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ASSESSMENT AND IMPROVEMENT OF PSYCHOLOGICAL STATE IN ADOLESCENT GIRLS DURING PREMENSTRUAL SYNDROME (PMS)**Narkulova Soxiba Uktamovna**¹¹ Samarkand State Medical University, Department of Obstetrics and Gynecology No. 3**Abdurakhmonova Gulro'y Naimovna**¹¹ Samarkand State Medical University, Department of Obstetrics and Gynecology No. 3**ARTICLE INFO****ABSTRACT:****ARTICLE HISTORY:***Received: 17.06.2025**Revised: 18.06.2025**Accepted: 19.06.2025**Adolescence is a complex period characterized by rapid physiological and psychological changes typical of puberty.***KEYWORDS:**

INTRODUCTION. Adolescence is a complex period characterized by rapid physiological and psychological changes typical of puberty. During the establishment of the menstrual cycle, many girls develop premenstrual syndrome (PMS), which occurs 7–10 days before menstruation and is accompanied by emotional, vegetative, and somatic symptoms. Psychological changes such as anxiety, irritability, depressive states, and social withdrawal are particularly pronounced in adolescent girls and negatively affect their social adaptation.

To assess the psychological state of adolescent girls during PMS using clinical and psychological scales, and to evaluate the effectiveness of psychoprophylactic interventions aimed at improving their mental well-being.

Materials and methods: The study involved 96 schoolgirls aged 13–17. The presence of PMS was determined using a structured questionnaire. The psychological condition was assessed using:

- Hamilton Depression Rating Scale (HAM-D)
- Spielberger State-Trait Anxiety Inventory (STAI)

Psychoprophylactic interventions were administered for 4 weeks to 40 girls who presented with severe PMS symptoms. These included:

- Emotional release techniques (art therapy, music therapy);
- Autogenic training and breathing control exercises;
- Light physical activities (yoga, walking);
- Group psychological training sessions.

Results: The assessment revealed significantly higher levels of depression and anxiety in girls with PMS symptoms.

Indicator	PMS Present (n=58)	PMS Absent (n=38)	p-value
Hamilton Depression Scale	16.4 ± 3.2	8.1 ± 2.5	< 0.001
Spielberger Anxiety Scale	54.6 ± 6.3	39.7 ± 4.9	< 0.001

Changes before and after the intervention:

Indicator	Before	After	p-value
Hamilton Scale (n=40)	17.2 ± 3.1	10.8 ± 2.3	< 0.001
Spielberger Anxiety Scale	55.4 ± 5.7	42.3 ± 4.1	< 0.001

Graphical and diagrammatic analyses clearly demonstrated an improvement in psychological well-being following the intervention.

Conclusion:

- Depressive and anxious conditions are common in adolescent girls with PMS and can be identified early through psychological assessment tools.
- The Hamilton and Spielberger scales are effective tools for evaluating the psychological impact of PMS.
- Psychoprophylactic sessions significantly reduce emotional tension associated with PMS.

Ensuring mental stability and health in adolescence requires the implementation of psychological support systems in educational institutions, which holds critical importance in preventive care.

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