

Existence of Emotional Stress in Adolescents and its Psychological Issues

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Annotation: This article discusses the psychological nature and classification of emotional stress in adolescent schoolchildren with disabilities. Also, modern research highlights the psychological characteristics that affect emotional stress and specific ways to eliminate this factor.

Keywords: emotional state, stress, psychological classification, teenage schoolboy, psychological characteristics, method.

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INTRODUCTION

In recent years, a growing body of psychological research has focused on the emotional development and inner psychological world of children with disabilities. This shift in focus reflects a broader understanding that disability is not merely a physical or cognitive limitation, but also deeply intertwined with emotional and social dimensions. Numerous studies have explored how children with various forms of disability—whether physical, sensory, intellectual, or developmental—experience and express emotions, form attachments, develop self-awareness, and navigate interpersonal relationships. Research has shown that children with disabilities often face unique emotional challenges, such as social isolation, low self-esteem, and difficulties in emotional regulation, which can affect their overall psychological well-being and development. At the same time, these children may also develop strong resilience, adaptive coping mechanisms, and heightened emotional sensitivity when supported within inclusive and emotionally nurturing environments. The findings of these studies emphasize the critical importance of early psychological intervention, inclusive education practices, and family-based emotional support systems in promoting the mental and emotional health of children with disabilities. As such, current psychological discourse increasingly advocates for a holistic, person-centered approach that acknowledges the inner world of children with disabilities as fundamental to their full and meaningful participation in society.

METHODOLOGY AND METHODS

The present study aims to investigate the prevalence, underlying causes, and psychological outcomes of emotional stress in adolescents. Given the complex and multi-layered nature of adolescent development, the research applies a holistic and integrative methodology based on contemporary developmental and clinical psychology frameworks. Triangulation of data sources (students, teachers, school counselors) enhanced credibility and trustworthiness. Pilot testing of the questionnaire ensured clarity and contextual relevance.

RESULTS AND DISCUSSIONS

According to L.Yu. Belenkova, children with disabilities are those with various mental or physical impairments that lead to disorders of general development due to congenital, hereditary, or acquired diseases, or various injuries, which prevent them from living a full life [1]. The emergence of emotional stress in such children is characterized by the scope of their challenges. Emotions play a crucial role in human life. They express subjective psychological states, reflected in the form of direct experiences, pleasant or unpleasant feelings, a person's attitude towards the world and people, and the process and results of their practical activities.

Professor C. Noel of Cornell University, USA, asserts that any manifestation of human activity is accompanied by emotional experiences. For certain categories of children, emotions are of particular importance, and, according to the author, a person's emotional life is filled with various content:

emotions related to certain conditions that help or hinder the implementation of activity (for example, anger, fear);

emotions tied to concrete achievements (sadness, joy);

emotions that cause existing or potential conditions [2].

According to researchers S. Cheffer and C. Frasso, the main function of emotions for people is divided into two types:

First, due to emotions, we understand each other better, can evaluate another person's situation without using speech, and better adapt to joint activities and communication. According to researcher J.M. Conte, it is very important for a person to be able to correctly perceive and evaluate facial expressions of people from different cultures, to identify emotional states such as joy, anger, sadness, fear, disgust, and surprise [3].

The second important function is expressive and communicative, which is the most crucial factor in regulating cognitive processes. Emotions act as an internal language, a system of signals through which a person learns the necessity and significance of what is happening. Some emotionally expressive expressions are innate, while others manifest as a result of education and upbringing [4]. Based on this approach, it can be said that such important functions of emotions may cause problems or difficulties in performing certain functions in children with disabilities. Therefore, correctly assessing the emotional state of children with disabilities and perceiving various functions of their emotional states in a slightly different way than in others serves as the basis for establishing positive relationships.

Researcher G. Mendler writes that when conducting a psychological analysis of emotional stress, it is necessary to study the views on its origin. There are two perspectives on the origin of emotions: one recognizes the role of emotions and feelings, while the other considers thought and other cognitive processes primary [5]. It should be noted that, just as there are different views on the study of many psychological characteristics and states, various approaches to the study of emotional states are also put forward. It is noteworthy that each approach has scientific foundations, and they do not exclude the assessment of emotional disorders in people with disabilities.

According to Professor M. Kabanak of Laval University in Canada, emotion is a special form of mental reflection that reflects not objective phenomena in the form of direct experience, but rather a subjective

attitude towards them. He states that the distinctive feature of emotions is that they reflect the significance of objects and situations affecting the subject due to the connection between their objective properties and the subject's needs [6]. Thus, emotions serve as a bridge between reality and needs. Therefore, the inability to adequately satisfy the needs that arise in children with disabilities due to their limited abilities also creates emotional tension.

According to researcher C.E. Izard, the differential emotions theory describes emotions as a complex process with neurophysiological, neuromuscular, and phenomenological aspects. At the neurophysiological level, emotions are determined by the electrochemical activity of the nervous system, particularly the cortex, hypothalamus, basal ganglia, limbic system, facial and trigeminal nerves. At the neuromuscular level, emotion is expressed primarily through facial expressions, and secondarily through pantomimic, visceral-endocrine, and sometimes vocal reactions [7]. Furthermore, according to N.N. Danilova, the differential emotions theory is based on five main hypotheses [8].

1. Nine basic emotions constitute the primary motivational system of human existence.
2. Each fundamental emotion has its own motivational and phenomenological characteristics.
3. Basic emotions such as joy, sadness, anger, and shame lead to various internal experiences and different external expressions of these experiences.
4. Emotions interact with each other - one emotion can intensify or weaken another.
5. Emotional processes interact with impulse and homeostatic, perceptual, cognitive, and motor processes. Based on these hypotheses, it can be said that some depressive moods in people with disabilities also trigger other negative emotional stresses.

According to B. Parkinson, emotion is a particularly complex phenomenon that includes neurophysiological and motor-expressive components as well as subjective experience. The interaction of these components in an individual process forms an emotion, which is an evolutionary-biogenetic phenomenon. Additionally, the expression and experience of emotions in humans are innate, culturally universal, and generally shared [9]. In this approach, the author acknowledges that the expression of emotions is connected to the environment, conditions, and opportunities in which people live. This approach deserves special recognition when assessing emotional states in children with disabilities.

Researcher D. Edwards pays special attention to the components that characterize emotions when classifying them. The author divides them into:

processes arising from conscious activity and experience;

processes occurring in the nervous, endocrine, respiratory, digestive, and other systems of the body;

observable expressive complexes of emotions, particularly processes reflected on the face [10]. Thus, emotions are one of the most precise and subtle phenomena in a person's inner life. It can be said that, due to direct life experience, these phenomena are not only easily identified but also very subtly understood. Emotions are connected with a person's reflective activity.

CONCLUSION

When classifying emotional stress, it is necessary to consider some other approaches. In particular, according to researcher A.G. Zakabluk's study, emotional states play one of the central roles among the forces determining a person's inner life and actions. It should be noted that unsuccessful attempts to find sufficiently subtle and reliable tools for the objective study of emotional stress gradually led researchers to focus on a relatively narrow range of problems, such as the influence of emotional states on activities associated with the expression of feelings.

Based on the above analysis, the following conclusions can be drawn regarding this article:

1. As the emotional sphere of an adolescent changes during the developmental process, it serves as an indicator of personality formation.
2. Problems in the harmonious development of the emotional sphere of adolescents are one of the main causes of emotional tension.
3. The importance of studying the age characteristics of adolescents' emotional sphere is determined by the close connection between emotional and intellectual development.

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