HISSIYOTLARNI BOSHQARISHDAGI QIYINCHILIKLAR, XAVOTIRLI O‘Y-FIKRLAR VA XAVOTIR O‘RTASIDAGI BOG‘LIQLIK: RUHIY SALOMATLIK UCHUN AHAMIYATI

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Annotatsiya: *Ushbu maqolada, ayniqsa, universitet talabalari misolida, hissiy boshqaruvning buzilishi, xavotirli o‘y-fikrlar va xavotir holati o‘rtasidagi munosabat muhokama qilinadi. Mavjud ilmiy adabiyotlarga asoslanib, hissiyotlarni boshqarishdagi qiyinchiliklar psixologik zo‘riqish bilan bog‘liq bo‘lgan, turli ruhiy buzilishlarga xos umumiy jarayon sifatida ko‘rib chiqiladi. Takrorlanuvchi salbiy fikrlash, hissiyotlarni qabul qilmaslik va stress sharoitida maqsadga yo‘naltirilgan xatti-harakatlarni saqlab qolishdagi qiyinchiliklarga alohida e’tibor qaratiladi.*

Kalit so‘zlar: *Hissiy boshqaruvning buzilishi, hissiyotlarni boshqarish, xavotirli o‘y-fikrlar, ruhiy salomatlik, universitet talabalari.*

Аннотация: *Тревожность связана с тревожными мыслями и трудностями в управлении эмоциональными переживаниями. В статье рассматривается взаимосвязь эмоциональной дисрегуляции, тревожных мыслей и тревожности, с особым вниманием к студентам университетов. На основе существующей научной литературы трудности регуляции эмоций рассматриваются как возможный трансдиагностический процесс, связанный с психологическим дистрессом. В обсуждении особое внимание уделяется повторяющемуся негативному мышлению, непринятию эмоций и трудностям сохранения целенаправленного поведения в условиях стресса. Для уточнения взаимодействия этих процессов необходимы дальнейшие исследования.*

Ключевые слова: *тревожность, эмоциональная дисрегуляция, регуляция эмоций, тревожные мысли, психическое здоровье, студенты университетов.*

Abstract: *Anxiety is associated with worry and difficulties managing emotional experiences. This article discusses the relationship between emotion dysregulation, worry, and anxiety, with particular attention to university students.*

Drawing on existing literature, it considers emotion regulation difficulties as a possible transdiagnostic process linked to psychological distress. The discussion highlights repetitive negative thinking, emotional non-acceptance, and difficulty maintaining goal-directed behaviour under stress. Further research is needed to clarify how these processes interact.

Keywords: *anxiety, emotion dysregulation, emotion regulation, worry, mental health, university students.*

INTRODUCTION

Anxiety is a common emotional response to uncertainty, perceived threats, and anticipated difficulties. Although anxiety can be a normal response to challenging situations, persistent or excessive anxiety may interfere with concentration, decision-making, social relationships, and psychological well-being. University students may face anxiety related to examinations, academic demands, fear of failure, social expectations, and uncertainty about the future. These challenges may be harder to manage when accompanied by persistent worry or difficulties regulating emotions.

Anxiety is influenced not only by external stressors but also by how individuals interpret situations and respond to their emotional experiences. For example, two students facing the same academic challenge may react differently: one may feel temporary nervousness, while another may repeatedly anticipate negative outcomes and struggle to concentrate. Rastogi et al. (2025) identify academic pressure, fear of failure, and fear of negative evaluation as important themes in research on undergraduate anxiety. Antuña-Camblor et al. (2024) discuss emotion regulation as a transdiagnostic process relevant to emotional disorders, including anxiety and depression. This article considers how emotion regulation difficulties and worry may relate to anxiety, particularly in the context of student mental health.

Emotion dysregulation and anxiety

Emotion regulation refers to processes through which people influence and manage their emotional experiences and expressions. These processes may include reappraising a stressful situation, accepting emotional experiences, limiting emotional expression, or seeking social support. Emotion dysregulation describes difficulties in managing emotional responses effectively. Such difficulties may involve problems identifying emotions, accepting distress, or continuing goal-directed activities while upset.

Antuña-Camblor et al. (2024) conducted a systematic review and meta-analysis of 18 studies involving 3,561 participants. The review found an overall moderate improvement in emotion regulation following psychological interventions, including cognitive behavioural therapy, the Unified Protocol, dialectical behaviour therapy, and mindfulness-based interventions. The authors discuss emotion regulation as a process that may be relevant across different emotional disorders, rather than being specific to one diagnosis.

This perspective may help explain why anxiety can involve more than fear or nervousness. Some individuals have difficulty tolerating uncertainty, understanding their emotional reactions, or continuing everyday activities while distressed. For instance, a student who feels anxious before an examination may interpret nervousness as evidence of being unprepared. This interpretation may intensify distress and make studying or concentrating more difficult. However, emotion dysregulation should not be treated as the sole cause of anxiety. Anxiety is complex and may reflect interactions between individual vulnerabilities, environmental stressors, thoughts, and behaviour.

Worry as a process associated with anxiety

Worry involves repetitive thinking about possible future problems or negative outcomes. A certain amount of worry may encourage preparation and problem-solving, but it can become unhelpful when a person repeatedly anticipates difficulties without reaching a practical solution. Among university students, worry may concern examination results, academic expectations, relationships, social judgement, or future employment.

Worry may be especially difficult to manage when a person struggles to tolerate uncertainty or uncomfortable emotions. A student preparing for a presentation, for example, may repeatedly imagine making mistakes or being judged by classmates. Rather than supporting preparation, this pattern of thinking may increase distress and encourage avoidance. Rastogi et al. (2025) discuss academic and social pressures as important contexts for student anxiety, while also noting the relevance of emotional difficulties and coping strategies.

Antuña-Camblor et al. (2024) discuss research that examines worry, repetitive negative thinking, emotion regulation, and anxiety within emotional disorders. This provides a basis for considering these processes together, but it does not establish that emotion dysregulation directly causes worry or that worry necessarily mediates the relationship between emotion regulation difficulties and anxiety. The concepts should therefore be distinguished: anxiety is an emotional response that can include cognitive, behavioural, and physiological symptoms;

worry is a pattern of thinking about possible future threats; and emotion dysregulation concerns difficulties managing emotional experiences and responses. These processes may interact, but their precise relationship requires further investigation.

Implications for mental health

Understanding the relationship between emotion dysregulation, worry, and anxiety may inform mental health support in university settings. When students experience persistent anxiety alongside repetitive negative thinking and difficulties managing emotions, support may need to consider both external stressors and how students respond to them. Rastogi et al. (2025) emphasise accessible mental health support, coping strategies, and reducing stigma around help-seeking. They discuss approaches such as mindfulness, physical activity, peer support, and institutional counselling. Antuña-Camblor et al. (2024) provide evidence that several psychological interventions can improve emotion regulation, although the size and durability of these improvements vary.

Future research could examine whether emotion regulation difficulties are associated with the intensity and persistence of worry among university students, and whether these factors are related to anxiety symptoms over time. Longitudinal studies may help clarify whether emotion dysregulation precedes anxiety, develops alongside it, or shares underlying influences such as academic stress. Research in different cultural and educational settings would also help establish how broadly existing findings can be applied.

CONCLUSION

Emotion dysregulation, worry, and anxiety are related but distinct psychological processes that may be important for understanding mental health. Existing literature identifies emotion regulation as a transdiagnostic process in emotional disorders and highlights academic pressure, fear of failure, and social concerns as relevant to anxiety among university students. Persistent worry may add to emotional distress, particularly when individuals struggle to manage uncertainty. However, the two reviews discussed here do not fully establish the direction or precise nature of these relationships. Further empirical research is needed to clarify how emotion regulation difficulties relate to worry and anxiety, especially among university students. A clearer understanding may support more comprehensive approaches to psychological well-being.

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