

The Impact of Students' Health Psychology on the Educational Process

D. D. Sharipova

Professor, Doctor of Pedagogical Sciences, National Pedagogical University of Uzbekistan

N. G. Komilova

Professor, Doctor of Psychological Sciences

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Annotation: The article examines the importance of health psychology in the context of higher education, with an emphasis on its impact on academic performance, motivation, interpersonal relationships, and overall well-being of students. It analyzes internal and external factors that affect the psychological state of students, such as academic overload, social adaptation, personal crises, and the influence of the digital environment. It highlights the methods of diagnostics and psychocorrection used in universities in Uzbekistan, including individual consultations, group trainings, resilience programs, and pedagogical approaches that contribute to the formation of a healthy learning environment. Particular attention is paid to the role of the teacher as a key participant in maintaining the mental health of students. It concludes that there is a need for systemic integration of health psychology into the educational process as a condition for successful personal and professional development of future specialists.

Keywords: health psychology, students, higher education, mental health, stress, adaptation, pedagogy of cooperation, psychoprophylaxis, psychocorrection, Uzbekistan.

As is known, health psychology is a branch of psychology that studies the influence of psychological factors on a person's overall health, including mental, emotional, and social well-being. In the context of pedagogy, it examines how these aspects affect students' learning activities, their motivation, cognitive abilities, and interpersonal relationships (1).

The global practice of health psychology among students has emerged in response to the growing recognition of the unique psychosocial challenges faced by this group. Being a period of intense intellectual, emotional and social development, student life is often accompanied by significant stress, which creates risks for mental and physical well-being and, as a result, academic performance. Experience in this field is characterized by a comprehensive, multi-level approach integrated into the educational environment (2).

The main focus is prevention and early intervention, as studies consistently demonstrate a high prevalence among students of anxiety and depressive disorders, suicidal ideation, eating disorders, substance abuse and chronic stress associated with academic workload, financial difficulties, social adaptation and uncertainty about the future (Ibrahim et al., 2013...);(3, 4) In response to this, universities in developed countries (USA, Canada, UK, Australia, Western Europe) are creating extensive networks of psychological support. University Counseling Centers (UCCs), which have become an integral part of campus infrastructure, offer a wide range of services: from individual and group psychotherapy (often using cognitive-behavioral therapy, acceptance and commitment therapy, interpersonal therapy) to crisis intervention and psychoeducational seminars (5).

Despite progress, challenges remain: inequalities in access to services between and within countries (especially in low- and middle-income countries), funding and staffing shortages, persistent stigma in some cultures, difficulties in integrating mental health services into the general campus health system, and the need for ongoing evaluation of program effectiveness. However, global experience clearly demonstrates that investing in students' mental health is not only a humanitarian imperative, but also a key factor in their academic success, future professional fulfillment, and the well-being of society as a whole. Health psychology continues to develop evidence-based, inclusive, and technology-enabled approaches to creating a university environment that fosters thriving (6)

Health psychology is closely related to the pedagogical process, since a healthy psychological climate in the educational environment directly affects the success of learning. The psychology of students' health is becoming a vital element of pedagogical practice, since harmonious development of the individual is impossible without a stable internal state. In the context of the above, it is very important to take into account the fact that modern students face a high level of stress associated with academic demands, professional uncertainty and personal problems. All this can lead to a decrease in academic motivation, chronic fatigue and even psychosomatic disorders. In this regard, ignoring psychological health can lead to skipping classes, deteriorating academic performance, conflicts with teachers and peers, and in advanced cases - to depression and social isolation. Therefore, the psychology of students' health is not just a theory, but an urgent need for the modern educational process (7,8)

It has been established that student health includes three key components:

1. Physical health: the general condition of the body.
2. Mental health: adaptability, stress resistance.
3. Social health: the ability to build productive relationships.

Modern pedagogy is based on the individualization of education, taking into account the personal characteristics of students. Such a personality-oriented approach helps to strengthen psychological stability and develop the health potential of students. Table 1 shows the content of health components, factors affecting health, and approaches in pedagogy.

Table 1 Contents of health components, factors influencing health, and approaches in pedagogy

Health component	Content	Factors Affecting Health	Approaches in pedagogy
Physical health	general condition of the body, level of physical activity, immunity, somatic well-being.	physical activity, nutrition, sleep, medical care, learning conditions.	taking into account the personal characteristics of students
Mental health	adaptability, stress resistance, emotional balance, internal stability.	stress, academic workload, support from others, self-esteem, psychological climate.	individualization of education
Social health	ability to build productive relationships, communication skills, participation in social life.	social support, participation in a team, interpersonal relationships, level of communication.	capacity and sustainability development

Factors influencing students' psychological health can be divided into internal and external factors, with internal factors including self-esteem and self-confidence, personal attitudes, motivation level and emotional maturity, and external factors including teaching style and interaction with teachers, academic workload and exam stress, social environment such as support from friends and family, as well as financial difficulties, dormitory, adaptation to a new city (9).

The key role in the practical implementation of the principles of health psychology in the educational process belongs to teachers, whose task goes far beyond the simple transfer of knowledge; the teacher must actively promote the creation and maintenance of a healthy learning environment, which is the foundation for the psychological well-being of students. This involves the prevention of the negative factors mentioned earlier (academic stress, burnout, conflicts) through constant monitoring of the psycho-emotional state of the group and an individual approach.

Effective psychological support of students by the teacher is an integral part of this environment, since the teacher must not only teach, but also act as a facilitator of adaptation, helping students overcome academic and personal difficulties, develop stress resistance and personal qualities necessary for successful academic and future professional activity. It is extremely important to show empathy, sincere support and respect for the unique individuality of each student, recognizing their right to make mistakes and providing constructive feedback. Flexibility in presenting requirements and taking into account individual characteristics of information perception and work pace are also important aspects of such support (10)

The basis for all this is the formation of a culture of respect and trust in the educational community. Creating a safe psychological atmosphere, where the student feels accepted and can freely express his thoughts, ask questions, share doubts and feelings without fear of condemnation or ridicule, directly contributes to strengthening psychological stability, reducing anxiety and harmonious personal growth. The teacher sets the tone for such relationships by modeling respectful communication, encouraging open dialogue, establishing clear and fair rules of interaction and actively suppressing any forms of discrimination or bullying. Trusting relationships between the teacher and students, as well as between the students themselves, are a powerful resource for overcoming difficulties and increasing motivation for learning (11)

Thus, the conscious and active participation of the teacher in the formation of a healthy educational ecosystem based on psychological support, empathy, respect and trust is a critical condition not only for the academic success of students, but also for maintaining and strengthening their psychological health as an integral part of their overall well-being and future professional fulfillment. The integration of health psychology principles into everyday teaching practice, including training teachers in relevant competencies, should become a priority for a modern university. Psychological education programs, stress resistance and communication skills training, availability of psychological counseling assistance with the support of teachers are all necessary elements of a holistic system of care for students' health.

Academic overload caused by tight deadlines, high competition and constant knowledge testing creates chronic stress, manifested in anxiety and emotional burnout; social conflicts arising from difficulties in communication with fellow students, teachers or in the family become a significant stress factor, worsening the psychological state; personal crises associated with self-determination, choice of profession and formation of identity have a profound impact on the internal well-being of students

Psychoprophylaxis, aimed at preventing psychological disorders and developing resistance to stress, and mental hygiene as a system of norms and rules that ensure mental health in everyday life, are implemented through the development of stress management programs, conducting personal growth trainings, organizing support groups and mentoring hours, as well as providing access to a psychologist.

Methods for diagnosing the level of psychological health of students include questionnaires, surveys, observation and interviews. For example, in universities in Uzbekistan, standardized self-diagnostic scales, such as the Spielberger-Khanin Anxiety Scale or the Beck Depression Inventory, are increasingly used to identify early signs of emotional distress in students. In addition, psychologists and teachers practice methods of observing the academic and extracurricular activities of students, recording signs of burnout, isolation or excessive anxiety. Individual conversations with students, conducted as part of the work of psychological services at universities, such as psychological offices at the Tashkent State Pedagogical University, allow for a deeper understanding of the personal experiences and adaptation difficulties of students (12).

Psychocorrectional work with students is implemented through individual and group forms of psychological support. Individual consultations conducted by university psychologists provide personalized assistance to students: they allow identifying internal conflicts, anxious experiences, and developing strategies to overcome them (13).

Group therapy and training sessions are aimed at developing communication skills, reducing the level of social anxiety and developing emotional intelligence (Table 2). Thus, as part of programs to improve psychological stability, the National Pedagogical University of Uzbekistan conducts trainings on stress management, self-confidence and adaptation to the academic environment, which contributes to the formation of a healthy educational atmosphere.

Table 2 Forms of psychocorrectional work

Form of psychocorrectional work	Description	Examples of implementation in universities of Uzbekistan
Individual consultations	Provide personalized psychological assistance to students, help identify internal conflicts and determine ways to resolve them.	Consultations in psychological support services of Tashkent State University of Economics, .
Group therapy and trainings	Aimed at developing communication skills, reducing social anxiety, and forming emotional intelligence.	Trainings on stress management and adaptation at the National Pedagogical University of Uzbekistan, group classes at regional pedagogical universities.

Integrating health into the educational environment is an important area in improving the quality of higher education and supporting students' mental well-being. One of the key approaches is resilience-building programs, which include courses on developing emotional intelligence, self-regulation skills, and stress management. Such courses help students cope with everyday challenges, increase awareness, and adaptability.

This work is complemented by collaborative pedagogy, a method in which teachers and students build partnerships based on mutual respect and trust. This approach helps reduce anxiety, create a comfortable educational environment, and strengthen students' psychological health. Some universities are already implementing tutoring models, in which teachers become mentors and not just sources of knowledge, which helps improve the learning climate and students' more stable adaptation (12)

A sensitive attitude and regular communication between parents and students help reduce anxiety levels, while friendly relationships, involvement in student life and volunteering create a favorable atmosphere for psychological comfort through strengthening social ties.

Health psychology in the context of distance learning has become especially relevant in recent years due to the mass transition of universities to online formats. New challenges faced by students include social isolation, a decrease in the level of live communication, increased anxiety, as well as increased strain on vision and fatigue due to prolonged work with digital devices.

DURING THE COVID-19 PANDEMIC, universities have been actively developing online support and a culture of digital hygiene. The creation of virtual communication rooms, a clear organization of the academic schedule, breaks between classes, and recommendations on information hygiene have become important measures to prevent emotional burnout. For example, some universities have organized online sessions with psychologists, webinars on time and stress management, as well as support chats where students can discuss issues of concern to them in a safe environment. These initiatives contribute to the formation of a sustainable digital environment that supports the psychological health of students even in the context of distance learning.

Thus, psychology of students' health is an integral part of the modern educational process and the most important condition for the formation of a stable, motivated and professionally oriented personality. Considering the numerous internal and external factors that influence the psychological state of students, it becomes obvious: caring for mental health is not an additional option, but a priority task of the higher education system.

An integrated approach, including diagnostics, prevention, correctional work and integration of health psychology principles into the educational environment, ensures the formation of a favorable climate in universities, promotes academic success, reduces the risks of professional burnout and social maladjustment. The introduction of programs to develop emotional intelligence, strengthen stress resistance, improve digital and psychological literacy of students, as well as the development of collaborative pedagogy create conditions for comprehensive personal and professional growth.

The role of the teacher goes beyond the transfer of knowledge: the teacher becomes a facilitator of psychological well-being, a mentor and a bearer of the values of support, respect and trust. The formation of a healthy educational ecosystem in which the student feels safe, accepted and respected is the basis not only for academic success, but also for the future well-being of society as a whole.

The integration of health psychology into the higher education system of Uzbekistan opens the way to the training of sustainable, responsible and psychologically mature specialists capable of effectively coping with the challenges of the modern world.

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