient in difficult situations, not to despair, and to ask only for the best in creation. The worldly and religious knowledge acquired by a teenager, when he starts an activity, prevents him from doing something negative, and if he does it, this feeling of uneasiness will remind him again and again. Over time, the level of these feelings increases, causing an increasing sense of anxiety. Commenting on the process of anxiety, psychologist FB Beryozin says that "the lack of communication with a certain object is a perceived danger - the impossibility of clarifying the danger makes that situation impossible and creates a state of anxiety".[1]

Psychological non-acceptance in such a situation connects anxiety with one or another object. As a result, an undefined risk becomes clear, and this state is associated only with the probability of the occurrence of a situation. A person who cannot communicate with people or speak among people, who cannot demonstrate his abilities, cannot perform serious tasks, and finds it difficult to find his place in interpersonal relationships.

Methodology. In psychology, the psychological health of adolescents depends on socio-economic, ecological, cultural, psychological and many other factors. According to the researches of the representatives of the field of psychology (LI Bojovich, VS Mukhina, etc.), the teenager, as the most sensitive system of the social environment, is quickly exposed to various external and internal negative effects. In recent years, as confirmed in special experimental studies, the most common phenomena are anxiety and fear in choosing a profession in teenagers (IV Dubrovina, VI Garbuzov, AI Zakharov, EB Kovaleva, RS Nemov, IM Kondakov, VB Chapar, etc.) [2]. Here, anxiety is a factor in mobilizing attention, thinking, memory and intellectual abilities. But when the level of anxiety exceeds this optimal limit, a person panics. In order to avoid failure, the teenager gives up on the choice of this profession or does everything to succeed in a certain situation, and to such an extent that he becomes emotionally and physiologically exhausted, he "fails" in other situations.

And all this increases the fear of failure, increases anxiety, becomes a constant obstacle for him in certain activities. N. Gisbers, Ye. Golovakha, A. Golomshtok, L. Yovayshi, E. Klimov, A. Kronik, L. Mitina, I. Moore, N. Pryajnikov on the study of career choice, professional self-awareness and age-specific characteristics of career choice, D. Super, L. Bojovich, I. Kon, V. Slobodchikov, D. Feldstein, and others. However, it is true that there are very few special studies in the world practice devoted to clarifying the socio-psychological factors of anxiety and fear in the formation of professional interests (choices) among graduates of general secondary schools and academic lyceums. In Uzbekistan, scientific research on this topic has not been carried out at all [3, 18].

Scientists of our country have also carried out a number of scientific research works devoted to the study of the problem of self-evaluation in choosing a profession. They show that the problem of forming professional choices and self-assessment is a problem that requires constant learning. In particular, one type of research has highlighted the aspects of anxiety related to educational activities. Researcher G. Koldosheva studied the social and psychological factors of educational motivation of students of the medical university, Sh.T. Alimbayeva studied "Psychological features of the manifestation of anxiety in the educational activities of teenagers", R. Asomova's research on the motivation of choosing a profession and its dynamics, and D. Khodjakulova's research on the importance of professional standards in the student's personal-professional orientation. RZGaynutdinov, E.G. Goziyev, V.A. Tokareva, YBShoumarov, BRKadirov, VMKarimova, Sh.R.Barotov, NSSafayev, RISunnatova, ZGNishonova, A.A. Fayzullayev, FIHaydarov, NIXalilova, KBKodirov, NTNorkulova from the psychologists of our country were also studied in research. and scientific data on professional activity motivations and empirical data on local conditions were analyzed [4].

The problem of anxiety is interpreted by foreign, Russian and Uzbek psychologists based on different theoretical and conceptual approaches. From foreign psychologists Z. Freud, A. Adler, K. Horney, E. Fromm, GS Sullivan, R. May, Ch. Spielberger, P. Tillix, A. Ellis, A. Beck, E. Lazarus, K. Rogers, H. Maurer, D. Taylor, N. Miller, D. Bowlby, K. Izard, A. Castaneda, B. McCanaless, D. Palermo and others have conducted research on the problem of anxiety [5,7]. From the research scientists of the CIS countries, I. Sechenov, I. Pavlov, A. Ukhtomsky, A. M. Prikhojan, YLXanin, A. I. Zakharov, LSSlavina, BMTeplov, BDNebilitsin, VPZinchenko, IVImedadze, LAKarpenko, BGMeshryakov, MZNeymari, YNNuller, VMastapov, VABakeyev, ALVenger, TVDragunova, FBBerezin and others conducted studies on the manifestation of anxiety, fear, and the mechanisms of its origin, and substantiated the similarities and differences of these two emotional states [6, 3].

The result. Among Uzbek psychologists, scientific research aimed at researching the emotional sphere of a person was carried out by M. Rasuleva, G. Khrulnova and others. Adolescent personality characteristics, mechanisms of mental activity during this period and problems related to behavioral disorders in adolescents are covered in the researches of D. Rahmanova, G. Tulyaganova, N. Kamilova and other scientists. However, even though many aspects of the problem are covered in the scientific works of these authors, the problem of the state of anxiety arising in the professional interests (choices) of teenagers and the characteristics of its manifestation and the issue of its connection with anxiety as an important psychological structure in their social activities, increases the importance of our research in this direction. The state of anxiety, the

concept of anxiety was first defined and emphasized by Z. Freud. He described this state as an emotional state, including anticipation and uncertainty, feelings of helplessness, all of which are based on internal causes. As a result, many famous psychologists and psychotherapists have studied the state of anxiety and written many works. Various definitions of the concept of anxiety can be found in the psychological literature, although most researchers agree that it is necessary to consider it differently - as a situational phenomenon and a personal characteristic, taking into account the transition state and its dynamics. The psychological dictionary gives the following explanation of this term: "Anxiety is a person's tendency to worry frequently and strongly, as well as a set of individual psychological characteristics and processes manifested at the lower limit of its occurrence." These views include those of Lucretius, followed by the Dutch philosopher B. Spinoza, French materialists of the 18th century: E. Condillac, P. Holbach, K. Galvetsiy, N. Chernyshevskiy, R. Woodworths, A. Ukhtomsky's views are quite close. In his work, G. Allport puts forward the idea of applying the personality approach to human interests as a major manifestation of the personalist direction. In the author's "Theory of self-expression", the individual is considered as the subject of motivation. When describing his "Personality Concept", the researcher interprets it as an "open system" and divides interest into the lower (biological need) and higher (developmental) levels of motivation within the framework of motivation. Distinguish between moral, intellectual and aesthetic feelings. According to the classification proposed by K. Izard, fundamental and derivative emotions are distinguished. The bases include: 1) interest - excitement, 2) joy, 3) surprise, 4) sadness, 5) anger, 6) disgust, 7) hatred, 8) fear, 9) shame, 10) guilt. Various definitions of the concept of anxiety can be found in the psychological literature, although most researchers agree that it is necessary to consider it differently - as a situational phenomenon and a personal characteristic, taking into account the transition state and its dynamics. The psychological dictionary gives the following explanation of this term: "Anxiety is an individual psychological trait that manifests itself in a person's tendency to frequent and intense worry, as well as at a low threshold of its occurrence [8, 4].

According to AM Prihojan, anxiety is an emotional discomfort associated with the anticipation of a problem, associated with anticipation of impending danger. Anxiety is distinguished as an emotional state and as a stable trait, personality trait, or temperament. According to RS Nemov's definition, "anxiety is a permanent or situational characteristic of a person, an increase in anxiety, experiencing fear and anxiety in certain social situations." According to AV Petrovsky's definition, "Anxiety is a natural process that is defined by the tendency of a person to worry, characterized by a low threshold for the beginning of an anxiety reaction, and is certainly considered one of the main parameters of individual differences. Anxiety usually increases in neuropsychiatric and severe somatic diseases, as well as in healthy - 53 - people. people experiencing the consequences of psychotrauma, people with a deviant subjective view of personality disorder in many groups. In modern psychology, anxiety is understood as a mental state, and anxiety is understood as a genetic, ontogenetic, or situationally determined mental trait. Anxiety is an individual psychological trait that manifests itself in the tendency of a person to experience a state of anxiety frequently and strongly, as well as at a low threshold of its occurrence. It is considered a characteristic of personal formation or temperament due to the weakness of

nervous processes. Anxiety is clearly age-specific. Regardless of the presence of real threat or anxiety as a constant learning, there are certain areas, objects of reality, that cause increased anxiety for most children.

In psychological research, we can see that teenagers complain that their parents do not understand them, do not count with them, do not pay attention to their problems. They think that children are satisfied when their stomachs are full, they don't even know what the child is thinking about, what interests he has. The situations that occur during adolescence are different, but their fruit is equally bitter. Lack of open, heartfelt communication with parents makes the child lonely and difficult. Based on several psychological studies, TV Abakumov proposed several criteria for the classification of anxiety [2]: a) Sources of anxiety that exist independently of human consciousness (biological, man-made). b) Lack of a full and clear picture of the real situation in the environment (social and children's concerns) c) Ontological (religious, existential). g) Epistemological (excessive fear of information overload).

Discussion and Conclusion. According to the scientists, the "unknown" and "new" thing creates anxiety in people, especially in children. From the research about the period of adolescence, we can come to the conclusion that in this period, the feeling of anxiety is manifested in the process of communication, and we see that it is more clearly reflected in the communication with parents and peers. Because in the process of communication, some reasons limit the communication with them, the feeling of anxiety about their inner world being exposed affects their inner psyche. A teenager looks for a group of friends who match his interests. If a teenager does not find a group that satisfies him, he will have a lot of trouble, he will doubt his abilities, he will start to feel lonely. We can see that the importance of teenagers having religious knowledge or lack of such knowledge is also significant. Because these aspects are of high importance in determining the phenomenon of anxiety in them. Their religious knowledge leads to a better understanding of the need to approach any process with patience and intelligence, to show one's behavior in a positive way in difficult situations, and the feeling of anxiety diminishes with the performance of religious actions. A Muslim believer has faith in Allah, His angels, His books, His prophets, the Day of Resurrection, and that the good and bad of destiny are from Allah. Hoping for God's mercy is one of the conditions of faith. So, it can be said that patience is the determination to restrain one's desires from the beginning. In a hadith narrated by Abu Said al-Khudri, may Allah be pleased with him, it is said: "Whoever is patient, Allah will make him truly patient. [3] Patience is ziya, and ziya is said to be a scorching light that heats up. Patience in situations that are contrary to the self means to agree to God's destiny. That is why the one who endures various calamities and calamities will be rewarded and his sins will be forgiven. From the above, it is possible to conclude that a Muslim should not throw himself into destruction, obey the order of the Creator and be patient even in various difficulties. Patience is one of the obligatory deeds for a Muslim. The teenager's parents and the adults surrounding him require patience, broad-mindedness, kindness, and compassion during upbringing. Most parents influence the education of their children by force, especially physical punishment, instead of caring, kindness, patience, and love. In turn, such actions lead children to live with constant anxious expectations and the formation of aggressive behavior. Psychologist B. McCartin explains that, in general, small killers "remain in chaos and silence, indifference to each

other's feelings, physical violence,"they grow up in families that do not use each other and are not interested in each other's fate". After all, the heart of a teenager is like a string that is stretched tight and can be broken at a moment's notice. Only trust and mutual intimacy will help to raise a teenager to be beautiful from the heart. As the family is the center of education for the child, it can be raised with a clean heart, confident in its own strength and capabilities, and able to use these capabilities freely.

The reforms implemented in the education system of our country aim to educate the young generation in all aspects and make them perfect people in the future. "Nowadays, we are making big changes in textile, mining, electrical engineering, chemical and other industries, agriculture, services, construction, entrepreneurship. For example, in 2022 alone, more than 9,000 large and medium-sized projects worth 16 billion dollars will be launched, and they will need about 300,000 skilled workers. We can reach the goal of halving poverty by giving people only and only modern professions. "At a time when the economy is rapidly developing, it is a pity that the higher education system, instead of being a locomotive of development, is not keeping up with the times. It is a bitter truth to say that there is no system that responds to the structural changes in the labor market, teaches our youth professions, and develops entrepreneurial skills in them."

In summary, professional self-determination is an emotionally colored attitude of a person to his place in the world of professions. A person's professional self-determination is influenced by socio-economic conditions, interpersonal relations in the professional community, professional development, age-related and professional crises. Analyzing the psychological and pedagogical literature on professional counseling, we created a scheme of anxiety in the selection problem: 1) anxiety in determining their inclinations and interests; 2) anxiety in determining one's health to determine if there are contraindications to any type of work; 3) anxiety in determining the need for the profession of interest and prospects for its development in the area where the teenager lives and wants to work; 4) anxiety in determining the way and ways to acquire the desired profession. Self-determined young men and women are influenced by families, peers, educational institutions, and the media. Professional self-determination occurs on the basis of social positions of a person, the professional orientation of a young person is based on his social orientation, which is known to be associated with anxiety.

List of used literature:

1. Nishanova Z. Karshiyeva D. Atabayeva N. Qurbonova Z. "Psychodiagnostics and experimental psychology" Tashkent, 2014;
2. Khaidarov FI Khalilova NI "General psychology" Tashkent, 2010
3. Nishanova Z. Alimova G. "Child psychology and teaching methods" T:2006y
4. Vokhidov M. "Child psychology" T: Teacher. 1982
5. Davletshin MG "General psychology". T:TDPU, 2002.
6. Maxmudova Zilola. (2023). TALIM MUASSASI RAHBARLARIDA YUKSAK AXLOQIY SIFATLARI RIVOJLANTIRISH. *International Multidisciplinary Journal of Universal Scientific Prospectives*, 1(2), 78–83. Retrieved from <https://izlanuvchi.uz/index.php/iz/article/view/17>

7. Toxirjon, U. (2024). PEDAGOGIKA VA PSIXOLOGIYA O'RTASIDAGI O'ZARO TA'SIRNI O'RGANISH. *Integration of Economy and Education in the 21st century*, 2(2), 22-27.
8. Toxirjon, U. (2024). BOSHLANGICH SINFLARDA O 'QISHNI YETKAZIB OLISHGA QIYNALAYOTGAN O 'QUVCHILAR BILAN ISHLASHDA INTERFAOL USULLARDAN FOYDALANISH. *Integration of Economy and Education in the 21st century*, 2(2), 9-13.
9. Umarov Tokhirjon. (2024). PROVISION OF PSYCHOLOGICAL SERVICES IN EXTREME SITUATIONS IS SOCIAL. *International Multidisciplinary Journal of Universal Scientific Prospectives*, 2(2), 1–6. Retrieved from <https://izlanuvchi.uz/index.php/iz/article/view/28>
10. В статье представлена информация о роли педагогики и психологии в повышении качества и эффективности образования, формировании зрелого поколения. Данное научное исследование исследует решающую роль симбиотических взаимоотношений педагогики и психологии в . (2024). YANGI O'ZBEKISTONDA IJTIMOIIY-INNOVATSION TADQIQOTLAR, 2(2), 5-12. <https://nuzjournals.uz/index.php/yoit/article/view/79>
11. Умаров Тохиржон. (2024). ПСИХОЛОГИЧЕСКИЕ ПРИНЦИПЫ ОТНОШЕНИЙ МЕЖДУ ПРЕДСТАВИТЕЛЯМИ РАЗНЫХ РЕЛИГИЙ. *Yosh Tadqiqotchi Jurnali*, 3(2), 18–25. Retrieved from <https://2ndsun.uz/index.php/yt/article/view/655>
12. Toxirjon, U. (2024). XALQARO O 'QISH SAVODXONLIGINI O 'RGANISH (PIRLS). *Integration of Economy and Education in the 21st century*, 2(2), 14-17.
13. Умаров, Т. (2024). ВЛИЯНИЕ СОВРЕМЕННЫХ ИГРУШЕК НА ДЕТСКУЮ ПСИХОЛОГИЮ. *Integration of Economy and Education in the 21st century*, 2(2), 18-21.
14. Otto, M., & Thornton, J. (2023). JAHON IQTISODIYOTI VA XALQARO MUNOSABATLAR. *QO 'QON UNIVERSITETI XABARNOMASI*, 216-219.
15. Mамurjonovich, U. T. (2022). WORLD ECONOMY AND INTERNATIONAL RELATIONS. ФГБОУ ВО «КАБАРДИНО-БАЛКАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМ. ХМ БЕРБЕКОВА». КОЛЛЕДЖ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ И ЭКОНОМИКИ (РОССИЯ) ИСЛАМСКИЙ УНИВЕРСИТЕТСКИЙ КОЛЛЕДЖ ТАЗКИЯ, 142.
16. Mамurjonovich, U. T. (2023). JAHON IQTISODIYOTIDA YANGI INDUSTRIAL DAVLATLARNING TUTGAN O'RNI. *QO 'QON UNIVERSITETI XABARNOMASI*, 344-345.
17. Umarov Toxirjon Mамurjonovich. (2024). ERKIN IQTISODIY ZONALARDA TADBIRKORLIK FAOLIYATIGA INNOVATSIYALAR VA INVESTITSIYALARNI RAG'BATLANTIRISHDA KLASSTER YONDASHUVINING O'RNI. *INTERNATIONAL CONFERENCE OF NATURAL AND SOCIAL-HUMANITARIAN SCIENCES*, 1(1), 156–167. Retrieved from <https://universalconference.us/universalconference/index.php/ICNSHS/article/view/277>