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IMPORTANT FACTORS FOR ENSURING STUDENTS' PSYCHOLOGICAL STABILITY

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Abstract. The article provides information on the mechanisms of psychological stability in ensuring the scientific and innovative activities of students. The article also presents factors that provide mental stability and analyzes the scientific and practical research of scientists on this particular problem. There are opinions about the types and methods of protective mechanisms that ensure the psychological stability of students.

Key words: functional, cognitive, emotional, behavioral, adaptive, fear, unconscious, extreme, psychotoxicity, consciousness, anxiety, emosocial, stereotype, pathological, aggression, psychoanalysis, fear.

Students' psychological stability depends on a balance of emotional self-regulation, social support (family, friends, mentors), and adaptability to changing academic workloads. Key factors include:

Internal factors (personal)

Emotional intelligence: the ability to recognize one's feelings and manage stress.

Academic motivation: understanding one's learning goals helps one cope with difficulties.

Positive self-acceptance: self-confidence and adequate self-esteem.

External factors (environmental)

Social environment: close contact with loved ones, which serves as a buffer against burnout.

University infrastructure: the availability of accessible psychological support and counseling centers for students.

Life balance: managing time between study, rest, sleep, and physical activity.

Psychological stability develops through development. A key skill is choosing constructive coping strategies, such as planning and seeking support, rather than avoiding stress. Today, it is important to ensure sustainable personal development through the development of scientific and innovative activities. Therefore, the further development of scientific activity among young people in our country has been identified as a priority task in creating a new scientific and innovative system aimed at ensuring that the national educational sphere takes its rightful place in the world. These tasks cannot be achieved without the development of research in the field of scientific and innovative activities.

The problem of developing scientific activity and, thereby, ensuring the psychological resilience of students remains a pressing issue. An individual's comprehensive psychological development, their personal activity, and their own self-development depend on many factors.

The demands of scientific and innovative activity, temperament, and upbringing of children are particularly important in their personality development.

The level of development, psychological resilience, flexibility, variability, and effectiveness of students' scientific and innovative activities are closely linked to their desire to achieve or avoid failure, as well as their creative thinking skills. Students' scientific and innovative activities are characterized by typical and individualized manifestations of psychological mechanisms and resilience mechanisms. This has a significant impact on ensuring the individual psychological

characteristics and stability of qualified personnel studying in various specialties at higher education institutions.

Age dynamics are also taken into account when determining the level of student resilience. The primary dominant psychological defense mechanism that ensures stability is the "denial" mechanism, which helps to self-activate and increase student activity.

Environmental factors include social factors and factors of the educational environment.

Social factors include: psychological support from the social environment (family, friends); conditions conducive to psychological safety, self-realization, and adaptation;

Factors of the educational environment include: satisfaction of participants in the educational process with its main characteristics; satisfaction of basic needs for personal and trusting communication; strengthening psychological health; prevention of threats to productive, sustainable personal development; the prevalence of a dialogical focus on participants in communication, a positive attitude toward the main parameters of the educational environment among all its participants; a creative and project-based learning approach; the use of interactive teaching methods. Educational environments typically apply systems theory, emphasizing that humans are viewed as complex, open, and self-developing systems. Generally speaking, psychological resilience develops throughout a person's life under the influence of a complex set of personal and environmental factors.

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