Assessment of the level of anxiety as a factor of adaptation of students in the educational environment

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Abstract

Currently, there is an increase in the number of anxious young people, characterized by increased anxiety, emotional stress, fear, disorganization and lack of desire to learn. In this regard, the authors attempted to identify all levels of situational and personal neuropsychiatric anxiety in students of the initial courses of Krasnoyarsk State Agrarian University as basic diagnostic data confirming the presence of the problem of neuropsychiatric anxiety associated with the adaptation of students at the initial stages of higher education. The research was carried out using the generally accepted standardized scales of C.D. Spielberger and Yu.L. Khanin. The results obtained are determined not only by the individual characteristics of the students' personality, but also by objective risk factors that negatively affect the functional state and health of students. The complication of the socialization process and the lack of stable motivation for learning activities can be aggravated by stressful pedagogical tactics, high intensity of educational programs, insufficient competence of teachers in issues of protecting and maintaining the health of students, and the lack of systematic work at the university to promote a healthy lifestyle.

Introduction

Entering a higher educational institution inevitably brings serious changes to the life of recent high school students and requires maximum tension of the adaptive psychophysiological systems of the body. First of all, this is due to changing in the educational environment and a significant increase in the academic load during the first year of study at the university. There is a habituation and adjustment of all psychic processes to the cognition of the new environment and interaction with it. The set of adaptive individual reactions under the influence of factors of new environmental conditions is an adaptation that occurs in different ways for everyone and can show itself as certain emotional states of behavioral and cognitive activity [Kuleshova, Kozulina, 2017].

Adaptation as a process is based not only on the intellectual abilities of the individual, but is also closely related to the emotional sphere of the psyche as a representative basis for the manifestation and fixation of the signs of disadaptation. One of the emotive criteria for the success of adaptive reactions of the human body is anxiety, which indicates the level of neuropsychiatric stability of a person. This indicator is particularly important in the youth period due to psychophysiological immaturity and high cognitive activity [Solov'ev, 2005].

Anxiety is associated mainly with negative emotions and states of fear, anxiety and frustration, which are variable states and the potential for transition to a more stable psychic formation, quite long in time. At the same time, fear is differentiated as a defensive reaction and dominant state [Sidorov, 2013].

At the same time, there are different types of anxiety, depending on the cause of its occurrence and stability. Personal anxiety is characterized as a tendency to perceive most situations as threatening and to experience a state of intense anxiety as an emotional response. Intense personal anxiety can cause neurotic conflict and emotional breakdown.

Reactive anxiety characterizes the state of a person in real time in a specific situation and is shown by psychophysiological stress, anxiety and, as a result, impaired cognitive functions, decreased efficiency, increased fatigue and exhaustion.

Currently, scientists have revealed a link between anxiety and efficiency. In this regard, the study of the level of situational and personal anxiety in university students was conducted with its subsequent assessment.

The object of the study was students of higher education institution; *the subject* of the study was the level of situational and personal anxiety.

Standardized Spielberger – Khanin scales were chosen as *the main method of research*.

The main goal was to measure and assess the level of situational and personal anxiety in bachelors of the initial university courses.

Research on and assessment of the level of situational and personal anxiety in bachelors of the initial university courses

Currently, there is an increase in the number of anxious children, characterized by increased anxiety, emotional stress, fear, disorganization and lack of desire to learn. Similar conditions can be observed in older young people with reduced learning motivation. In this regard, at the first stage of the experimental work, an attempt was made to identify all levels of situational and personal neuropsychiatric anxiety in students of the initial courses of Krasnoyarsk State Agrarian University as basic diagnostic data confirming the presence of a problem of neuropsychiatric anxiety associated with

the adaptation of students at the initial stages of higher education.

The research was carried out using the generally accepted standardized scales of C.D. Spielberger and Yu.L. Khanin to identify the levels of situational (reactive) and personal anxiety [Karelin, 2007]. The Spielberger – Khanin scale is one of the test methods that study the phenomenon of anxiety. These questionnaires consist of 20 statements related to anxiety as a state and 20 statements devoted to the definition of anxiety as a personality trait.

The group of respondents included 60 students of the initial bachelor courses (the 1st and 2nd years of study), whose age was 18-21. The results of the study indicate an equal proportion of respondents with a high and normal level of situational anxiety (46% each). Indicators of the level of personal anxiety were unequal, 53% of respondents had a high level of personal anxiety and only 36% corresponded to a normal level. In addition, there were some students with a low level of situational (8%) and personal anxiety (11%), which was a sign of reduced activity and attention level, reduced learning motivation and a sense of responsibility. There were a few cases of a very high level of personal anxiety and neuropsychiatric stress.

The results obtained are determined not only by the individual characteristics of the students' personality, but also by objective risk factors that negatively affect the functional state and health of the students [Greenberg, 2004]. The complication of the process of socialization and the lack of stable motivation for learning activities can be aggravated by stressful pedagogical tactics, high intensity of educational programs, insufficient competence of teachers in issues of protecting and strengthening the health of students, the lack of systematic work in the university to promote a healthy lifestyle.

Conclusion

The results obtained reflect the real ability of the students to cope with stressful situations that are inevitable in the learning process, which is always connected with increased information loads and stress of all psychic functions. The ability to cope with their own states of fear, anxiety and correctly respond to the difficulties and contradictions that have arisen, which largely determines the quality of life, is of great importance. Moreover, it is impossible to completely avoid anxiety for one reason or another, because they are at the optimal level to ensure the natural and obligatory activity of the individual. Understanding and adequate assessment of one's condition is the fundamental basis for self-control, self-education and successful adaptation to constantly changing environmental conditions.

Thus, according to the results of the conducted research, categories of students with high and normal levels of situational and personal anxiety, as well as a group of young people with reduced activity, level of attention, motives for activity and a sense of responsibility, were identified.

In addition, there were some cases of a very high level of personal neuropsychiatric anxiety. A fairly high percentage of students belonging to the group with very high, high and low levels of situational and personal anxiety indicates a problem in the emotional and volitional sphere among students of the 1st and 2nd courses of various training areas of Krasnoyarsk State Agrarian University, which confirms the previously conducted studies of the psychophysiological state of the first-year students on the basis of Krasnoyarsk State Pedagogical University.

The obtained results of the conducted studies differentiate the students with normal and high levels of situational and personal anxiety under the influence of both objective factors and individual neuropsychiatric traits and characterological features. These indicators confirm the data of the authors' research obtained earlier with an identical group of respondents, allowing us to conclude that the level of adaptation of students to new conditions is different. An important indicator is the identification of

a group of young people with signs of disadaptation, characterized by a low level of neuropsychiatric stability, violations of emotional and volitional regulation and complication of the process of socialization in the learning process.

At the same time, attention to the health of students will allow us to timely identify adverse changes in their condition and prevent them with an optimal and psychologically comfortable organization of the educational process. We should take into account that the mechanisms of maintaining health, increasing the ability to successfully adapt to educational conditions depend on individual functional reserves, the current neuropsychiatric state, the characteristics of age development and objective risk factors.

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Оценка уровня тревожности как фактора адаптации студентов в условиях образовательной среды

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Аннотация

В настоящее время наблюдается увеличение количества тревожных молодых людей, отличающихся повышенным беспокойством, эмоциональным напряжением, страхом, дезорганизацией и отсутствием желания учиться. В связи с этим авторами была предпринята попытка выявления всех уровней ситуативной и личностной нервно-психической тревожности у обучающихся начальных курсов Красноярского государственного аграрного университета как исходных диагностических данных, подтверждающих наличие проблемы нервно-психической тревожности, связанной с адаптацией обучающихся на начальных этапах получения высшего образования. Диагностика проводилась с помощью общепринятых стандартизированных шкал Ч.Д. Спилбергера и Ю.Л. Ханина. Полученные результаты обусловливаются не только индивидуальными особенностями личности обучающихся, но и объективными факторами риска, негативно сказывающимися на функциональном состоянии и здоровье студентов. Осложнение процесса социализации и недостаточно устойчивая мотивация к учебной деятельности могут усугубляться стрессовой педагогической тактикой, высокой интенсивностью образовательных программ, недостаточной компетентностью преподавателей в вопросах охраны и укрепления здоровья обучающихся, отсутствием системной работы в вузе по формированию здорового образа жизни.

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