

SPECIFIC FEATURES OF THE MANIFESTATION OF BEHAVIORAL TRAITS IN STRESSFUL SITUATIONS IN FUTURE EDUCATORS

Olimova Firusa Aslonovna

Doctor of Philosophy (PhD) in Psychology, associate professor
Bukhara state technical university

E-mail: olimovafirusa1990@gmail.com

Abstract. This article examines the specific features of behavioral trait manifestation in stressful situations among future educators. The teaching profession requires a high level of emotional stability, self-regulation, and adaptability, making stress management an essential component of professional preparation. The study analyzes the psychological factors influencing behavior under stress and explores the ways future teachers respond to academic, social, and professional challenges. Particular attention is given to emotional reactions, coping strategies, communication patterns, and adaptive behaviors demonstrated during stressful situations.

Keywords: stressful situations, behavioral traits, future educators, stress resilience, emotional regulation, coping strategies, professional adaptation, self-efficacy, emotional intelligence, teacher education.

Introduction. Modern educational systems require teachers not only to possess strong professional competencies but also to demonstrate psychological readiness for complex and stressful situations. Educational environments are characterized by continuous interpersonal interaction, responsibility for students' development, decision-making under pressure, and adaptation to changing circumstances. Consequently, future educators must acquire the ability to regulate their emotions and behaviors effectively when faced with stressful experiences.

Stress is an inevitable component of professional and academic life. During teacher preparation, students encounter various challenges, including examinations, teaching practice, public speaking, lesson planning, and interactions with supervisors and peers. These experiences often generate emotional tension and create conditions in which individual behavioral traits become particularly visible.

Behavior in stressful situations reflects the interaction between personality characteristics and environmental demands. Some individuals demonstrate constructive responses characterized by self-control, problem-solving, and emotional stability, whereas others may exhibit avoidance, aggression, anxiety, or withdrawal. Understanding these behavioral manifestations is essential for promoting professional competence and psychological well-being among future teachers.

The purpose of this article is to analyze the specific features of behavioral trait manifestation in stressful situations among future educators and to identify the psychological factors influencing these behaviors.

Research methodology. Stress influences behavior by activating psychological and physiological mechanisms designed to help individuals cope with challenges. According to Lazarus and Folkman, behavioral responses to stress depend largely on how individuals perceive and evaluate stressful situations. When a person believes that available resources are sufficient to meet environmental demands, adaptive behavior is more likely to occur. Conversely, when demands are perceived as overwhelming, maladaptive behavioral responses may emerge.

Future educators frequently experience stress related to academic performance, professional expectations, and social interactions. Their behavioral reactions provide important insights into their psychological preparedness for future professional responsibilities.



Constructive behavioral manifestations. One of the most important characteristics observed among psychologically resilient future educators is constructive behavior under stress. Such behavior is directed toward solving problems rather than avoiding them.

Constructive behavioral traits include:

- Active problem-solving;
- Emotional self-regulation;
- Persistence in achieving goals;
- Effective communication;
- Seeking social support;
- Positive thinking.

Future teachers who exhibit these characteristics tend to approach stressful situations as opportunities for growth and learning. During teaching practice, for example, they may view classroom difficulties as valuable experiences that contribute to professional development.

Research suggests that constructive behavioral responses are strongly associated with high levels of self-efficacy and emotional intelligence. Students who believe in their ability to overcome challenges are more likely to remain calm and maintain productive behavior during stressful circumstances.

Anxiety-driven behavioral responses. Not all future educators respond constructively to stress. Anxiety is one of the most common psychological reactions observed among students preparing for the teaching profession.

Behavioral manifestations associated with anxiety include:

- Excessive worrying;
- Hesitation in decision-making;
- Fear of evaluation;
- Avoidance of challenging tasks;
- Reduced participation in academic activities.

For example, some student teachers may avoid volunteering during classroom discussions or hesitate to conduct lessons independently due to fear of making mistakes. Such behaviors often result from low confidence and concerns about professional competence.

Persistent anxiety can negatively affect learning outcomes and reduce opportunities for acquiring practical teaching experience. Therefore, identifying and addressing anxiety-related behaviors is an important aspect of teacher preparation.

Avoidance behavior. Avoidance represents another common response to stressful situations. Instead of confronting challenges directly, individuals may attempt to escape or postpone dealing with them.

Typical avoidance behaviors include:

- Procrastination;
- Withdrawal from social interactions;
- Skipping academic responsibilities;
- Refusal to engage in difficult tasks;
- Emotional disengagement.

Although avoidance may temporarily reduce psychological discomfort, it often increases stress over time by allowing problems to accumulate. Future educators who rely heavily on avoidance strategies may encounter difficulties adapting to professional demands later in their careers.

Aggressive and defensive reactions. Some individuals respond to stress through aggressive or defensive behaviors. These reactions are typically observed when stress levels become excessive and coping resources are insufficient.

Examples include:

- Irritability;



- Verbal aggression;
- Conflict with peers;
- Defensiveness toward criticism;
- Emotional outbursts.

In educational settings, aggressive reactions can negatively affect interpersonal relationships and hinder collaborative learning. Since teaching requires effective communication and emotional control, future educators must learn constructive ways of managing frustration and tension.

Stress significantly influences social interactions. Future educators often depend on social support from peers, instructors, and family members to manage stressful experiences.

Positive social behavior under stress may include:

- Seeking advice and assistance;
- Participating in group problem-solving;
- Sharing concerns with trusted individuals;
- Demonstrating empathy toward others.

Conversely, some individuals may become socially withdrawn or isolated during stressful periods. Social withdrawal reduces access to emotional support and may intensify feelings of loneliness and anxiety.

Studies consistently demonstrate that strong social support networks contribute to greater resilience and more adaptive behavioral responses in stressful situations.

The role of emotional intelligence. Emotional intelligence plays a critical role in shaping behavior under stress. Individuals with high emotional intelligence are better able to recognize, understand, and regulate emotions in themselves and others.

Future educators possessing strong emotional intelligence typically demonstrate:

- Better emotional control;
- Greater empathy;
- More effective conflict resolution;
- Enhanced communication skills;
- Improved adaptability.

These qualities contribute to constructive behavioral responses and reduce the likelihood of maladaptive reactions such as aggression or avoidance.

Resilience and behavioral stability. Resilience is one of the most important protective factors influencing behavior during stressful situations. Resilient individuals maintain psychological balance despite adversity and are more likely to exhibit adaptive behaviors.

Characteristics of resilient future educators include:

- Confidence in personal abilities;
- Optimism;
- Flexibility;
- Persistence;
- Emotional stability;
- Effective coping skills.

Conclusion. The manifestation of behavioral traits in stressful situations among future educators is influenced by a complex interaction of psychological, social, and environmental factors. Stressful experiences often reveal individual differences in emotional regulation, coping strategies, self-efficacy, and resilience.

Future educators may exhibit both constructive and maladaptive behavioral responses. Constructive behaviors such as problem-solving, emotional self-regulation, and seeking social support contribute to professional growth and successful adaptation. In contrast, anxiety-driven behaviors, avoidance strategies, and aggressive reactions may hinder professional development and reduce psychological well-being.



References

1. Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman.
2. Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79(1), 491–525.
3. Kyriacou, C. (2001). Teacher Stress: Directions for Future Research. *Educational Review*, 53(1), 27–35.
4. Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer Publishing Company.
5. Masten, A. S. (2001). Ordinary Magic: Resilience Processes in Development. *American Psychologist*, 56(3), 227–238.
6. Rutter, M. (1987). Psychosocial Resilience and Protective Mechanisms. *American Journal of Orthopsychiatry*, 57(3), 316–331.
7. Selye, H. (1976). *The Stress of Life*. New York: McGraw-Hill.
8. Woolfolk, A. (2020). *Educational Psychology* (14th ed.). Boston: Pearson.

