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Educational stress and characteristics of changes of the psychophysiological indicators of the morphofunctional state of students

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The process of obtaining a higher education in modern conditions is associated with the impact on the organism of a number of stressful factors, which include a long and extremely intensive study load, a change in the immediate social environment and, therefore, the need to establish new social contacts, a number of significant shifts from leading mode components of daily activity, primarily a low level of daily motor activity, insufficient duration of night sleep, communication with patients who are suffering, etc. [1, 2, 3, 4, 5, 6]. In addition, one of the most significant factors of stressful content, which are constant companions of student life, affecting the processes of formation of the leading indicators of the morphofunctional state of their organism, are situations related to pre-exam and exam stress [7, 8, 9, 10, 11, 12].

The aim of the conducted research was to determine the characteristics of changes in psychophysiological indicators of the morphofunctional state of modern students who are in conditions of pre-exam and exam stress.

The data obtained during the psychophysiological evaluation of the indicators that testify to the level of expression of situational anxiety determine a significant ($p < 0.05$) increase in the degree of expression of its criterion

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indicators during the last month of the period of preparation for the examination tests. A much more stable content is typical for indicators of personal anxiety, the level of which, although it increased in the dynamics of the studied period, did not acquire a reliable character ($p > 0.05$).

In the course of evaluating indicators of aggressive personality manifestations, it was also necessary to note their fairly stable nature over time, which coincided with the time of preparation for the examination session. During the studied period, only a significant ($p < 0.05$) increase in irritability and a pronounced increase in the level of physical and indirect aggression, suspicion and "feeling of offense" among young women, as well as a significant ($p < 0.05$) increase in the level of verbal aggression attracted attention and indicators that marked the growth of "feelings of resentment" and "feelings of guilt" among young men.

The predominant trend in relation to changes in the psychophysiological correlates of the level of subjective control should be defined as a gradual increase during the pre-examination and examination periods of education in the level of expression of negative external personal manifestations from a prognostic point of view and, therefore, an increase in the proportion of students who are distinguished by the perception of the events taking place, as a result of the influence of numerous external factors or a coincidence of circumstances, against the background of a decrease in the share of people who were characterized by the perception of the specified events as a natural result of their own activities. Moreover, the most unfavorable changes ($p < 0.05$) were characteristic of the characteristics of the level of subjective control in the field of educational (professionally conditioned) relationships (young women and young women) and general internality (young women).

Therefore, the obtained results convincingly testify to the fact that for students who are in the conditions of pre-exam and exam stress, a number of unfavorable changes in the leading psychophysiological indicators of the morphofunctional state of their organism are characteristic, which require to be taken into account during the development and psychophysiological substantiation of measures of preventive and corrective content, aimed at reducing the degree of their expression in the dynamics of learning in an institution of higher medical education.

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