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MEDICINE AND PHARMACY

Educational stress for students of modern institutions of higher medical education and approaches to its adequate diagnostic

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The main provisions of the Law of Ukraine "On Higher Education" puts forward among the leading problems that require a solution, the issue of an adequate combination of educational and scientific activities to create prerequisites for the innovative development of the medical field and effective educational, methodological and organizational support for the training of educational and professional students and educational and scientific programs. At the same time, in this process, issues related to preserving the health of students, creating a preventive educational environment, ensuring the adequate course of adaptation processes that ensure overcoming the consequences of educational stress occupy an equally important place [1, 2, 3, 4, 5, 6]. In this context, it should be noted that educational stress is a certain functional state of the organism and personality characteristics, which is characterized by the presence of pronounced violations of the physiological and mental status of a person and his behavior as a result of the influence of extreme factors of a psychogenic nature, the leading components of which are: constant educational stress, which is observed during the stay at a higher education institution, and situational exam stress [7, 8, 9].

In the course of research conducted on the basis of National Pirogov Memorial Medical University (227 young women and men aged 17–22 years old), determined the peculiarities

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of the processes of formation of educational stress of students of modern institutions of higher medical education and substantiated effective ways of its diagnosis. In particular, the obtained results indicate that as psychophysiological criteria for assessing the adaptation capabilities of the organism of students, who are in conditions of educational stress, it is necessary to include: definition, consideration and assessment of the nature of changes on the part of the leading psychophysiological functions of the students' organism in the dynamics of the academic year in conditions of constant educational stress; taking into account the data of the psychophysiological analysis of patterns of changes in the personality characteristics of students, which occur during the academic year in conditions of constant educational stress; adequate determination of existing changes in terms of the characteristics of the functional capabilities of the organism and the peculiarities of the course of psychophysiological adaptation of students who are in conditions of pre-examination and examination situational educational stress; taking into account the data of the prognostic assessment of the peculiarities of the course of the processes of psychophysiological adaptation of students during the academic year and changes on the part of its separate physiologically and psychologically conditioned correlates among young women and men; using the method of comprehensive assessment of the level of expression of educational stress among students of higher medical education institutions both during the study period and separately in the pre-examination and examination periods.

The leading factors that have a significant impact on the course of the processes of adaptive transformations have been identified, the relationships between the indicators of the level of development of psychophysiological functions and the personality traits of student youth and the level of psychophysiological educationally significant adaptation have been established. It was determined that, regardless of the nature of the educational workload and the organization of daily activities, during the analysis of physiologically determined correlates of the success of psychophysiological adaptation processes, as the main factor groupings, the following factors should be noted: "peculiarities of dynamic working capacity" and "peculiarities of the balance of nervous processes", as well as at the beginning during the training

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period, the factor of “peculiarities of the mobility of nervous processes”, at the end of it – the factor of “peculiarities of the mobility of nervous processes and the speed of visual-motor reactions”. During the analysis of psychologically determined correlates of the success of psychophysiological adaptation processes, it is necessary to note such factors as: “peculiarities of temperament and anxiety”, “peculiarities of character properties”, “peculiarities of the level of subjective control of the personality”, “peculiarities of aggressive personality manifestations”, as well as “peculiarities of emotional burnout”, which at the beginning of the study period was associated with a number of psychological protection mechanisms, at the end of it – with indicators of asthenic and depressive states.

In addition, during the research, a scientifically based method of comprehensive assessment of the level of expression of educational stress among students of higher medical education institutions was developed, which provides an opportunity to establish the main regularities of the processes of psychophysiological adaptation and the formation of stress reactions of young women and men during the academic year (constant academic stress), as well as in pre-exam and exam periods (situational academic stress).

In the course of research, the peculiarities of the processes of formation of educational stress of students of modern institutions of higher medical education were determined, a scientifically based method of comprehensive assessment of the level of expression of educational stress was developed, which provides an opportunity to establish the main regularities of the processes of psychophysiological adaptation and the formation of stress reactions of young women and men, as during academic year, as well as in the pre-examination and examination periods.

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