

A Study of Emotional States Students

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Abstracts: *Any, including educational need, given to man through emotional distress.*

Emotions are a "special class of mental processes and conditions associated with the instincts, needs and motives that reflect in the form of direct experience (satisfaction, joy, fear, etc.) the significance of individual phenomena and situations for its functioning".

In other words, "emotions are subjective psychological condition that reflects in the form of the immediate feelings, sensations, pleasant or unpleasant, man's attitude to the world and people, the process and the result of its practice".

For the most important human emotions is that, thanks to their emotions, we better understand the others, can, without speech, judging each other's status and better tuned to work together and communicate.

Keywords: *Mood, emotions, affects, passion, stress*

1. INTRODUCTION

Study of emotional States in the various processes of life at present is becoming increasingly urgent. This is primarily due to the high dynamics of human life, the intensification of communication links and some other features of the modern era necessitated the development of practical psychological tools to increase human potential, improve its adaptive mechanisms.

The most researched subjects can be considered the functional importance of emotions, emotional phenomena with other mental processes [1]. To a lesser extent, studied the development of emotions in ontogenesis, evolution of, and changes in emotional States, mechanisms of regulation. Significant in this regard are the works of foreign scientists, R. Vudvorts, D. Lindsley, P. Fressa, G. Rejkovskogo, K. Izarda translated into the Russian language, as well as domestic authors: P. M. Jacobson, B. I. Dodonova, P.V. Simonov and V. Kulikov.

In highlighting the problems of mental and emotional control of emotional States, their relationship with human behavior, a certain value are research L.M. Abolina, A. Prokhorov, A. Vallon, G.A., Vartanian, E. Petrova, T.P. Gavrilova, A.E. Olynannikovaya, A.Y. Gozman, I. Rejkovskogo, etc.

Particularly relevant study States and levels of anxiety in relation to the training and education process, where the understanding of mental States and their management in the process of cognition and communication is one of the major parties.

In higher animals, especially humans, expressive movement are subtly differentiated language from which living things exchange information about their conditions and about what is happening around. It is expressive and communicative functions of emotions. They are the most important factor regulating the processes of cognition.

Emotions are the internal language as a system of signals, by means of which the subject learns about the need for the significance of what is happening. "The feature of the emotions is that they immediately deny the relationship between motivation and implementation meets this explanation. Emotion in human activity function evaluation of its progress and results. They organize activities stimulating and directing her "[2, s. 56-57].

Emotional state is a particular mental condition that occurs during the life of the subject and defines not only the level of information and energy metabolism, but also focus behavior.

Human emotions is much stronger than it seems at first glance. Even the lack of emotion that emotion, or rather a whole emotional state, which is characterized by a large number of features in human behavior.

The emotional response is a complex reaction involving the different systems of the body and personality. Consequently, emotional reaction can be understood as the emergence of Psycho-physiological (emotional).

Emotional tension, accumulated as a result of affects situations, can add up and sooner or later, if she did not give out, lead to a strong and violent emotional discharge that, removing the stress often leads to a sense of fatigue, anxiety, depression. One of the most common species of the affections nowadays is stress-state of mental (emotional) and behavioral disorders associated with the inability of human reasonably and rationally Act in that situation. Stress is a State of overly strong and prolonged psychological stress, which occurs when the nervous system gets an emotional overload.

Emotional States are characterized by extreme diversity and polarity, their structure is determined by the modality of experiences, specific changes in the flow of mental processes (mental activity), in General, reflect the personality and character, as well as substantive activities and somatic State.

Summing up the exploration of theoretical and methodological approaches to the study of emotional States, we come to the following conclusions.

Emotions are an essential part of all kinds of human activity, all kinds of psychological processes and States.

The different human sciences (psychology, physiology, medicine, etc.), different theoretical approaches to explaining emotions, provide interpretation of the term with their natural limits. By combining all these approaches to understanding the phenomenon of emotions, you can say: emotions are integral reactions of the organism on effect factors of internal and external environment, as well as the results of its own activities in terms of the subjective experiences of a modality and intensity (a type of rage, fear, joy, anxiety, aggressiveness, etc.); specific motor reactions and nonspecific changes in the activity of internal organs.

For the characteristics of the human psychic manifestations by using the term "mental state". The emotional state of a particular modality of the experiences are specific changes in the flow of mental processes, in General, reflect the characteristics of personality and character.

2. PRACTICAL ORIENTATION PROBLEM

Exam stress is one of the first places among causes of mental stress among students in high school. At the same time, it should be noted that exam stress is not always harmful and acquires the properties of distress.

There is evidence that under the influence of the tension in some individuals performance indicators may remain unchanged compared to the usual conditions, or may improve. In certain situations, psychological stress can have a stimulating value by helping the student to mobilize their knowledge and personal reserves to meet its educational objectives. [3, c. 189]

In case of any real or perceived danger from the various people included mainly the "active" or "passive" type of response: most people in case of danger is increased heart rate, increased blood pressure, increased activity, and the lower part, on the contrary, the pulse slows down and reduces pressure-they fear the heart skips a beat ", "breathhtaking ", dropping the total activity of the organism.

The last type of reaction for the exam has been mainly in those with weak type of nervous system, students with a melancholy temperament, unable to withstand the severe and prolonged stress. And if before the first exam they have met the "normal" type of response with General activation of organism, then the following exams usually begins the beyond inhibition and passivity, accompanied by a sharp decline in energy and mood. These students pass the last exam session has ended and we are ready to accept any mark, just to "torment" had ended as soon as possible.

It is interesting that while for some, the challenge is to reduce the exam stress, others, on the contrary, it is necessary to "how to get angry or scared to fully mobilize and pass an examination. For each person will need its best level of excitement and fear, in which he performs the best. First of all, it depends on the type of higher nervous activity and temperament: for example, melancholic's, with a faint type of nervous system, it is desirable to reduce excessive excitation, and phlegmatic with a strong, but an inert nervous activity type, to get a better answer, you must, on the contrary, more worry and fear.

As one of the major causes of the fear of exams students have uncertainty in their knowledge and reassessment of the significance of the test. Lack of knowledge can be both true and false. The true stems from a real lack of knowledge when something not taught, something has. In this case, fear is natural. To cope with it as best you can create fixed costs already known material, try not to think about bad things, hoping for good luck and your own imagination. False, or imaginary, uncertainty comes when a student, even perfectly mastering the material, just afraid of the exam itself. It scares "factor x", the unknown of what could happen during the exam. With numerous "what if", an examinee is begging for more and more, "adding" yourself to failure, and as a result it covers is so strong fear of exams, that he really can forget all that he knew. [4, p. 102]

Reassessment of the significance of the test. Many students are too serious about the consequences of the exam. They behave as if for a failing mark for "mortgage lender" not waiting for them to retake the exam, not dropping out of high school, but at least the death penalty.

The exam assesses the situation as difficult students, and can be as emotionally negative and emotionally positive. "Waiting for the exam leading part in forming the syndrome voltage is emotional, and during the work itself is activated by the other operative component. The intensity of the emotional States of the exam, it is growing, then subsides, reaching the climactic point in time of receipt of the ticket and review it. In the run-up to vivid emotional reactions, usually does not happen to dominate the intellectual tension, some anxiety.

Basically after exams activity declining, although the emotional tensions remain high. Depending on the level of claims, the individual characteristics of the person and the relationship to the assessment, students experience the joy, relief, relaxation, emptiness, frustration. In summary, we can say that the fear is the mental state examination and the identity that characterizes its relationship to stress factors, which in some cases have mobilized to action and development, paralyze, causing anxiety of high intensity [5, c. 29].

3. THE PURPOSE OF THE STUDY

Exploring the psychological causes of fear of exams will allow you to develop a sound practical management system, the mental state of college students, deliberately implement preventive and corrective action to prevent conflicts and to avoid many of the problems in the development of the individual.

Their inclusion will give students an opportunity to become aware of the problem of own emotional instability under stress and will contribute to the self development of skills and abilities needed to reduce and control the unpleasant emotional experiences during exams. Timely implementation of corrective measures would help students not only to maintain health, but also by optimizing their functional status improved scores on the exam.

4. DESCRIPTION OF THE SAMPLE OF EXAMINEES AND METHODS RESEARCH

The study was carried out on the basis of College Kainar. Initially identified a list of students who have shown particular concern ahead of the coming exams. On the basis of data were identified 6 first-year students who have shown a high level of anxiety. The students were tested in this study. Description of the data presented in table 1.

After organizing a group of subjects with each of them held private talks about his feelings and attitudes towards the approaching exams. Using the conversation was able to establish a psychological inquiry.

Complaints and psychological demands of test subjects are presented below:

- ❖ anxiety ahead of the upcoming exams ("When starting to think about the exams, I was not alone: I just worry if they surrender ...");
- ❖ insomnia ("stopped sleeping OK: wake up 100 times, I toss in the evening to morning hours and get up broken ...");
- ❖ loss of appetite (Even there are plainly can't: straight in the throat piece gets stuck as the session will remember ... ");
- ❖ unfounded anxiety ("as if afraid of something. Kind of like the IMU, and the topic is not learned and I am afraid that I am asked ... ");
- ❖ low cognitive activity (" Teach straight by different rules, then close the book and can't remember a single word ... ");
- ❖ high level of anxiety ("constantly think about the session: remember the formula, and then begins to seem to me that I remember them wrong. Go search tutorial-check yourself. It happens even in the middle of the night so get up ... ");
- ❖ headaches and pain in the eyes (" When I come out of the Institute's head breaks up into pieces, and in the eyes as if sand had... ");
- ❖ low cognitive activity ("sit down to engage in, but nothing comes to mind, look in the book and not understand even what is written in it...");
- ❖ reduced the background mood ("all the time, not in the mood: it all just go around" remember about the session, prepare for the session, do not defame session, I want to scream ... ");
- ❖ low self esteem, lack of confidence in their own strength (" sometimes I think, why do I still qualify, 'll kill session this... ");
- ❖ fear ("I'm just very scared of these examinations. How will soon ... ");
- ❖ alert (" and constantly think, and suddenly, the day of the exam or you'll get sick, how then? Where to donate? And suddenly the bus turn over or in a traffic jam, and before you know it comes on time? ");
- ❖ low self-esteem, "I think I'm OK still nothing, forget even what know ...);
- ❖ decadent sentiments (" I want to make it more likely this session took place, no matter how, if only it ended ... ").

This Division of symptoms very conditional, because all of the above symptoms can be described as the effects of the stress of the exam situation.

Table1. Description of the intervention group students

№ n/n	Inicaly	Age	Family status	State of health	Achievement levels
1	A. T. Y.	18 years 5 months.	fully satisfactory	somatic is healthy	high academic achievement
2	S.S.U.	18 years 1 months.	incomplete prosperous	somatic weakened regular SARS, health group (II)	high academic achievement
3	K.A.D.	18 years	fully satisfactory	somatic weakened, chronic asthma	high academic achievement
4	O.D.A.	18 years 4 months.	fully satisfactory	somatic weakened, holicistit, pancreatitis, gastroenteritis	satisfactory performance

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5	M.F.P.	18 years 8 months.	incomplete prosperous	somatic is healthy	high academic achievement
6	F.L.V.	18 years 2 months.	fully satisfactory	somatic is healthy	high academic achievement

5. RESEARCH METHODS

To determine the level of anxiety of test subjects was used a questionnaire study anxiety in adolescents and youth (Ch.D. Spilberger, adaptation of the A. Andreev). Thus, cognitive activity scale, anxiety and negative emotions are the two parts of the questionnaire; each scale consists of 10 points in a given order.

6. RESULTS OF THE STUDY

Results of the initial testing showed the expected results. Medium group value the level of anxiety in a group of subjects (32.5) corresponds to a higher level.

Medium group value the level of cognitive activity in a group of subjects (21.8) corresponds to the average level.

Medium group value the level of negative experiences in a group of subjects (32.8) corresponds to a higher level.

Medium group value of stress level in a group of subjects (162.5) corresponds to a higher level.

Medium group value the level of self-control in a group of subjects (6.3) corresponds to the lowest level.

Thus, the status stage of the study, test subjects that students are characterized by a high level of anxiety, negative feelings and stress, the average level of cognitive activity and low self-control. The results obtained with test subjects exploring psychological interventions aimed at reducing anxiety, stress and improving the level of self-control.

7. CONDUCTED BY CORRECTIONAL WORK

For the implementation of necessary psychological correction of the test subjects was conducted with program optimization of emotional States, as well as the proposed recommendations.

The program offers two options: information and pattern. In the theoretical part describes the general nature of the stress response. Provides an overview of the entity psychosomatic phenomenon: how thoughts and emotions can affect the human body, and how stress can play a positive (eustress) and negative (distress). Participants develop a capacity for introspection, to identify their stressors. If you learn to identify your sources of stress, it is possible to take positive steps to avoid stressors or, at least, for better preparation and clash with them.

In the practical part is teaching students basic exercises and techniques for psychological self-control and anti-stress protection, as well as a wellness complex trans-meditation exercises to self-regulation and the awakening of human resources.

8. THE RESULTS OF THE STUDY OF STUDENTS AT THE CHECK POINT RESEARCH

To determine the level of effectiveness of corrective work with test subjects was diagnosed for the second time.

Conducted psycho-rehabilitative activities have produced the desired effect.

Medium group value the level of anxiety in the Group of examinees reached 22.3 instead 32.5 points, which corresponds to the average level.

Medium group level of cognitive activity in a group of examinees reached 25.5 21.8 points instead, which corresponds to a high level.

Medium group value the level of negative experiences in the Group of examinees reached 23.2 instead of 32.8 points, which corresponds to the average level.

Medium group value of stress level in the Group of examinees reached 138.7 instead 162.5 points, which corresponds to the average level.

Medium group value the level of self-control in the Group of examinees reached 16.2 instead of 6.3 points, which corresponds to the average level.

9. STATISTICAL PROCESSING OF THE RESULTS

In order to prove the effectiveness of the implemented program has been used as a method of statistical processing of the results-the Mann-Whitney test. The criterion is intended to assess the differences between the two samples in any sign, quantitatively measured. It allows you to identify the difference between small samples when ≥ 3 n_1, n_2 or $n_1 = n_2, 2 \geq 5$, and is more powerful than the criterion of Rosenbaum.

The empirical value of $U_{emp}(0)$ is in the area of significance at $p \leq 0.01$

So, as a result of the calculation of the Mann-Whitney test was able to establish that by forming the experimental work presented by optimizing the emotional States of students managed to significantly lower in subjects such as: anxiety, negative emotions and stress levels (differences are valid at $p \leq 0.01$), and increase the level of self-control (differences are valid at $p \leq 0.01$).

Thus, at the final stage of the study, test subjects that students have average levels of anxiety, negative feelings and stress, high levels of cognitive activity and average level of self-control. The results prove the hypothesis at the beginning of the study: to reduce the stress of the exam situation, students are in need of the program aimed at optimization of emotional States.

10. CONCLUSIONS

As a result of the study was able to achieve the objectives of the work in the introduction: develop and pilot programs optimizing of emotional States students before exams.

As a result of empirical research was able to prove the hypothesis in the introduction: stretched to reduce the examination situation, students are in need of the program aimed at optimization of emotional States.

In conclusion, it should be noted that the work has both theoretical and practical significance.

The theoretical significance of the study is to organize and synthesize the theoretical positions on the subject being studied, as well as in the implementation of pilot activities on the study.

The practical value of the research consists in the possibility to use the research results in the process of teaching while studying related issues, or for research of similar subjects. The study can be used in the practice of psychologists and psychotherapists.

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