

Наукове періодичне видання

# МЕДИЧНИЙ ФОРУМ

Науковий журнал

# 4 (04) 2015

Частина II

Львів

2015

<b>Семенова В.М., Лисяний Н.И., Стайно Л.П., Бельская Л.Н., Егорова Д.М.</b> ВОЗМОЖНОСТИ ПРОЛИФЕРАЦИИ И ДИФФЕРЕНЦИРОВАНИЯ МЕЗЕНХИМАЛЬНЫХ СТВОЛОВЫХ КЛЕТОК ИЗ ЖИРОВОЙ ТКАНИ В УСЛОВИЯХ КУЛЬТИВИРОВАНИЯ IN VITRO.....	54
<b>Semenyak A.V., Andriyets O.A., Kuchuk L.A., Kurulyuk N.V.</b> FEATURES OF TREATMENT OF TRICHOMONIASIS.....	59
<b>Семеняк А.В., Андрієць О.А.</b> ОСОБЛИВОСТІ ВИКЛАДАННЯ ДИСЦИПЛІНИ «АКУШЕРСТВО ТА ГІНЕКОЛОГІЯ» ДЛЯ СТУДЕНТІВ V КУРСУ ЗА СПЕЦІАЛЬНІСТЮ «МЕДИЧНА ПСИХОЛОГІЯ».....	61
<b>Семеняк А.В., Скрипчук В.І.</b> ОСОБЛИВОСТІ ЛІКУВАННЯ ГЕСТАЦІЙНОГО ПІЄЛОНЕФРИТУ.....	63
<b>Сотникова Е.П.</b> ИСТОРИЯ, СОВРЕМЕННОЕ СОСТОЯНИЕ И ПЕРСПЕКТИВЫ РАЗВИТИЯ УЧЕНИЯ В.П. ФИЛАТОВА О ТКАНЕВОЙ ТЕРАПИИ.....	66
<b>Бакун О.В., Ковтун О.А., Тимочко Ю.Д.</b> СУЧАСНИЙ ПОГЛЯД НА ПРОБЛЕМУ ЕНДОМЕТРІОЗУ.....	68
<b>Фарисей А.В., Ткаченко И.А.</b> УШИБ ЛЕГКОГО. ПАТОГЕНЕЗ. ДИАГНОСТИКА. ЛЕЧЕНИЕ.....	72
<b>Khomenko V.G.</b> CHRONORHYTHMICITY OF FUNCTION KIDNEY IN PATHOLOGY.....	79
<b>Шалай О.О., Барілка В.А., Корольчук О.С., Кароль Ю.С., Логінецький В.Є.</b> КЛІНІКО-ЛАБОРАТОРНІ ТА ПРОГНОСТИЧНІ ОЗНАКИ ЛІМФОМИ З МАЛИХ ЛІМФОЦИТІВ.....	81
<b>Борисенко А.В., Шінкарук-Диковицька М.М.</b> ЧАСТОТА ХРОНІЧНОГО ПЕРІОДОНТИТУ, КИСТОГРАНУЛЕМ АБО КИСТ МОЛЯРІВ У СОМАТИЧНО ЗДОРОВИХ ЧОЛОВІКІВ ІЗ РІЗНИХ ЕТНО-ТЕРИТОРІАЛЬНИХ РЕГІОНІВ УКРАЇНИ.....	86
<b>Шупер В.А., Шупер С.В.</b> ЭФФЕКТИВНОСТЬ КОМПЛЕКСНОЙ ТЕРАПИИ ДИАБЕТИЧЕСКОЙ ПЕРИФЕРИЧЕСКОЙ ПОЛИНЕЙРОПАТИИ.....	91
<b>Шурко Н.О., Даниш Т.В.</b> НЕГАТИВНА АФІННА ХРОМАТОГРАФІЯ ЯК СПОСІБ ОТРИМАННЯ ФАКТОРА VIII З ПЛАЗМИ КРОВІ ЛЮДИНИ.....	95
<b>Юрценюк О.С., Ротар С.С.</b> НЕПСИХОТИЧНІ ПСИХІЧНІ РОЗЛАДИ У ОСІБ, ЩО ПРИЙМАЛИ УЧАСТЬ В ЗБРОЙНОМУ ПРОТИСТОЯННІ НА СХОДІ УКРАЇНИ.....	97
<b>Yurtsenyuk O.S., Antofijchuk I.Ya., Rotar S.S.</b> STUDENTS' LEVEL OF PERSONAL ANXIETY AND SITUATIONAL ANXIETY.....	100
<b>Ясинська Є.Ц., Вацк М.З.</b> ОСОБЛИВОСТІ СУКУПНОГО ВПЛИВУ ПСИХІЧНИХ ЧИННИКІВ НА ВИНИКНЕННЯ ПОРУШЕНЬ РИТМУ ТА ПРОВІДНОСТІ СЕРЦЯ.....	102

**Yurtsenyuk O.S.,**  
*PhD, teacher of the department of neurology, psychiatry  
and medical psychology named after S. Savenko  
of Bukovinian State Medical University*

**Antofijchuk I.Ya.,**  
*the teacher of the department of social sciences and Ukrainian studies  
of Bukovinian State Medical University;*

**Rotar S.S.,**  
*teacher of the department of neurology, psychiatry  
and medical psychology named after S. Savenko of Bukovinian State Medical University*

## STUDENTS' LEVEL OF PERSONAL ANXIETY AND SITUATIONAL ANXIETY

Стаття присвячена дослідженню рівнів особистісної тривожності та ситуативної тривоги у студентів вищих навчальних закладів.

**Ключові слова:** особистісна тривожність, ситуативна тривога.

Статья посвящена исследованию уровней личностной тревожности и ситуативной тревоги у студентов высших учебных заведений.

**Ключевые слова:** личностная тревожность, ситуативная тревога.

The article deals with the research the levels of personality anxiety and situation anxiety in university students.

**Key words:** personality anxiety, situation anxiety.

Health is the main value of the human, it describes not only the condition but also the strategy of life. Mental health depends not only on the way of life, the environment and the person's attitude to his or her individual health, medicine and all factors that affect on health generally.

Signs of students' mental health are: their activity, vitality, observation, adaptation to the conditions of higher education learning, low anxiety, emotional stability, ability to perceive and analyze information [1].

The need of students' mental health research is determined by the presence of factors that affect on the state of their mental health in case of examination periods, social adaptation, the need of personal self-determination in the future professional environment and others. Emotional states are bygone at this, and their results are a serious threat on the students' psychological health. In terms of higher education institution mental health is a very important factor that determines the success of students in educational activities, promotes their self-development and communication without conflict.

Anxiety is one of the main factors of affecting on the mental health of students. We must distinguish anxiety as a state of anxiety and as a property of the individual. Anxiety is a reaction on the danger that threatens the person, real or imaginary, emotional state diffuse fear of unknown, characterized by vague feeling of threatened (as opposed to fear, which is a reaction to a definite danger). Anxiety is individual feature that is in high propensity to experience anxiety in different situations including those objective characteristics which had not attracted.

Social educational school provides a central role of anxiety in the socialization of the person. Underlying this view is noticed that neutral stimulation can become emotional and anxious to acquire properties through reinforcement and learning. As a result, easy arising anxiety is very stable with great difficulties in future. It can contribute the development as positive

qualities, so negative, such as aggression or excessive dependence [1].

It should be noted that the distribution of the state of anxiety (situational anxiety) and property of the individual (personal) is most evident in the works of C. Spielberger and R. Cattell. According to Charles Spielberger, situational anxiety occurs when an individual perceives a stimulus or situation as one that contains the actual or potential elements of danger, threat or harm. Personal anxiety does not appear directly in behavior, but the level can be determined based on how often and intensely alarm condition occurs [2, 4].

Psychological studies indicate the existence of these kinds of anxiety as mobilizing and demobilizing anxiety. Mobilizing kind of anxiety is manifested in the increased activity of up to aggression; in increased appetite. Demobilizing kind of anxiety particularly evident in the process of a stable anxiety [2].

**The aim** of this work is to study the levels of trait anxiety and situational of students anxiety .

### **Materials and Methods:**

The study was conducted in 2013-2014. In general 327 university students were examined. There were no significant differences by sex and age composition, place of residence, learning.

The degree of expression of anxious symptoms was studied using the Spielberger-Hanin test. It consists of 20 statements that consist of both state anxiety (anxiety, reactive or situational anxiety) and 20 to determine the expression of anxiety as dispositions, personality characteristics (property anxiety). Scale of personal anxiety and reactive anxiety of Spielberg is the only method that allows a differentiate measure anxiety as personality trait and as a state. We used a modification of Y. L. Hanin (1976), which is adapted to the Russian language [3, 4].

This method allows you to make the first significant refinement of integrated self-identity quality: is the instability self or situational, means personal. The results indicate this method not only on psychodynam-

ic personality characteristics, but also on the general question of the relationship of reactivity and activity of the individual, his temperament and character. This technique is deployed subjective personality characteristic that does not diminish its value as a diagnostic psychological terms. Evaluation of results: 30 points – low anxiety; 31-45 – moderate anxiety, 46 points or more – high anxiety.

Significant deviations from a moderate level of anxiety require special attention, high susceptibility to anxiety, involves the emergence of anxiety on human situations for its competence. In this case reduce subjective importance of situations and problems and move the focus to the understanding of the formation and sense of confidence in the success of [5].

#### Results.

The level of trait anxiety and students' situational anxiety determined the use of Spielberger-Hanin test. Established that among the students the vast majority of them are persons with middle-trait anxiety – 145 persons (44.34%), high levels of trait anxiety was determined in 98 persons (29.97%), low trait anxiety were found in 84 students (25, 69%). In the sexual case of male students of middle-trait anxiety – 56.2% was significantly higher compared with 39.6% of patients with high levels of 4.2% and a low level, unlike the women in the group are dominated by those with high levels of anxiety (76.9% vs. 21.2% with an average level of trait anxiety and 1.9% with low trait anxiety). A direct correlation between high levels of trait anxiety and the woman ( $r = 0,50$ ,  $p < 0,05$ ). Remarkably, in subgroups with high and middle-trait anxiety absolute values which were higher according women than men –  $57,73 \pm 4,38$  to  $49,33 \pm 3,74$  points ( $p < 0,05$ ) for high level of anxiety, and  $37,66 \pm 4,15$  vs  $36,0 \pm 3,54$  ( $p < 0,05$ ) for the average.

Analyzing the performance level of situational anxiety it can be noted that the high level of situational anxiety was exposed to 81 students, representing 24.77% of the patients, the average level of situational anxiety found in 194 persons – 59.33%, and 52 young

people revealed a low level of situational anxiety – 15.9%.

In the sexual division of men and women with high levels of situational anxiety were respectively – 41.6% versus 25.0%. Average level of situational anxiety was detected in 58.4% of men and 75.0% women.

Elevated levels of anxiety may indicate a lack of emotional adjustment to certain social situations, and students with a high level of anxiety are manifested attitude as to the weak. Anxiety students usually are not recognized standing in the group, they often are among the least popular, because they are often diffident, closed, unsociable or, on the contrary, very sociable, annoying or even angry. The result of lack of initiative anxious students is that a peer has a desire to dominate him, leading to a decrease in emotional background, to avoid communication trends, increased insecurity. Disturbed student fear of others, waiting for the attack, ridicule, insults, contributing to the development of psychological defense reaction in the form of aggression directed at others. These students are usually single, closed, inactive. It usually affects the success of training and establishing contacts with the environment.

At the same time, such students have a tendency to the personal anxiety and situational anxiety who are in a group of honors. This is due to the fact that they are students who regularly attend classes, seminars and prepare to actively respond to them, mostly worried about their performance. They are trying to get all the possible points for employment and successfully write all modular control while often under stress.

Conclusions: The emergence of anxiety may be associated with both external and internal factors. Under the influence of external conditions alarm occurs as an emotional reaction on a stressful situation and may be different than intensity and duration. So we can assume that individuals with high trait anxiety level of situational anxiety also increase due to personal experiences of stress response situations that arise in the lives of students, particularly in education.

#### References:

1. Айзенк Х. Психологические теории тревожности: В кн. Тревога и тревожность / Под ред. В.М. Астапова. СПб.: Питер, 2001. – с. 224–247.
2. Прихожан А.М., Дубровина И.В. Психология. – М.: АКАДЕМИЯ, 1999 – 461с.
3. Райгородский Д. Я. Практическая психодиагностика. Методики и тесты. [Учебное пособие] / Д. Я. Райгородский – Самара: «БАХРАХ-М». – 2001. – 320 с.
4. Малкина-Пых И. Г. Психосоматика / И. Г. Малкина-Пых. – М.: Эксмо, 2009. – 1024 с.
5. Бреслав Г.М. Психология эмоций. – учеб. Пособие для вузов. М.: Академия: Смысл, 2004. – 541 с.