

EFFECT OF STRESS DURING EXAMS TO MOTIVATE STUDENTS TO STUDY

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Abstract. This article examines in detail the impact of stress on students' learning motivation during the examination phase. Empirical results showed that stress during the examination stage negatively impacts students' learning process. To prevent these phenomena, it is recommended to increase the psychological support of students, develop stress management skills, and create a favorable environment in the education system. The Research Fund will assist in developing measures aimed at improving the quality of psychological services in educational institutions, effectively organizing the examination process, and supporting the personal and academic development of students.

Key words: stress, exam, motivation to study, student.

ВЛИЯНИЕ СТРЕССА ВО ВРЕМЯ ЭКЗАМЕНОВ НА МОТИВАЦИЮ СТУДЕНТОВ К УЧЕБЕ

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Аннотация. В данной статье подробно изучается влияние стресса на учебную мотивацию студентов на экзаменационном этапе. Эмпирические результаты показали, что стресс на экзаменационном этапе негативно влияет на учебный процесс студентов. Для предотвращения этих явлений рекомендуется повышать психологическую поддержку учащихся, развивать навыки управления стрессом, формировать благоприятную среду в системе образования. Исследовательский фонд будет содействовать разработке мер, направленных на улучшение качества психологических услуг в образовательных учреждениях, эффективную организацию экзаменационного процесса, а также поддержку личностного и академического развития студентов.

Ключевые слова: стресс, экзамен, мотивация к учебе, ученик.

Introduction. The susceptibility of the education system to change in modern Uzbekistan is due to the asocial demand of society. Today, there is a need to revise curricula, as society needs creative, purposeful, and responsible individuals [1-3]. This need requires the introduction of new methods and techniques in the field of education. During the modernization of curricula, it is important to develop creative thinking, critical analysis, adaptation to teamwork, and lifelong learning skills [5,7,12]. The focus should also be on values that contribute to the comprehensive development of the individual, issues of national upbringing, culture, and civic responsibility [2,4,6-12].

The purpose of studying at the university is to increase cognitive activity, awaken motivation for studying, strive for self-development, and teach the effective use of acquired knowledge in practice. The main goal of the university is to form a student as a full-fledged individual. The sensitivity of this period provides great opportunities for the student's self-development. In addition, it is necessary to consider the factors influencing the change in student motivation: the educational center's relationship with students, age-related, personal, individual-typological characteristics, the teacher's subjective characteristics, and the specifics of communication with students.

Materials and methods. For an empirical study of the impact of students' stress during exams on learning motivation, we took the following points of view as a basis:

- research methods should correspond to the specifics, nature of the research object. Only in this case will they ensure the reliability, objectivity of the obtained results;
- since each research method has its own specific significance, a complex of methods, techniques, and means must be applied that ensure the comprehensive study of the phenomenon.

Requirements for all types of psychological methods:

- Scientific nature of methods, validity of their application, including justification of the need to determine them and the possibility of their application in various studies;
- Validity of methods; • Standardization of instructions and test material;
- the possibility of practical application of methods, determined by the simplicity of conducting the test, as well as the speed of its implementation.

Criteria specific to different questionnaires:

- adaptation of the questionnaire to domestic socio-cultural conditions, if it was developed abroad;
- availability of scales for evaluating the results obtained during the research;
- publication in sociological literature as an indicator of the methodology's sufficiently wide distribution.

Methodology and procedure for conducting experimental research: the author's questionnaire was used; "Dembo-Rubinstein Methodology," A.A. Reannig's "Success Motivation and Fear of Failure" methodology, Ch.D. Spielberg and L. Khanin's "Determining the Level of Reactive and Personal Anxiety" methodology.

The study was conducted among students of the city of Andijan in the first examination session of 2024. 70 1st-4th year students participated in the study. Of these, 18 are 1st-year students, 9 are 2nd-year students, 12 are 3rd-year students, and 31 are 4th-year students.

Results and discussion. During the implementation of the expert assessment method, a survey was conducted among students studying in other specialties with the specialty of psychologist. The reason for conducting a survey among them was to determine which stage of learning is complex, what are the problems of basic learning. The questionnaire included questions relevant to students, and the test was administered anonymously.

Table 1

Level of student stress during the exam and its impact

Questions	Factors	%
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Exam for you	Formation	23,3
	Stress	43,3
	Result	33,3
How anxiety affects you	Health deteriorates	16,6
	My mood is falling.	26,6
	My self-esteem is declining	56,6
How quickly do you get out of stress?	Immediately	20
	Some time	50
	Several days	30
The most intense period of study	At the beginning of the academic year	36,6
	At the end of the academic year	16,6
	At the exam stage	46,6

70 students participated in the survey. The questionnaire was taken to determine the importance of the exam for the student's life, the main reasons for their stress and anxiety, and the main motivating force of learning motivation. The questionnaire was taken from 1st-4th year students. The age of the surveyed students was 17-23 years. During the survey, we achieved the following results.

Based on the results of the survey, it was established that for the vast majority of students, the exam has an association with the word stress. During the survey, it was revealed that the main focus of students is not health, not mood, but a decrease in their self-esteem due to lack of self-confidence. When asked which period of study is the most intense for you during your student period, the vast majority of students answer that the examination period, no matter what the period of study, is of great importance.

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Analyzing the survey results, it was established that the exam is a stressful situation for students, that in the case of anxiety, self-esteem often decreases, that much time is spent on overcoming stress, that the most intensive period of study during the student period is only the examination period. Due to these results, we decided to delve deeper into the test conducted during the student survey. This means that the examination period is of great importance for students.

The purpose of the determining study is to determine the impact of stress during the exam on the learning motivation of university students and how learning during the current academic year affects students' learning motivation.

The selection of research groups was not random, it depended on the following factors. The research results showed us that first-year and third- and fourth-year students are clearly at different stages of learning motivation. First, we see that if first-year students already understand the content of education, then for the fourth year, education has lost its relevance. We see that more attention is paid to labor activity than to educational activity. Third-year students, in most cases, focused on learning activities.

It is no coincidence that students study at different faculties. The purpose of the study was to determine whether there is a difference in learning motivation between students in humanities and natural sciences. However, such a classification had no significance. Since there is no significant difference between them, the age differences of the students were taken into account. 70% of first-year students were 17 years old, 19% were 18 years old, 11% were 20

years old, and 27% of third-year students were 19 years old. Although gender and age differences were taken into account, we did not study them in detail.

As a result, the examination period reduces the student's emotional, functional state. Despite individual differences, we found that the exam has an impact on learning motivation. It has been established that this is to start with a minor need and gain access to a normal life by getting rid of inconveniences.

Learning motivation is changing. Exam affects the development of learning motivation, but it was found that 30% of them have a higher level of forgetting than they have a greater memory when they discover that their motivation is fading during the exam.

Orientation changes during the exam. In most cases, they forget 50% despite being so prepared during the exam. That is, no matter how good the preparation for this exam is, the forgetting rate is low. But as a result of this research, preparation for the exam begins.

The justification for choosing the methodology of Ch.D. Spielberg and L. Khanin "Determining the Level of Reactive and Personal Anxiety" is the study of the manifestations of situational or reactive and personal anxiety in students.

Additionally, the methodology is borrowed due to its validity and widespread use in many studies. In the methodology, anxiety is defined as a specified reaction to stress.

Ch. D. Spielberg points to anxiety in his theory as follows:

1. Anxiety in a state where a person experiences discomfort when they are under pressure. Subjective anxiety is caused by the emotional pressure of the individual.

2. Fear of an anxious personality disorder due to serious causes of anxiety or intense anxiety. This depends on how long the anxiety, which is the main factor in these conditions, lasts.

3. Individuals with a high level of anxiety often assess a complex problem as an unsuccessful or intense burden on themselves.

4. A person's anxious state can even be reflected in the defense system in their actions. The type of attempt to escape from failure, which always occurs in uncomfortable situations in a constantly recurring personality, even becomes a normal defense mechanism of the personality.

The study also considered the level of anxiety among students. According to the results, the upper level of anxiety is 45%, and the lower level of anxiety is 55%.

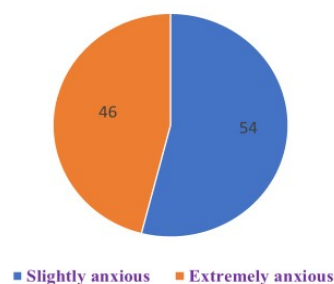


Figure 1. Level of students' anxiety, (%)

As a result of the research, we divided the anxiety into two groups. Situational or reactive-anxious and personal anxiety. It was found that students' personal anxiety is high. This is explained by the fact that the level of situational anxiety was 19.94%, and the level of personal anxiety - 56.57% we can see. The highest level of situational or reactive anxiety among students is 30%, the average level is 64%, and the lowest level is 6%.

When measuring the level of situational or reactive anxiety, it was established that two students participating in the study had a low level, 30 students had an average level, and 18 students had a high level.

When measuring the level of personal anxiety, it was revealed that one of the students who participated in the study had a low level, 21 students had an average level, and 28 students had a high level.

A study of students revealed that the level of personal anxiety is significantly higher than the level of situational or reactive anxiety. This means that students are more concerned about the difficulties that arise in the person, that is, in themselves, in a given situation than about how this situation will develop.

According to the results of the conducted approach to students, the number of highly rated people was 28. And if the number of students with adequate self-esteem is 15, the number of students with low self-esteem is 7. The number of highly assessed students was 6 students from among the 1st-year students. The number of students with adequate self-esteem was 4, and students with low self-esteem - 3 students; of the 2nd-year students, 2 students. If the number of students with adequate self-esteem is 1, then the number of students with low self-esteem is 1 student; of the 3rd-year students, 3 students. While the number of students with adequate self-esteem is 2, the number of students with low self-esteem is 2 students; of the 4th-year students, 17 are students. While the number of students with adequate self-esteem is 8, the number of students with low self-esteem is 1 student.

In the course of the study, to identify openly explicit and implicit motives of students, we devoted research to the motives of students' learning activities by A. Renand and V. A. Yakunin. The main reason we choose a letter is that through a survey, we can determine the reason for the motivation to read¹⁶. In that it is one of the most frequently used methods in studying learning activities. There are two variants of the methodology: the first determines 5 main motives, and the next determines the level of motives. We obtained a methodology for determining 5.

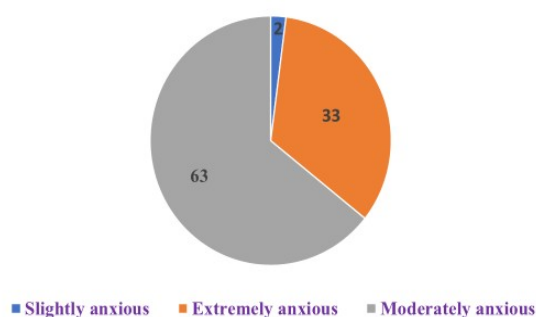


Figure 2. Level of anxiety disorders in students depending on the situation, (%)

We used this methodology to determine students' explicit motivation, taking into account that it also allows us to determine the degree to which they feel a social need.

The methodology allowed us to determine the multifaceted nature of the number of motives and establish that their level of expression varies among different students. The main reason for choosing the first version of the method is its speed, accuracy of results, and ease of comparison with other methods. The method allows you to determine the degree of success and avoid failures.

Individuals striving for success place high demands on competition, recognition, and leadership. Such people are often perceived as confident, determined, and proactive.

Successful individuals - competition, self-recognition, high hopes for achieving leadership qualities. Such students are often perceived as confident, purposeful, and proactive. Individuals striving to escape from failure are indicators of a type of negative motive. At the same time, a person's active activity, on the contrary, depends on their actions aimed at escaping failure. The passivity of his actions is due to his expectation of a negative result, his understanding that he is not strong enough for himself. From the moment of starting any work, the thought of achieving success completely disappears from the thought that a person thinks about failures and avoids those failures. Individuals with failures-oriented motives, in many cases, are clearly distinguished by high levels of anxiety and low self-confidence.

According to the definition of the methodology of success motivation and failure fear, conducted with the aim of determining student motivation, it was found that there is no failure fear, there are two students who avoid failure, there are twenty-one students whose motivation is not fully determined, there are twenty-seven students who have a motivation orientation. By determining the level of success motivation and failure fear in 1st-year students, the level of failure fear was not revealed. At the level of fleeing from failure, 1 student, 1 student with a not fully determined motivation, 11 students with a motivation orientation were identified; the level of fear of failure in determining the level of success and fear of failure in 2nd-year students did not manifest itself at all.

At the level of avoiding real failure, not a single student was identified, motivation was not fully determined in 2 students, motivational orientation was revealed in 3 students; when determining the level of success motivation and fear of failure in 3rd-year students, the level of fear of failure in students was not reflected at all.

At the level of fleeing from failure, 1 student, 3 students with not fully determined motivation, 3 students with motivation orientation were identified; the level of fear of failure in determining the level of success and fear of failure in 4th-year students did not manifest itself at all. At the level of escape from the lack of a real path, 15 students without motivation and 10 students with motivation were identified.

When determining the level of success motivation and fear of failure in students as a whole, the level of orientation towards failure motivation in students was not reflected at all. We see that the number of students with a failure motivation orientation is lower than the number of students with an unclear motivational pole, while the number of students with a success orientation and achievement motivation is higher.

According to the results of the study of student learning activity motivation using the A. Rean and V.A. Yakunin methodology, failure motivation was not observed in students as a whole. Furthermore, students with an emphasis on failure motivation were not identified. However, achievement motivation was identified in 25 students, 22 students with an emphasis on achievement motivation, and 3 students with an unclear motivational pole.

Conclusion. The study was conducted among students of the city of Andijan in the first examination session of 2024. 50 1st-4th year students participated in the study. Of these, 13 are 1st-year students, 4 are 2nd-year students, 7 are 3rd-year students, and 26 are 4th-year students.

1. Based on the results of the analysis of literary sources, it was stated that the factors influencing the stressful nature of students influence the stressful situation and its behavior. The most interesting factors, in our opinion, are personal level and neuroticism, self-esteem, locus of control, problematic and emotionally determined copen, achievement motivation. We have consulted many ethics experts about exams and stress, as these are the most important stages in specialist training. He also theorizes about the differences in self-esteem and motivation. analyses were conducted.

2. The results of the experiment showed that a special questionnaire was conducted, as a result of which three students were the most significant, during the questionnaire, special

methods were chosen using answers to questions. The choice that participated in this study is characterized by several high indicators of panic prevailing in the area of high achievement and readiness for risk. It was established that through the motivation to avoid failures, a motivation for success emerges. The remaining measurable characteristics meet the regulatory requirements. It has been established that the low need for self-development and self-sufficiency decreases when selecting students whose learning motivation is being studied.

3. As a result of comparing the three groups of subjects, important points for further analysis were identified: students studying in the humanities and natural sciences have no difference in their field of study. Furthermore, it was found that first-year psychologists are most prepared for the greatest risk, while 3rd-year psychologists have the lowest level of personal anxiety. In the motivational sphere, there are no significant differences between groups. As a result of the methodology. Renan and V. A. Yakunin established that achievement motivation is high.

4. Based on the results obtained during the observational experiment and the students' participation in the selection process, it was determined that the different responsibilities and opportunities in each course also have an impact on students' self-esteem. As a result of applying the Ch.D. Spielberg and L. Khanin methodology, a low level of anxiety, including a moderate level of situational anxiety and a high level of personal anxiety, was revealed. It has been established that most students have a high level of self-esteem.

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