

# ПСИХОЛОГИЯ

## COMPARATIVE ANALYSIS OF EXCITEMENT AND INTELLECTUAL PERFORMANCE OF VARIOUS SPECIALTY STUDENTS.

*Karamova Natavan*

*Phd., lecturer\**

*Salimova Sona*

*Student\**

*Shamkhalov Sahil*

*Student*

*Mamedova Amina*

*Student*

*Mehtizadeh Shovkat*

*Student\**

*\* Azerbaijan, Baku, Western Caspian University*

**Abstract.** The object of scientific research was the first year students of the Faculty of Economics and Psychology. A comparative analysis of the excitement and intellectual performance of the students was conducted. It turned out that the psychology faculty student's intellectual performance is much higher. There was no depression in the students.

**Keywords:** intellectual, anxiety, depression, different qualified students.

**Introduction.** The 21<sup>st</sup> century is characterized by rapidly developing and changing socio-economic conditions: in some cases, increase in the frequency of neuropsychological stress as a result of excessive information and more frequent cases of human activity, increase in number of professions requiring mental and human adaptive abilities, increasingly complex level of education (2, 11). Such situations can have serious consequences for human health. Inability to complete the physiological adolescence, especially in youth, and the lack of adaptation processes can prevent the occurrence of emotional stress. Reactions in teenagers with psychoemotional stress depend on the development of typological characteristics of the personality and nervous system, dynamic characteristics of behavior (stubbornness, dynamics, activity, emotional reactivity, etc.) (1, 6, 9, 10, 15). The above-mentioned lead to the formation of the corresponding effective reactions during the exam stress and characteristics of the temperament shows itself (3, 7, 8, 10, 13). Even the degree of academic assessment in students can be determined based on the well-reflected characteristics of temperament.

Nowadays, there is high need for development of human as person. There are several key criteria for assessing the personality: social productivity, emotional stress, creativity, having special position in society, etc. All criteria are involved in the full development of individual's personality and are considered important for development level assessment. As literary sources argue, prolonged and frequent emotional reactions lead to the formation of persistent irritation zones in brain, which is considered as the basis of psycho-emotional stress. Consequently, excessive tension of adaptation mechanisms occurs, which leads to the major changes in the endocrine system, metabolism, functions of the cardiovascular system, and so on (2, 4, 5, 14). This leads to the stressed cognitive processes in human body and often creates

stressful conditions. One of the most important moments is the gaining success in educational process and the protection of personal health. Despite the fact that numerous studies have been conducted to solve the problem of successful personal development and success in education, the problem remains unresolved and requires new approaches to solve it. In modern times, depression is one of the most widely spread nervous disorders and is the most serious condition that affects work, learning process and overall personal development. Unlike common emotional changes, in depression, low mood and other emotional disturbances are persisting, sometimes they take place for no reason and last for long time. Loss of health is expectable if it's not prevented. This is very common among young people, and, as the most important symptom, people are unhappy for long time, they feel miserable and unnecessary. Fired from work, being unsuccessful, failure in exam, failure to get the grade desired, and so on, cause sadness and to be offended from life. If this situation persists and continues unreasonably, then it causes problem of mental health and defined as a "depression". Depression affects emotions, thinking, understanding, and behavior. As it's obvious, depression is a condition in which all vital processes are paralyzed and leads to loss of health (3, 11). As it's more commonly found among young people is actual problem and the fall of these students into the depression will certainly have significant impact on the success of the educational process and the learning of educational materials.

Of course, the role of human intellectual abilities in the learning process is also important. Intellect is a Latin word: *intellectus* means understanding. The most commonly used term "intellectual" refers to a highly intelligent person, who has the ability to analyze in advanced and fast way. As most of people who become students are distinguished by their intellectual ability, they qualify for higher education being few percentage

of thousands of school graduates. Nevertheless, from the literature, we know that students do not have the same intellectual abilities. The presence of high intelligence is the basis for the future development of professional people, which means the rapid development of science, industry, technology and a bright future (4,12,16). Our main goal was to identify intellectual differences among students and their influence on professions they select.

**Research results.** Given the above, we studied the general anxiety, depression and intellectual abilities of students in different faculties.

The purpose of the study: to find out the importance of the role of general anxiety in the educational process; clarify the level of depression in students; determine their intellectual level.

Subject of study: conditionally, we divide students into two groups:

Group I: 1<sup>st</sup> year students of the Faculty of Economics - 21 people.

Group II: 1<sup>st</sup> year students of the Faculty of Psychology - 24 people.

Research method: determine the level of general anxiety using the Taylor scale; determine the level of depression by the depression scale; define IQ of students studying at different faculties by Raven test.

Study time: during one of the regular classes (at a time when stress or emotional stress does not occur). The Taylor test was compiled by George Taylor in 1953 and revised by Norakidze in 1975 by adding false scale to explain to what extent participants respond to the test sincerely. In Europe, this test is called MAS (manifest anxiety scale). First, we present the results of the overall anxiety level studies. Thus, the general anxiety among students of the first group was in average level ( $22.16 \pm 2.11$ ) in 9 students and high in 12 students ( $34.57 \pm 1.85$ ). In the second group of students, the average level of anxiety was in 14 students ( $20.72 \pm 1.67$ ) and high levels of anxiety in 10 students ( $29.3 \pm 1.14$ ) (Figure 1).

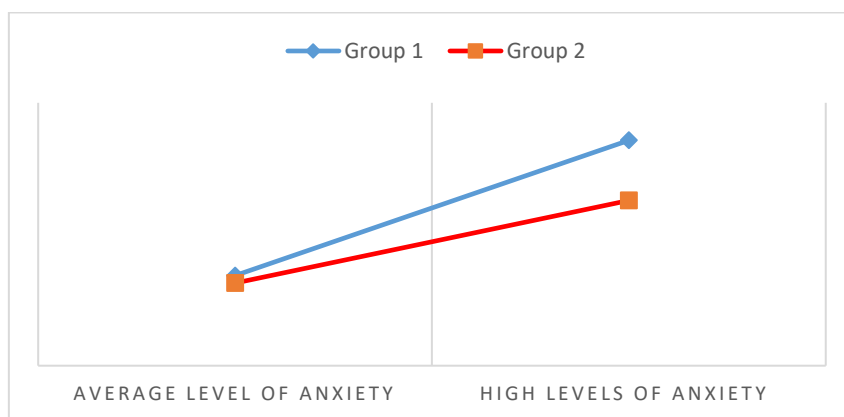


Figure 1. Results of general anxiety in students studying in different specialties.

Depression was not observed in both groups. Thus, depression in group I was  $41.34 \pm 2.18$  points and

$44 \pm 2.24$  in group II (Figure 2). Less than 50 points in the studied indicates absence of depression.

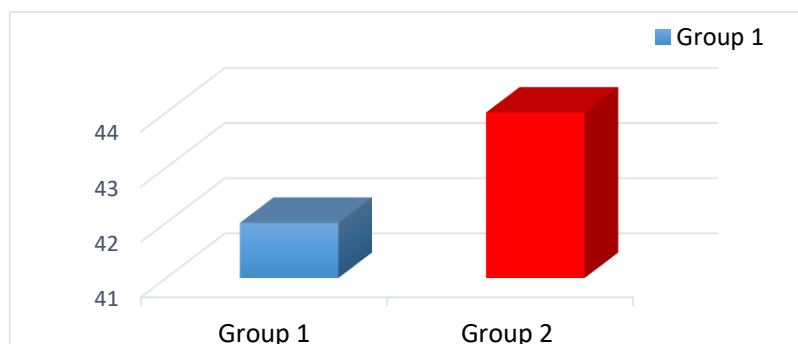


Figure 2. The level of depression of the students studying in different specialties.

The results of the determination of the intelligence level were the most interesting (Figure 3). According to the results of the Roven test, while in the first group, 1

person was in low level, 7 people at average level, 3 people at moderate level, 6 people at high level, no one was in very high level.

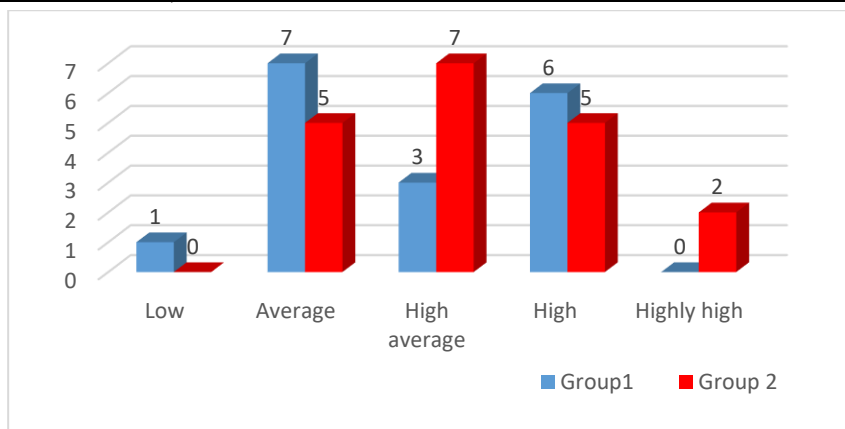


Figure 3. The results of Roven intelligence test of the economics and psychology faculty students

The results of the second group were completely different. No one was in low intellectual level, 5 people were in average level, 7 people in moderate level, 5 in

high level, and 2 students in very high level. Overall, IQ coefficient shows that the students of both faculties are in average level (figure 4).

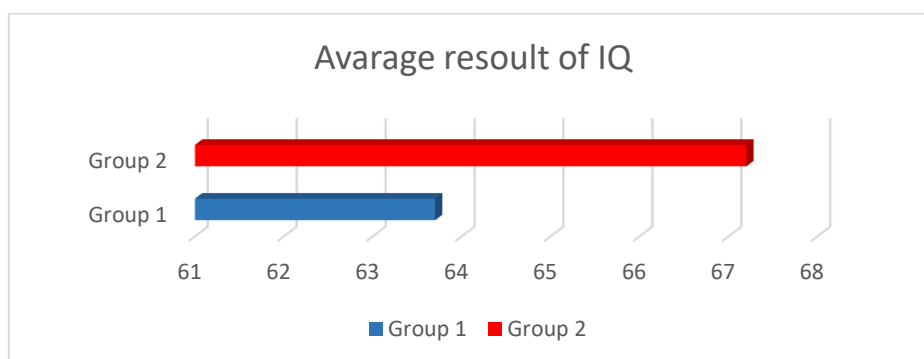


Figure 4. An average indicator of results of Roven intelligence test of the economics and psychology faculty students

While the results of the tests showed that the average value of IQ coefficient is in moderate level for the students of both faculties, however the individual approach showed that the IQ coefficient of the psychology faculty students is way much higher, even there were the students who could achieve very high intelligence level. For increasing IQ level it is advised to read constantly, read many books, to make logic strengthening exercises and to show interest in different scientific areas, enrich mental capabilities.

Having determined the general level of anxiety, we found out that there could be problems with human consciousness and understanding of the environment. General anxiety is not always negative, it has a positive effect on certain aspects of human life and gives effective result. High level of anxiety leads to the activation of cognitive functions, in which ultimately success is achieved to meet the demand. In our inquiry, we found that high level of anxiety lead to higher student performance, increased cognitive processes, activation of memory and attention processes. This fact confirms that these students have high IQ.

In general, the results of the studies have shown that the students are in healthy psychological condition (absence of depression) and have high IQ indicator in the background of overall average and high anxiety levels. The obtained results have proven that students who are study in different specialties have different

personal development and growing as personality. Naturally, each psychophysiological factor will have impact on the development of future highly skilled persons. At the moment, the results that we obtained proved that it affects on the level of learning materials acquisition among various specialty students as well as their level of achievement. In order to make these indicators positive, it is necessary to increase the students' intellectual abilities, to do various logical exercises, and to read many books in art and science.

**References:**

1. Дмитриева Н.В. Психофизиологические механизмы развития адаптационных процессов в условиях эмоционального стресса // Физиология человека, 2004, Т.30, №3, с.35-44.
2. Карамова Н.Я. Влияние эмоционального напряжения на формирование когнитивных процессов у школьников в зависимости от уровня их умственного развития. Информационно-аналитический журнал «Актуальные проблемы современной науки», №4, том 48, Москва, 2009, стр. 274-278.
3. Карамова Н.Я. Особенности влияния эмоционального напряжения на когнитивные процессы в зависимости от исходного уровня умственного развития. Диссерт. на соиск. докт. фил. по биол. наукам., 2010, 151 с.

4. Карамова Н.Я., Мамедов З.Г. Особенности влияния эмоционального напряжения на когнитивные процессы у подростков в зависимости от исходного уровня умственного развития. «Естественные науки», Вестник МОГУ, №1, 2011, ст.22-25.
5. Медведов В.И. Устойчивость физиологических и психологических функций человека при действии экстремальных факторов. М.: Наука, 1982, 104 с.
6. Мерлин В.С. Темперамент как фактор учебной деятельности. Очерк теории темперамента / Под ред. В.С.Мерлина, Пермь.: 1973, 180 с.
7. Никольская И.М., Грановская Р.М. Психологическая защита у детей СПб.: Речь, 2006. – 342 с.
8. Реан А.А. Психология адаптации личности. Анализ. Теория. Практика / А. А. Реан, А. Р. Кудашев, А. А. Баранов. — СПб.: прайм-ЕВРОЗНАК, 2006. – 479 с
9. Русалова М.Н. Функциональная асимметрия мозга и эмоции // Успехи физиологических наук, 2003, Т.34, № 4, с. 93-112.
10. Теплов, Б.М. Новые данные по изучению свойств нервной системы человека / Б.М. Теплов // Типологические особенности высшей нервной деятельности человека. М., 1963. - Т. 3. - С. 3-46.
11. Alex K. The Upward Spiral: Using Neuroscience to Reverse the Course of Depression, One Small Change at a Time Paperback. 2015, p.270.
12. James A. Homo-Intellectus. 2011, p.254.
13. Lazarus R.S. Progress on a cognitive motivational- relational theory of emotion // American Psychology, 1991, V.46, p.819-837.
14. Lazarus R. S. From psychological stress to the emotions: A history of changing outlook // Ann.Rev. Psychol., 1993, V. 44, p. 1–21.
15. Strelau J. Temperament: A psychological perspective. New York.: Plenum, 1999, 123 p.
16. Taylor S.E., Stanton A.L. Coping resources, coping processes and mental health // Annu Rev. Clin.Psychol., 2007, V. 3, p.377–401.

### СМЫСЛ ЖИЗНИ И СЧАСТЬЕ В ПЕРИОД ПОЗДНЕЙ ВЗРОСЛОСТИ: ОТ РЕЗУЛЬТАТОВ ИССЛЕДОВАНИЯ К ПРАКТИКЕ ПСИХОЛОГИЧЕСКОГО СОПРОВОЖДЕНИЯ.

**Басов Илья Андреевич**

*Камчатский государственный университет имени Витуса Беринга,  
аспирант кафедры теоретической и практической психологии  
683032 г. Петропавловск-Камчатский, ул. Пограничная, 4  
Психолог кризисного отделения помощи женщинам  
«Надежда» комплексного центра социального обслуживания населения  
Петропавловск-Камчатского городского округа  
г. Петропавловск-Камчатский, ул. Партизанская, 28*

### THE MEANING OF LIFE AND HAPPINES IN ADVANCED AGE: FROM RESEARCH RESULTS TO PRACTICE OF PDYCHOLOGICAL SUPPORT

**Basov Ilya Andreevich**

*Vitus Bering Kamchatka State University,  
graduate student of department of theoretical and practical psychology  
683032, Petropavlovsk-Kamchatsky, Pogranichnaya str.  
Psychologist of crisis department for women  
“Nadezhda” of the complex social service center of Petropavlovsk-Kamchatsky  
683031, Petropavlovsk-Kamchatsky, Partizanskaya str.*

**Аннотация.** В статье кратко изложены результаты исследования взаимосвязи смысла жизни и субъективного благополучия в период поздней зрелости; представлена методологическая конкретика психологического сопровождения людей позднего возраста с опорой на позиции экзистенциальной психологии.

**Abstract.** The article summarizes results of study of the correlation of the meaning of life and subjective well-being in advanced age. It presents methodological specifics of psychological support of elder people based on positions of existential psychology.

**Ключевые слова:** экзистенциальная психология, поздний возраст, смысл, экзистенциальная задача, психологическое сопровождение

**Keywords:** existential psychology, advanced age, meaning, existential task, psychological support.

В 2016-2019 гг., нами было проведено исследование взаимосвязи смысла жизни и счастья в период поздней зрелости [Басов, 2017а; Басов, 2018]. Опираясь на экзистенциальный подход [Сапогова, 2013; Басов, 2017в] в интерпретации полученных данных, мы получили ряд выводов. А

именно, исследование показало, что у людей в период поздней зрелости:

Испытуемые с высокой осмысленностью жизни, в подавляющем большинстве случаев, имеют высокую удовлетворенность жизнью и считают себя счастливыми людьми. И напротив,