

Psychological Well-Being of Students and its Determining Factors

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ABSTRACT

The article deals with the problems of psychological well-being of young students, an attempt is made to identify the factors influencing this indicator.

To preserve and strengthen the sanogenic potential of the individual, the experience of well-being is especially important. If the feeling of satisfaction disappears, then tension, stiffness, bodily clamps, emotional stuckness arise, inconsistency in actions and operations appears, creativity decreases and, as a result, the effectiveness of functioning in non-standard business and life situations. Then compensatory possibilities begin to be depleted or the action of compensatory mechanisms is blocked, the organism's resources are reduced and this or that disorder occurs.

Many mental disorders and psychosomatic illnesses are preceded by a decrease in mood, an experience of trouble, disorders limited to the emotional sphere. The value of a sense of well-being for mental health is very high. It is the basic phenomenon of human health. Personal well-being, by its very nature, is primarily subjective, while subjective well-being is a generalized and relatively stable experience that has a special significance for the individual.

Psychological well-being is more stable with personal harmony and depends on the presence of clear goals, the success of the implementation of activity and behavior plans, the availability of resources and conditions for achieving goals. Trouble appears in a situation of frustration, with the monotony of executive behavior and other similar conditions. The psychological well-being of students and the factors determining it can be achieved and receive positive emotions from this, satisfy the need for emotional warmth. Well-being is destroyed by social isolation (deprivation), tension in significant interpersonal relationships (L.V. Kulikov, 2004).

There are six main components of psychological well-being: autonomy, environmental management, personal growth, positive relationships with others, self-acceptance, purpose in life.

1. Autonomy is understood as the ability to be independent, the absence of fear to oppose one's opinion to the opinion of the majority, the ability to think and behave unconventionally. The lack of a sufficient level of autonomy leads to conformity, excessive dependence on the opinions of others.
2. Environmental management implies the presence of qualities that determine the successful mastery of various types of activities, the ability to achieve what is desired, to overcome difficulties on the way to the realization of one's own goals; in the case of a lack of this characteristic, there is a feeling of one's own powerlessness, incompetence, there is an inability to change or improve something in order to achieve the desired.
3. Personal growth involves the desire to develop, learn and perceive new things, as well as the presence of a sense of one's own progress. If for some reason personal growth is impossible, then the result is a feeling of boredom, stagnation, a lack of faith in one's ability to change, master new skills and abilities, while interest in life decreases.
4. Positive relationships with others mean the ability to empathize, the ability to be open to communication, as well as the presence of skills that help establish and maintain contacts with other people, the desire to be flexible in interacting with others, the ability to compromise. The absence of this quality indicates loneliness, isolation, inability to establish and maintain trusting relationships, unwillingness to seek compromises.
5. Self-acceptance reflects a positive self-assessment of oneself in one's life as a whole, awareness and acceptance of not only one's positive qualities, but also shortcomings. The opposite of self-acceptance is a feeling of dissatisfaction with oneself, expressed in the rejection of certain qualities of one's personality, dissatisfaction with one's past.
6. The presence of life goals is associated with experiencing the meaningfulness of one's existence, a sense of the value of what happened in the past, is happening in the present and will happen in the future. The lack of goals in life entails a feeling of meaninglessness, longing, boredom. At the moment, the patterns of dependence of psychological well-being on gender, age, and cultural affiliation have been sufficiently studied.

It has been established that for psychological well-being there is a certain age-related dynamics. Studies related to the study of gender differences in psychological well-being have shown that women of all ages, on average, have higher scores on such characteristics as "Positive relationships with others" and "Personal growth".

Studying at a university is a fundamentally new stage in comparison with the previous life of a student. Information loads increase, accompanied by arrhythmia in work, increased physical inactivity. Interpersonal relations become more complicated, problems arise due to isolation from the family, living in a hostel. All this leads to a long-term state of emotional stress, a feeling of anxiety, a feeling of psychological distress (E.V. Barysheva, 2004).

Students of initial courses find themselves in a particularly difficult situation, after final exams at school and entrance exams at a university, they find themselves in new specific social relations and conditions of activity. For successful learning, these students are forced to mobilize the reserves of the body due to additional volitional tension, since they come to classes already in a reduced functional state. Students are faced with unusual methods and forms of learning, new emotional experiences, they change the mode of work and rest, sleep.

Students are more likely than their peers from other social groups to suffer from various diseases. Most often, diseases of the so-called social maladaptation of the type of "collision with the future" occur at the beginning of training at a university. The most significant areas of the University for first-year Students are the sphere of educational activity and the sphere of interpersonal relations.

During the period of adaptation to the university, a significant negative impact on the health and success of students' education is exerted by neuropsychic stress, which is most clearly noticeable at the initial stage of education. The disruption of adaptation mechanisms is indicated by a significant increase in the prevalence of neuropsychiatric disorders, which are the main reasons for expelling students from the university and granting them academic leave.

Student age (17 - 22 years) in terms of its psychological parameters is the most active age in which professional development takes place, the value formations of the individual are formed, which determine life goals and meanings (S.V. Vasilyeva, 2000).

Psychological well-being of students and factors determining it The workload of a conscientious student on ordinary days reaches 12 hours a day, and during the examination session - 15-16 hours. Thus, information overload is the main factor that, under conditions of strict time limits for completing tasks, can cause the development of neurotic states.

Adapting to new conditions of study, life, and one's status on the path of professional development leads a young person to experience stress, intrapersonal conflict, frustration, and a psychological crisis (MG Golubeva, 2006).

The student period is accompanied by various psychological crises, which lead to a violation of adaptation to the social environment.

Emotional stress, anxiety, confusion, disorganization of cognitive activity and behavior - these are the manifestations of the psychological crisis, which make it very difficult to mobilize the personal resources necessary to resolve it (RA Akhmerova, 1994).

Student age is characterized by a crisis of "rooting out", when young people want to equally actively express themselves in ideology, worldview, sex and future professional activity (S.V. Vasilyeva, 2000), and a crisis of vocational training (study time in a vocational educational institution).

The factors causing the crisis include: dissatisfaction with vocational education and training; restructuring of the leading activity (testing the student with "freedom" in comparison with school restrictions); a change in the socio-economic conditions of life (due to the social and property gap between fellow students, many do not so much study as "earn some money", or they are completely dependent on their parents in material terms).

These are the so-called normative crises of professional development (E.F. Zeer, E.E. Symanyuk, 1997). Among the significant factors of their occurrence, one can single out the low level of skills and abilities of self-regulation, as well as shortcomings in the organization of educational and professional activities. In addition to normative crises, the professional development of students is accompanied by non-normative, due to life circumstances.

Such as the lack of material resources to pay for education (most universities provide education on a commercial basis); difficulties in finding employment after graduation (lack of distribution of graduates after graduation); change of residence (forced resettlement), etc., causing strong emotional experiences, often acquires a clearly pronounced crisis character.

In the practice of teaching and educational work of vocational schools of various types, there are often cases when, by the end of the first, and especially often in the second or third (depending on the type of educational institution) year of study, a student may change his attitude to the process of mastering a profession. This is the so-called negative syndrome of the second and third years of vocational training: young men and women are disappointed in their professional choice, and sometimes even think about changing educational institutions and changing specialties. At the same time, it is essential that all this can take place with good indicators (learning grades) of the success of training and the performance of tasks during the internship. The described conditions of educational activity and the associated crises of professional

development and adaptation significantly affect the student's health.

From the experience of training professional personnel It is characteristic that during their studies in higher educational institutions, the state of health of many students is significantly reduced due to serious educational and domestic loads, inadequate motor mode, that is, primarily due to a fixed inability to rationally use one's strength, get rid of negative emotions adapt to stressful conditions.

Student years are a period of professional development, causing the emergence of various crises (adaptation, rooting out, professional development) that can change or reduce the level of psychological well-being of students.

As a result, there is a decrease in the effectiveness of educational activities, psychosomatic disorders occur. In connection with the foregoing, it seems interesting to us to determine the level of psychological well-being of students of 1-2 courses receiving economic education at the branch of St. Petersburg University of Engineering and Economics in the city of Vologda. For this purpose, the methodology "Scale of psychological well-being" (K. Rauf) was used, containing 84 statements, to which a scale with six possible answers was proposed: from "absolutely agree" to "absolutely disagree". The processing of the results was reduced to the calculation of the points scored.

They were summed up on the following scales: "Self-acceptance", "Autonomy", "Management of the environment", "Personal growth", "Positive relationships with others", "Goals in life".

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