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THE INTERRELATIONSHIP BETWEEN EMOTIONAL STABILITY AND SUBJECTIVE WELL-BEING IN ADOLESCENTS WITHIN THE FRAMEWORK OF THE STRATEGY FOR EDUCATIONAL DEVELOPMENT

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Abstract: This article analyzes the issue of ensuring the subjective well-being of adolescents within the educational system—specifically in relation to their emotional stability—within the framework of the "Development Strategy of New Uzbekistan" (2022–2026). It examines the cognitive (life satisfaction) and affective (positive and negative emotions) components of subjective well-being, as well as the key elements of emotional stability: emotion regulation, stress resilience, and emotional balance. Based on the mutually reinforcing mechanisms between these two phenomena, the article outlines pedagogical-psychological conditions and practical recommendations aimed at fostering them within the educational environment.

Keywords: adolescence, subjective well-being, emotional stability, emotion regulation, life satisfaction, social-emotional learning, development strategy, human capital.

Today, the quality of education is no longer measured solely by students' academic achievements. In global educational policy, a child's psychological well-being, life satisfaction, and sense of self within the school environment are increasingly recognized as essential indicators of educational effectiveness. An example of this is the OECD's PISA studies, which specifically examine students' life satisfaction, sense of belonging at school, and emotional state [1]. Furthermore, the "Development Strategy of New Uzbekistan"—approved by Decree No. PF-60 of the President of the Republic of Uzbekistan dated January 28, 2022—identifies the development of human capital, the implementation of a fair social policy, and the fundamental reform of the education system as priority areas [2]. Human capital encompasses not only knowledge and skills but also an individual's mental health, emotional maturity, and attitude toward life.

Adolescence is one of the most complex stages in human development. During this period, factors such as physical and hormonal changes, the process of self-discovery and the search for personal identity, the growing importance of peer relationships, and an increased academic workload can lead to emotional instability [3]. For this very reason, investigating the relationship between emotional stability and subjective well-being in adolescents—and applying these insights to the design of the educational process—represents a significant scientific and practical issue. Subjective well-being is a concept defined by an individual's own assessment of their life; it was

introduced and substantiated in academic discourse by E. Diener [4]. According to Diener, subjective well-being consists of three components: overall life satisfaction (a cognitive evaluation), the frequent experience of positive emotions, and the relatively infrequent experience of negative emotions (affective components) [4; 5]. Specific methodologies have been developed to measure life satisfaction among children and adolescents, including E. Huebner's Multidimensional Students' Life Satisfaction Scale [6].

There are two approaches to understanding well-being. The hedonic approach associates well-being with an abundance of pleasure and satisfaction, whereas the eudaimonic approach defines it in terms of life meaning, personal growth, and the realization of one's potential. According to the self-determination theory proposed by R. Ryan and E. Deci, the foundation of well-being lies in the satisfaction of three fundamental needs: autonomy, competence, and relatedness [7]. M. Seligman, meanwhile, views well-being as a composite of elements including positive emotions, engagement, positive relationships, meaning in life, and accomplishments [8]. From the perspective of the educational process, these ideas are significant: a student's subjective well-being increases when they are able to independently choose their own actions, feel capable of accomplishing tasks, and maintain warm relationships with their classmates and teacher.

Emotional stability is an individual's capacity to maintain internal balance—as well as to recognize and appropriately manage their emotions—when faced with stress, adverse situations, or emotional arousal. In the "Big Five" model of personality traits, it is viewed as the opposite pole of neuroticism; individuals with low levels of neuroticism tend to be calm and emotionally balanced [9]. The practical foundation of emotional stability consists of processes related to emotion regulation [10; 11].

According to J. Gross's process model, emotion regulation strategies are categorized based on the stage at which an emotion emerges: situation selection, situation modification, attentional deployment, cognitive reappraisal, and the suppression of emotional expression [10]. Research indicates that cognitive reappraisal—viewing a situation from a different perspective—is associated with more positive emotions, better interpersonal relationships, and higher well-being, whereas the suppression of emotional expression is linked to fewer positive emotions and lower well-being [11]. Consequently, emotional stability is not an innate trait, but rather a set of skills that can be developed.

The relationship between these two phenomena is not unidirectional; rather, it is characterized by mutual interaction. First, emotional stability directly influences the affective component of subjective well-being: an adolescent who can quickly recover from negative emotions and manage them effectively experiences them less frequently and for shorter durations, which improves their overall emotional state [10; 11]. Second, a stable emotional state enables a student to concentrate, engage in goal-oriented activity, and interact constructively with peers, all of which enhance their life satisfaction [12].

There is also an influence in the opposite direction. High subjective well-being—characterized primarily by positive emotions—broadens an individual's scope of attention and behavioral repertoire, facilitates faster recovery from stress, and helps build social resources (such as friendships and support). Consequently, an adolescent with a high level of well-being becomes more resilient in the face of emotional challenges. As a result, the "emotional stability ↔ subjective

well-being" link evolves into a mutually reinforcing cycle: stability enhances well-being, while well-being, in turn, strengthens stability. Conversely, emotional instability, chronic stress, and low levels of well-being can reinforce one another, potentially leading to anxiety, depressive states, and a decline in interest in studies among adolescents.

The significance of this relationship for education lies in the fact that the targeted development of social and emotional skills not only improves students' emotional state but also has a positive impact on their academic outcomes. A meta-analysis by J. Durlak et al. demonstrated that school-based social-emotional learning programs significantly improve participants' social-emotional skills, attitudes, and behaviors, as well as their academic achievement [12]. Furthermore, an OECD study on social-emotional skills identified stress resilience, optimism, and emotional control as key competencies in student development [13].

The development strategy outlines objectives such as fostering human capital, enhancing the quality of education, elevating the professional qualifications of educators, and implementing modern approaches to working with youth [2]. The Law "On Education" also establishes that education and upbringing should be based on principles such as humanism and the primacy of the individual's interests [14]. These regulatory foundations allow for the emotional stability and subjective well-being of adolescents to be viewed as a planned outcome of the educational process. It is advisable to implement the following pedagogical conditions:

•• Creating a safe and supportive environment at school: fostering a classroom atmosphere characterized by respect and trust, where students feel comfortable making mistakes and expressing their opinions;

• Integrating Social-Emotional Learning (SEL) into both classroom instruction and extracurricular activities: regularly practicing skills such as identifying and naming emotions, cognitive reappraisal, stress management, empathy, and conflict resolution;

• Addressing students' needs for autonomy, competence, and relatedness: providing opportunities for choice, creating conditions for success, and expanding collaborative work (such as group activities and project-based learning) [7];

• Enhancing the professional preparedness of educators and school psychologists: enabling them to identify early signs of stress, anxiety, and emotional distress in adolescents, and to provide timely support or make appropriate referrals to specialists;

• Optimizing the distribution of academic workload and improving assessment practices: ensuring that assessment focuses not only on the final outcome but also on the developmental process, thereby fostering a growth-oriented mindset in students rather than a fear of failure. • Collaboration with parents: organizing consultations and training sessions on fostering a culture of emotional support within the family and maintaining open communication with the adolescent;

• Regular monitoring of well-being: assessing life satisfaction and emotional state using standardized scales appropriate for the adolescent's age, and adjusting psychological and pedagogical interventions based on the results.

Such an approach transforms an educational institution from a mere place for imparting knowledge into an environment that supports the comprehensive development of the student. This serves the goal—envisioned in the strategy—of nurturing a healthy, independently thinking, and socially active younger generation.

Analysis indicates that, among adolescents, emotional stability and subjective well-being are closely interconnected and mutually reinforcing phenomena. Emotional stability influences the affective and cognitive components of subjective well-being through emotion-regulation skills, while well-being, in turn, strengthens emotional resilience. Since emotional stability is not merely an innate trait but a skill that can be cultivated through purposeful pedagogical activity, educational institutions play a decisive role in this process.

Within the framework of the development strategy, the task of fostering human capital should be measured not only by students' level of knowledge but also by their psychological well-being. Integrating social-emotional learning into the educational content, enhancing the competencies of educators and school psychologists, and implementing a system to monitor student well-being are effective ways to ensure the emotional stability and subjective well-being of adolescents.

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