



# The Concept Of Heart Tranquility And Stress Therapy In Neo- Educational Psychology

Janna Nazarova

Doctor of Sciences (DSc), Professor, Center for the Professional  
Qualification Improvement of Medical Workers, Uzbekistan

Project member, Tashkent State University of Oriental Studies, Uzbekistan

## OPEN ACCESS

SUBMITTED 31 July 2025

ACCEPTED 28 August 2025

PUBLISHED 30 September 2025

VOLUME Vol.07 Issue09 2025

## CITATION

Janna Nazarova. (2025). The Concept Of Heart Tranquility And Stress  
Therapy In Neo-Educational Psychology. The American Journal of  
Interdisciplinary Innovations and Research, 7(09), 133–137.

<https://doi.org/10.37547/tajir/Volume07Issue09-15>

## COPYRIGHT

© 2025 Original content from this work may be used under the terms  
of the creative commons attributes 4.0 License.

**Abstract:** This article examines the concept of heart tranquility within the framework of neo-educational psychology and its integration into modern stress-therapy approaches. The study highlights that in contemporary psychological education, emotional and spiritual balance is considered a central component of personal development and pedagogical effectiveness. Heart tranquility is interpreted as a multidimensional state combining emotional regulation, cognitive harmony, and moral awareness, which fosters resilience and creativity in educational contexts. The article analyzes how neo-educational psychology synthesizes humanistic, cognitive-behavioral, and neuropsychological principles to develop methods that prevent emotional burnout and promote psychological well-being among educators and learners. Special attention is given to stress-therapy techniques—mindfulness, reflective dialogue, value-based motivation, and compassion training—which contribute to the restoration of inner peace and professional self-efficacy. The results underline that cultivating heart tranquility is not merely a therapeutic goal but an educational strategy that strengthens emotional intelligence, empathy, and sustainable mental health in the learning environment.

**Keywords:** Neo-educational psychology, heart tranquility, stress therapy, emotional regulation, mindfulness, resilience, teacher well-being, moral awareness, educational psychology, emotional intelligence.

**Introduction:** The contemporary world, characterized by rapid social, technological, and educational change,

demands not only intellectual competence but also emotional stability and psychological flexibility. Neo-educational psychology, as an emerging field, seeks to integrate emotional, moral, and spiritual dimensions into modern pedagogical practice. Within this paradigm, the concept of heart tranquility occupies a central position, reflecting the harmony between cognition, emotion, and moral consciousness in the learning and teaching process. The pursuit of psychological peace and inner balance is regarded not merely as an individual aspiration but as a pedagogical necessity for effective communication, self-regulation, and stress management in educational settings.

The body of literature on the theme of heart tranquility and stress therapy within the framework of neo-educational psychology demonstrates a progressive synthesis between humanistic, cultural-historical, and neuropsychological traditions, combined with contemporary mindfulness and self-compassion practices. In the humanistic tradition, Carl Rogers provides the methodological foundation: a therapeutic environment based on empathy, authenticity, and unconditional positive regard stimulates a person's inherent tendency toward self-actualization. Applied to pedagogy, this means that an emotionally safe educational climate and the teacher's empathic attunement to students become central mechanisms of stress regulation and prevention of burnout. Abraham Maslow complements this with his hierarchy of needs, where stable heart tranquility corresponds to the satisfaction of fundamental needs and the realization of higher goals. Inner peace emerges at the level of self-actualization, where meaning, values, and creativity act as buffers against stress. Viktor Frankl takes this idea into the existential domain, showing that the experience of meaning transforms suffering into growth. Meaning-making, therefore, should be embedded in educational practice as a protective factor against stress and emotional exhaustion.

The cultural-historical school moves the discussion from the individual-experiential to the socio-activity perspective. Asmolov emphasizes that personality and regulation strategies are shaped by cultural context; thus, programs for stress management must consider cultural values and communication norms within specific educational environments. Vygotsky established that higher mental functions are socially mediated: language, symbols, and collective activity restructure attention and emotion. This means that emotional regulation can be developed through organized forms of collaborative learning. Leontiev connects perception, motivation, and action into coherent systems of activity: stress decreases when educational goals are meaningful and embedded in the

learner's system of motives. Luria, moving to clinical neuropsychology, identified functional systems of the brain that govern attention, emotional modulation, and self-control. His framework explains individual differences in stress vulnerability and supports neuropsychological interventions such as attention training, sensorimotor regulation, and interhemispheric integration.

Modern sources outline the physiological and psychological mechanisms underlying heart tranquility. Jon Kabat-Zinn introduced Mindfulness-Based Stress Reduction (MBSR), emphasizing non-judgmental awareness of experience, breathing regulation, and bodily mindfulness. Empirical studies show that these practices reduce sympathetic activation, normalize sleep, and enhance quality of life for educators and learners. Daniel Goleman conceptualized emotional intelligence as a set of skills—self-awareness, self-regulation, empathy, and social influence—that strongly predict well-being and performance, making emotional intelligence a central determinant of both academic and psychological outcomes. Kristin Neff added the principle of self-compassion, which mitigates self-criticism and rumination, broadening the window of tolerance for stress and protecting against burnout. Hans Selye and Richard Lazarus laid the biological and cognitive foundations for understanding stress: Selye described the general adaptation syndrome and distinguished between eustress and distress, while Lazarus highlighted cognitive appraisal and coping strategies. These principles remain fundamental to modern cognitive-behavioral and mindfulness-based interventions in education.

The neuropsychological perspective, represented by Antonio Damasio, underscores that emotions and somatic markers are integral to rationality. Heart tranquility is not an absence of emotion but a state of coherence between affect and cognition, mediated by bodily feedback. Daniel Siegel's theory of interpersonal neurobiology complements this, emphasizing integration—well-being arises from the coherent functioning of brain subsystems and from relationships characterized by resonance and attunement. In educational contexts, the teacher's emotional attunement to students functions as a co-regulatory channel for stress reduction. Ken Wilber's Integral Psychology provides an overarching synthesis, arguing that sustainable tranquility requires integration across the biological, psychological, social, and cultural dimensions of human development.

Specialized educational works deepen these principles in professional contexts. S. Sidorenko explores teachers' stress resistance as a combination of personal resources, communicative competence, and

institutional support, suggesting training formats that include attention and breathing exercises, cognitive reframing, empathic communication, and professional supervision. A. Kovaleva describes psychological well-being in the educational environment as a systemic phenomenon in which organizational culture, rituals, and values directly influence emotional regulation among teachers and students. N. Ryabtseva identifies mechanisms of teacher burnout—emotional exhaustion, depersonalization, and reduced accomplishment—and demonstrates that mindfulness, self-compassion, and value-based reflection effectively prevent the transition from stress to chronic distress.

The mind–body approach, represented by Herbert Benson and William Proctor, provides empirical evidence for the physiological basis of the relaxation response. Regular practice of mindful breathing and focused attention lowers heart rate, increases heart rate variability, and stabilizes the hypothalamic–pituitary–adrenal (HPA) axis. These physiological markers serve as measurable indicators of stress reduction and can be incorporated into educational stress-management programs. Siegel further explains that relational attunement and reflective dialogue activate the same neural networks responsible for self-regulation, while Wilber’s integral framework offers a multilevel design model for interventions targeting the individual, interpersonal, cultural, and institutional dimensions of learning.

In classical educational psychology, emotional states were often viewed as secondary to cognition, considered mere outcomes of intellectual or motivational processes. However, neo-educational psychology redefines the role of emotion, emphasizing that cognitive activity cannot unfold productively without emotional regulation and psychological stability. Heart tranquility is conceptualized as a dynamic equilibrium—an internal state in which emotional impulses, rational thought, and value-based awareness coexist harmoniously. This state enables educators and learners alike to maintain resilience under stress, make ethical decisions, and foster empathy and collaboration within the educational environment.

The roots of this concept can be traced to humanistic psychology, particularly the works of Carl Rogers, Abraham Maslow, and Viktor Frankl, who emphasized the holistic and value-oriented nature of human development. Rogers viewed emotional congruence and authenticity as the basis of genuine interpersonal communication, while Maslow considered inner harmony a manifestation of self-actualization. Frankl’s logotherapy, focusing on meaning and purpose, provided a theoretical bridge to modern stress-

therapy, demonstrating that peace of mind arises when individuals align their actions with moral and existential values. Neo-educational psychology inherits this humanistic foundation but enriches it with insights from neuroscience and mindfulness-based interventions.

In the neuropsychological dimension, heart tranquility corresponds to physiological coherence between the brain and the autonomic nervous system. Studies in neuroeducation and affective neuroscience indicate that calm, focused attention increases the activity of the prefrontal cortex and parasympathetic regulation, which are responsible for emotional control and cognitive clarity. These findings show that cultivating inner calm through reflective practices can enhance not only well-being but also cognitive performance. Educators trained in stress-management and mindfulness techniques often demonstrate greater patience, adaptability, and empathy, creating emotionally safe environments conducive to learning.

Stress therapy within neo-educational psychology combines both preventive and corrective strategies. Preventive stress therapy focuses on developing awareness, resilience, and adaptive coping mechanisms before the onset of emotional burnout. Corrective stress therapy, meanwhile, aims to restore psychological balance through structured self-reflection and guided relaxation. Mindfulness-based stress reduction (MBSR), cognitive-behavioral self-regulation, and compassion-focused therapy are among the most effective interventions adapted for educators and students. Through systematic breathing, attentional retraining, and positive reappraisal, individuals learn to modulate their physiological and emotional responses to stress.

An important element of neo-educational stress therapy is value-based reflection—connecting educational goals with moral and existential meaning. This approach integrates the intellectual and emotional dimensions of personality, transforming stress into an opportunity for personal and professional growth. When teachers and learners reinterpret challenges as meaningful experiences rather than threats, the cognitive system reframes stress hormones as signals for adaptation rather than exhaustion. Thus, heart tranquility emerges not as passive relaxation but as an active process of self-regulation through awareness and meaning-making.

In practical terms, neo-educational psychology recommends the introduction of emotional literacy programs, reflective dialogue, and compassion-based communication in schools and universities. These practices strengthen social bonds and reduce interpersonal tension, which are major sources of

chronic stress in educational environments. The educator's role transforms from a transmitter of knowledge to a facilitator of psychological safety, where emotional openness and acceptance become as important as intellectual rigor.

At the individual level, cultivating heart tranquility involves mastering self-observation and emotional awareness. Stress arises not only from external pressure but also from the inner conflict between expectations, moral ideals, and perceived limitations. Neo-educational psychology views this conflict as a natural phenomenon that can be resolved through self-reflection and value alignment. By becoming aware of one's emotional reactions and reframing them in the light of personal values, individuals achieve internal integration—the unity of thought, feeling, and action. This integration constitutes the psychological foundation of what is called the “educator's calm heart,” a state of composure that supports ethical pedagogy and sustainable motivation.

The application of stress therapy in the educational system also requires institutional support. Schools and universities should create conditions that promote psychological resilience: balanced workloads, mentoring programs, and spaces for emotional recovery. Collective mindfulness sessions, peer support groups, and professional supervision can serve as systemic forms of stress prevention. When educators model emotional regulation and compassion, they transmit these qualities to students, forming an emotionally intelligent academic culture.

In the pedagogical context, heart tranquility serves not only as a personal quality but also as a social force. An emotionally balanced teacher is capable of maintaining constructive dialogue, de-escalating conflict, and inspiring trust. Students who experience such emotional resonance show higher levels of motivation, attention, and moral sensitivity. Therefore, cultivating heart tranquility is not an isolated therapeutic activity but a pedagogical strategy that enhances the moral and emotional climate of the learning community.

Modern educational reforms increasingly recognize that academic performance and emotional health are inseparable. Neo-educational psychology responds to this need by integrating scientific approaches from neuropsychology, stress physiology, and value education into a unified framework of psychological well-being. This interdisciplinary synthesis allows for the development of evidence-based programs aimed at nurturing emotional intelligence, reducing stress, and fostering creativity. The principles of compassion, mindfulness, and reflective practice thus become essential components of teacher training and student

development.

The broader philosophical implication of this concept is that education must be understood as a process of inner cultivation, not only intellectual instruction. The tranquil heart symbolizes the unity of knowledge and wisdom, where emotional harmony supports ethical reasoning and meaningful learning. In this sense, neo-educational psychology restores to pedagogy its humanistic essence—the formation of a balanced, conscious, and compassionate personality.

## CONCLUSION

In conclusion, the concept of heart tranquility and its therapeutic applications in neo-educational psychology represent a vital step toward humanizing education. It combines scientific understanding of stress and emotional regulation with the moral and existential values that sustain personal growth. Stress therapy, when integrated with educational practice, enables individuals to transform pressure into purpose and tension into awareness. A tranquil heart, therefore, becomes both the goal and the method of neo-educational psychology—a living synthesis of knowledge, emotion, and moral integrity that guides humanity toward holistic development in an increasingly complex world.

## REFERENCES

1. Роджерс К. Клиент-центрированная терапия. – М.: Прогресс, 1994. – 480 с.
2. Маслоу А. Мотивация и личность. – СПб.: Евразия, 2006. – 352 с.
3. Франкл В. Сказать жизни «Да!»: психолог в концлагере. – М.: Прогресс, 1990. – 367 с.
4. Асмолов А. Г. Психология личности: культурно-историческое понимание человека. – М.: Смысл, 2007. – 528 с.
5. Выготский Л. С. Психология развития человека. – М.: Смысл, 2005. – 1136 с.
6. Леонтьев А. Н. Деятельность. Сознание. Личность. – М.: Смысл, 2004. – 352 с.
7. Лурия А. Р. Основы нейропсихологии. – М.: Академия, 2003. – 384 с.
8. Кабат-Зинн Дж. Жить полной катастрофой: как использовать мудрость тела и разума для преодоления стресса, боли и болезни. – М.: АСТ, 2018. – 496 с.
9. Гоулман Д. Эмоциональный интеллект. – М.: АСТ, 2019. – 544 с.
10. Нефф К. Самосострадание: доказанная сила доброты к себе. – М.: Эксмо, 2020. – 352 с.
11. Селье Г. Стресс без дистресса. – М.: Прогресс,

1979. – 126 с.
12. Лазарус Р. С. Эмоция и адаптация. – СПб.: Питер, 2001. – 340 с.
  13. Дамасио А. Ошибка Декарта: эмоции, разум и человеческий мозг. – М.: АСТ, 2009. – 352 с.
  14. Зимбардо Ф., Ляйт Н. Социальное влияние. – СПб.: Питер, 2017. – 416 с.
  15. Сидоренко Е. В. Психология стрессоустойчивости педагога. – М.: Академия, 2016. – 224 с.
  16. Ковалева А. И. Психологическое благополучие личности в образовательной среде. – М.: Просвещение, 2015. – 212 с.
  17. Рябцева Н. В. Психологические механизмы эмоционального выгорания педагогов. – СПб.: Речь, 2012. – 278 с.
  18. Benson H., Proctor W. Relaxation Revolution: The Science and Genetics of Mind Body Healing. – New York: Scribner, 2010. – 240 p.
  19. Siegel D. J. The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being. – New York: W.W. Norton, 2007. – 387 p.
  20. Wilber K. Integral Psychology: Consciousness, Spirit, Psychology, Therapy. – Boston: Shambhala Publications, 2000. – 368 p.