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PREDICTORS OF ANXIOUS DISORDERS IN STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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Signs of students' mental health are their activity, cheerfulness, observation, adaptability to the conditions of educational activities in higher education, low anxiety and emotional stability, the ability to perceive and analyze information [1].

The need for research on the mental health of students is determined by the presence of such factors that affect the state of their mental health, as exam situations, periods of social adaptation, the need for personal self-determination in the future professional environment and others. The emotional states experienced during this and their consequences pose a serious threat to the psychological health of students. In a higher education institution, mental health is a very important factor that determines the success of students in educational activities, promotes their self-development and conflict-free communication.

One of the main factors influencing the mental health of students is anxiety. A distinction should be made between anxiety as a condition and anxiety as a personality trait. Anxiety is a reaction to a danger that threatens a person, real or imagined, an emotional state of diffuse incomprehensible fear, characterized by an indefinite sense of threat (as opposed to fear, which is a reaction to a very specific danger). Anxiety is an individual feature that consists in an increased tendency to feel anxious in various life situations, including those whose objective characteristics do not attract it.

The social school of learning gives anxiety a central role in the socialization of the individual. At the heart of these views is the notion that initially neutral stimuli can, through reinforcement and learning, become emotional and acquire disturbing properties. As a result of research, it was found that anxiety, relatively easily arising, later becomes a very stable formation, with great difficulty in retraining. Moreover, it can contribute to the development of both positive and negative qualities, such as aggression or excessive dependence [1].

It should be noted that the distribution of anxiety on the state (situational anxiety) and personality trait (personal) is most clearly manifested in the works of C. Spielberger and R. Kettel. According to Spielberger, situational anxiety arises when an individual perceives a certain stimulus or situation as one that carries actual or potential elements of danger, threat or harm. Personal anxiety is not directly manifested in behavior, but its

level can be determined based on how often and intensely the state of anxiety occurs [2, 4].

New psychological research suggests the existence of such types of anxiety as mobilizing and demobilizing anxiety. The mobilizing type of anxiety is manifested in increased activity, up to aggression; in increased appetite. Demobilizing type of anxiety - in numbness, sudden loss of interest, apathy and more. Especially pronounced in the presence of persistent anxiety [2].

The purpose of this work is to study the predictors of the development of anxiety in students of higher education.

Materials and methods:

The study was conducted in 2013-2014. All 327 students of higher education institutions were surveyed. The sample had no significant differences in gender and age, place of residence, form of education.

The degree of expression of anxiety symptoms was studied using the Spielberger-Khanin test. This questionnaire consists of 20 statements that correspond to anxiety as a state (state of anxiety, reactive or situational anxiety) and 20 statements to define anxiety as a disposition, a personality trait (property of anxiety). The Spielberger scale of personal anxiety and reactive anxiety is the only technique that allows differentiated measurement of anxiety as a personality trait and as a condition. We used a modification of Yu. L. Khanin (1976), which is adapted to the Russian language [3, 4].

This technique allows us to make the first significant clarifications about the quality of integrated self-esteem: whether the instability of this self-esteem is situational or permanent, ie personal. The results of this technique indicate not only the psychodynamic features of the individual, but also the general issues of the relationship between the parameters of reactivity and activity of the individual, his temperament and character. This technique is a detailed subjective characteristic of the individual, which does not reduce its value in psychodiagnostic terms. Evaluation of results: up to 30 points - low anxiety, 31-45 - moderate anxiety, 46 or more points - high anxiety.

Significant deviations from the level of moderate anxiety require special attention; high anxiety implies a tendency to anxiety in a person in situations of assessment of his competence. In this case, it is necessary to reduce the subjective significance of the situation and tasks and shift the emphasis to understanding the activities and the formation of a sense of confidence in success [5].

Research results:

The level of personal anxiety and situational anxiety in students was determined using the Spielberger-Khanin test. It was found that among the surveyed students, the majority are people with an average level of personal anxiety - 145 people (44.34%), a high level of personal anxiety was determined in 98 respondents (29.97%), a low level of personal anxiety was found in 84 students (25, 69%). In the gender distribution of men, the share of students with an average level of personal anxiety - 56.2% was significantly higher compared to 39.6% of patients with a high level and 4.2% with a low level, in contrast to women, in which the group was dominated by individuals with a high level of anxiety (76.9% vs. 21.2% with a medium level of personal anxiety and 1.9% with a low level of personal anxiety). A direct correlation was found between a high level of personal anxiety and female gender ($r = 0.50$, $p < 0.05$). It is noteworthy

that in the subgroups with high and medium levels of personal anxiety, the absolute values of which were also higher in women than in men - 57.73 ± 4.38 against 49.33 ± 3.74 points ($p < 0.05$) for high level of anxiety, and 37.66 ± 4.15 against 36.0 ± 3.54 ($p < 0.05$) for the average level.

Analyzing the indicators of situational anxiety, it can be noted that a high level of situational anxiety was characteristic of 81 students, which was 24.77% of all surveyed, the average level of situational anxiety was found in 194 people - 59.33%, and 52 young people found low situational anxiety. anxiety - 15.9%. In the gender distribution, the shares of men and women with a high level of situational anxiety were 41.6% vs. 25.0%, respectively. the average level of situational anxiety was found in 58.4% of men and 75.0% of women.

Elevated levels of anxiety may indicate a lack of emotional adaptation to certain social situations, and students with a high level of anxiety are treated as weak, incompetent. Anxious students, as a rule, do not enjoy general recognition in the group, they are often among the least popular, because they are often insecure, closed, unsociable, or, conversely, too sociable, intrusive, or even angry. The result of lack of initiative of anxious students is that peers have a desire to dominate him, which leads to a decrease in emotional background, a tendency to avoid communication, increasing self-doubt. Anxious student is afraid of others, expects attacks, ridicule, insults, which contributes to the development of a reaction of psychological protection in the form of aggression directed at others. Such students are usually lonely, closed, and inactive. This usually affects the success of educational activities and establishing contacts with the environment

At the same time, students who excel in the group are also prone to personal anxiety and situational anxiety. This is because they, as students who regularly attend classes, prepare for seminars and actively respond to them, are largely concerned about their success. They try to get all possible points during classes and successfully write all modular tests, often in a state of stress.

Conclusions: Anxiety can be related to both external and internal factors. Under the influence of external conditions, anxiety occurs as an emotional reaction to a stressful situation and can vary in intensity and duration. Thus, it can be assumed that in people with a high level of personal anxiety, the level of situational anxiety also increases due to the personal reaction to experiencing stressful situations that arise in the lives of students, in particular in education.

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