

EMPIRICAL STUDY OF THE DEVELOPMENT OF FRUSTRATION TOLERANCE IN EDUCATORS

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Abstract. This article describes the psychological mechanisms of frustrating situations, their consequences, and the reactions expressed in relation to teachers in the course of their work. Also, aspects related to frustration tolerance - elimination of frustrating situations are revealed.

Key words and concepts: extrapunitive, intrapunitive, impunitive, frustration, tolerance, frustration tolerance, frustrator, frustrating situation.

Аннотация. В данной статье описаны психологические механизмы возникновения фрустрирующих ситуаций, их последствия, а также реакции, выражаемые по отношению к педагогам в процессе их работы. Также раскрыты аспекты, связанные с фрустрационной толерантностью - устранением фрустрирующих ситуаций.

Основные понятия: экстрапунитивный, интрапунитивный, импунитивный, фрустрация, толерантность, фрустрационная толерантность, фрустратор, фрустрирующая ситуация.

Before presenting the empirical part of our dissertation research aimed at studying the psychological characteristics of frustration tolerance in teachers, we found it necessary to analyze its methodological foundations and describe the methods used in the research.

The theoretical and methodological basis of the study includes S. Rosenzweig's theory of frustration and his heuristic concept, the frustration approaches of N.D. Levitov, A.O. Prokhorov, and N.V. Tarabrina (as one of the types of psychological states), F.E. Vasilyuk's psychological ideas on the "success-failure" construct, and the theories of P.M. Granovskaya and I.M. Nikolskaya on increasing frustration tolerance at the behavioral, cognitive, and emotional levels of personality activity. It also includes A.N. Leontiev's activity approach to the formation of skills across different age periods and L.I. Bozhovich's theory of personality development, especially the formation of the affective-need sphere.

In addition, the methodological foundations of the dissertation are based on general scientific principles of psychology such as determinism and the development of the psyche in activity, which allowed frustration tolerance to be considered as a phenomenon that is both biological and social and interrelated. The main problem of the study is based on the scientific and psychological principles developed by S.L. Rubinstein, L.S. Vygotsky, and A.N. Leontiev. Studying frustration and frustration tolerance from the perspective of activity theory made it possible to consider individuals, social groups, and other social units as objects of research.

The activity approach also allowed us to interpret frustration as a specific condition between the motive of activity and its result, which leads to negative emotional reactions.

It should be noted that the inclusion of such theories and approaches demonstrates the scientific validity and reliability of the research and shows that previous methodological sources were analyzed.

Research Methods and Empirical Study

To identify psychological factors influencing the manifestation of frustration tolerance in teachers, several reliable and valid methods were selected and applied to the participant group.

The main category of the research is frustration tolerance; therefore, studying its manifestation in teachers is of great importance. To diagnose the level of stability toward



frustrating situations in teachers, V.V. Boyko's "Frustration State Diagnosis" method was selected (Appendix 1).

This questionnaire, developed by Russian psychologist V.V. Boyko in the mid-1990s, contains 12 questions. Each question describes possible everyday situations that may influence frustration tolerance. Respondents are required to mark whether each statement applies to them using "+" or "-" signs.

The method identifies three levels of frustration tolerance:

- High
- Medium
- Low

1. High level

A high level of frustration tolerance is manifested as an emotionally indifferent reaction to obstacles arising in the process of achieving goals. It is characterized by the absence of negative emotional reactions such as dissatisfaction, tension, regret, and disappointment. A person perceives difficulties as natural phenomena that may resolve themselves.

2. Medium level

The medium level reflects occasional negative emotional reactions to obstacles in the process of need satisfaction, while at other times the person attempts to find solutions depending on the significance of the situation.

3. Low level

The low level is characterized by negative reactions to unexpected obstacles in goal-directed behavior, including depression, feelings of guilt, aggressive reactions, and difficulties in decision-making.

One of the factors influencing frustration tolerance in teachers is coping behavior. Therefore, studying the relationship between these phenomena is important in understanding how problem-solving abilities affect frustration tolerance.

For this purpose, the "Coping Strategies Inventory" adapted by N.A. Sirota and V.M. Yaltonsky based on D. Amirkhan's method was used (Appendix 2). This method identifies coping behavior patterns and includes 33 questions, each with three possible answers. Respondents choose only one option.

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