



PSYCHOLOGICAL FEATURES OF EMOTIONAL STRESS IN MEDICAL STUDENTS

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Annotation: It becomes urgent to study the transition from health to illness, which is considered as a process of gradual decrease in the body's ability to adapt to changes in the social environment, environmental conditions, which ultimately leads to a decrease in social, social and labor functions.

Keywords: Health, emotion, stress, anxiety, emotional stress.

Health in all societies and value systems is one of the historically enduring values, which is determined by the psychophysical constitution of a person, the sense of self-preservation inherent in all living things. Health is an integral indicator of the quality of life in its objective manifestations. Technological progress, environmental pollution, increased health impacts of various biological, psychological and socio-economic factors, a significant increase in the stress of the modern lifestyle increase the risk of developing diseases. Students of a medical university should not only receive a specialized medical education, but also strengthen their psychophysical health, instill the skills of a culture of healthy life, and increase the effectiveness of social interaction through which the formation of a healthcare professional takes place.

Emotional stress that occurs in response to an unusual, complex, undesirable in its consequences, extreme situation is called mental or emotional stress. Hans Selye believed that a small stress can serve as a mobilization of resources, increasing the adaptive capacity of the body, and almost completely compensated by the restoration of its energy potential, while severe or prolonged stress leads to excessive and irreversible energy losses and, as a result, to premature aging. In the process of studying at a university, stressors for students can be a large intellectual load, lack of time, including for rest and sleep, the need to adapt to a new organization of the educational process compared to school, as well as the uncertainty of future employment and career in a constantly changing labor market. According to sociologists, a significant part of students does not clearly imagine the prospects for professional work and are aware that "the specialty they receive will not provide the basis for their sufficient well-being in the near future."

Specialists who study the health of higher school students note that neuropsychic stress is most clearly manifested in students at the beginning of their studies, negatively affecting their health and academic success. Studies of personal and reactive anxiety among female students showed an increase in its level not only in the 1st, but also in the 5th year, i.e. during transitional periods requiring the mobilization of adaptation resources. An especially strong stress factor for university youth is the examination session - the time of intensive studies for several weeks. Examination of female students showed that immediately before the exam, compared with the intersessional period, they had a change in the physiological parameters of the body's vital activity - an increase in heart rate, systolic and diastolic blood pressure, which was a consequence of the body's reaction to exam stress.

According to psychologists, 30% of medical students complain of heart palpitations before exams, 20% report uncontrollable muscle tremors, a quarter - sleep disturbance during the session period, 5% - headaches while preparing for exams. The proportion of students in whom these symptoms reach a significant intensity and become prolonged is 5–10%. According to experts, in "92% of patients, exacerbation of erosive and ulcerative pathology was associated with psycho-emotional stress, caused to a greater extent by the examination period." The study of mental and vegetative shifts that occur in university students with psycho-emotional stress showed that students with a high level of anxiety and in a calm environment have manifestations characteristic of a stressful situation. In particular, they have impaired working memory and operational thinking, reduced attention, slowed down psychomotor response, they are prone to poor health and vegetative disorders. In a state of emotional stress, first of all, the level of planning and performing complex purposeful activities decreases, therefore, an overly emotional response to the exam situation prevents the student from demonstrating his knowledge, worsens the results. The ability to counteract stress can be developed by developing skills that increase the level of self-regulation in the process of special training.

A bad mood can impair performance, become an obstacle to achieving what was planned and when communicating. A persistently low mood can be a sign of a borderline or even a painful condition. Emotions and moods are two interrelated characteristics of human experiences, often poorly differentiated by everyday consciousness. High conflict, as well as frequent negative emotional states, is an indicator of social trouble, and not only one person, since a conflict personality replicates destructive patterns of behavior. Interpersonal conflicts are an attribute of human life. Differences in views, values and norms, as well as clashes of interests, become their soil.

There are conflicts that arise as a result of disagreements on fundamental issues and on minor issues. The latter are often provoked by a person prone to conflicts. It is possible that this quality is characteristic of students who "daily" and "often" enter into conflicts. Susceptibility to respiratory diseases is one of the indicators of the state of the immune system and health. In the lives of those who suffer from them more often, there are more negative experiences and conflicts arise more often. Among young men who have respiratory diseases 1-2 times a year, 28.4% "daily" and "often" experience negative emotions.

In conclusion, it must be said that, as a response to the need of students to overcome nervousness in everyday life in universities, it is important and necessary to develop psycho-prophylactic lecture courses and trainings, psychological counseling aimed at reducing the psycho-emotional stress of students. In particular, the project "Preserving the psychological health of students" is being developed at the Department of "Pedagogy and Psychology" of the Tashkent Medical Academy. The program includes psychological and medical aspects of mental health, a healthy lifestyle, practical exercises on relaxation techniques, art therapy, bibliotherapy, discussions, games. The classes will help students maintain their health and high levels of psychological well-being, improve satisfaction with basic life needs, and avoid depression and anxiety, including financial problems.

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