

AVOIDANCE OF INFLUENCE OF NEGATIVE EMOTIONS ON STUDENTS' HEALTH

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Annotation. Aim of the article is to research the influence of negative emotions on students' health, which may arise while testing academic achievements of future specialists and elaborate the directions of their avoidance. Material and methods. A range of theoretical and empirical methods is used. The questionnaire of 138 students is realised in Kharkiv National Agrarian University named after V.V. Dockuchayev. The results of the experiment are grounded by Macnamara's method. Results. The reaction of a young organism to negative emotions during testing is revealed in a form of animosity, disorder of sleep, pain etc. It is determined that the least of harm is done during preliminary testing and much more – during current and concluding ones. Developed and approved directions of avoidance of such negatives are revealed. Conclusions. Testing by the studactive pedagogical technology created by us favours the avoidance of influence of negative emotions on students' health.

Key words: emotion, health, testing, student, studactive pedagogical technology.

Introduction

The pedagogical process in higher educational establishments (HEE) is held in conditions of overloading the intellectual sphere, a student's psychic and emotional tension, when there are changes of psychological nature, formation of professional and social potential against the background of frequently insufficient stableness of adaptive mechanisms of a young organism to stress. The given problem is connected with an important scientific and practical task to form a physically and morally healthy specialist with a considerable duration of life and a high ability to work, that reflects the demand of National Doctrine of Development of Education of Ukraine [1].

The analysis of present-day research and scientific publications in the given problem proves that it bothers V.P. Andrushchenko, I.A. Zyazyun, V.G. Kremen and many other scientists. The pedagogues have arrived at the conclusion that the state of health influences not only a physical but also spiritual state, future achievements in professional activity.

The article [2] deals with the factors of preservation and improvement of health of the youth during studies, the ways of elimination of basic factors of risk for health, it is determined that surplus nervous emotional tension, everyday stress, overload etc. influence students' health. The health of participants of studies depends greatly on the emotional state. The academician P.K. Anochin revealed the nature of emotions, in particular negative ones that stipulate beginnings of neuroses. The scientist outlines that a person's organism is constructed in such a way that any negative emotions (dissatisfaction, fear, anger, offence, sadness) cannot be separated from the functioning of nervous, immune, heart and vascular systems, gastric canal, etc. Nervous and psychological disorders are often the consequence of discrepancy between perception and processing of information by a person's brain that can become a reason of low progress. Negative emotions lead to disorders of nervous regulation of functions, the consequences of which are neuroses, headaches, stomachaches, heartaches [3, p. 109, 192].

However there are not enough scientific publications in realization of directions of preservation of students' health in modern lecture-rooms. There is no integral basic research concerning determination of the scientific assessment of the nature of influence, the level of harm or good of negative and positive emotions on the health of future specialists, in particular during testing the quality of knowledge. The demand in research of the procedure of such testing is urgent that on the one hand provides a high quality of checking of the academic material mastering, the level of preparation of a student to do specific tasks etc., and on the other hand preserves students' health.

The work is done according to the plan of SRW of Kharkiv National Agrarian University named after V.V. Dockuchayev (KNAU).

Aim of the research.

The aim of the article is to research the influence of negative emotions on students' health of HEE, which may arise during testing academic achievements of future specialists, and reveal the elaborated and approved directions of their avoidance.

Results of the researches

Our research has shown that the level of emotions and their influence on health depend on the type of a test. The smallest harm for health is done by preliminary testing that is carried out at the beginning of the academic year. Students come to a lecture room after a long period of rest, in good mood, and lecturers also have the possibility to communicate correctly as a rule with those who are dissatisfied with their marks. There is enough time to liquidate gaps, everybody understands that the session period will come not soon. The situation is more difficult with repetitive testing (which is held with the aim of periodical checking of knowledge and skills simultaneously with studying a topic), current testing (which presents systematic checking and assessing results of academic achievements in class while studying specific material), thematic testing (which is carried out on the basis of the whole topic or section of academic studies).

Our questionnaire of students of KNAU has shown that painful reactions of an organism during testing assume a different nature. Some people feel worsening of sleep (81 %), others – heightening of pressure, headache (72 %), heartache (78 %), spoiling of appetite (58 %), animosity (84 %), and other (up to 40 %). The results of the preliminary research let take the volume of accidental selection of 138 students for the level of probability of 95 % and absolute error of 0,05. Let us ascertain in what way scientists ground the display of emotional and negative disease obtained during the questionnaire [3, 4].

The scientist and famous surgeon M.M. Amosov refers the worsening of sleep to the system of tension that combines undercortex nervous centers – reticular formation and hypothalamus with hypophyse, centers of simpaticus and the adrenal gland connected with it. All together they provide mental tension that is the common level of brain activity. This system is switched on because of feelings and emotions but then it supports itself on the account of the reverse connection – through hormones. Emotions, mainly unpleasant ones lead to “overtraining” of the system of tension. It results in bad sleep and even disorders of psyche.

Tiredness is grounded by the fact that in case of negative emotions expenditures of energy of nerve cells of a cerebral cortex increase sharply while provision of the brain with oxygen, glucose, indispensable group B amino acids is lessened.

As Soviet scientists proved, people who are influenced by negative emotive factors working in conditions of extreme nervous tension and dissatisfaction are prone to headaches, heightening of pressure. The academician A.L. Myasnickov connects a hypertonic disease with neurosis, the edge of which is directed at the vascular system.

The heartache was grounded by the famous neurophysiologist F.P. Vedyayev, who pointed out that by negative emotive tension adrenalin is accumulated in blood and influences not only prolonged heightening of blood pressure but also speeding of pulse, vascular spasm including heart vascular that can lead to bout of stenocardia and even myocardial infarction.

Worsening of appetite is explained by F.P. Vedyayev in such a way: because of negative emotions the tone of the muscular system and guts is lessened, secreting of gastric juice and contents of hydrochloric acid in it is diminished. If negative emotions occur too often such changes in the psychological state of a stomach and guts are fastened, neurosis of a stomach accompanied by lessened acidity is developed and there is no appetite.

Animosity is discussed in the latest research according to which an important role of the cerebral cortex is proved in regulation of its functional state, nerve connections with reticular formation are revealed. The cortex influences the same nerve cells of the reticular formation which are disturbed by the factors of the surrounding world. It is determined that irritation of different parts of the limbic system arises different reactions, changes mood and behavior.

Students take medicines and tranquilizers to calm down. The modern science has reached a great progress in medicine production. At the same time scientists stress that medicines will not help preserve health, but on the contrary do harm [3].

In case of necessity, of course with the doctor’s approval we recommend students to have their own medicine chest with herbs and roots such as valerian, devyasil, calendula, melisa, mint. It should be pointed out that practically all of them lower pressure. It is well known that in some cases they can effectively substitute such medicine as aminasin, corvalol, nozegan, raunatin, phenazepam.

The questionnaire analysis of the same students allowed us to arrive at the conclusion that positive emotions by testing arise from a fairly given mark. Students admit that positive emotions by testing result in belief in themselves, a wish to know even more, give stimulus for active educative activity and even favor assurance in correctness of the chosen path.

How can one help students improve the quality of their knowledge and simultaneously preserve and strengthen their health without any medicine? Is it possible to provide effective testing without any negative emotions? The results of our research are not the aim in itself, but a way to make conclusions concerning a more effective educative process which does not do any harm to a person’s health. The issue is not in the choice of a mark for a student. There are criteria for it in each subject. The task is to choose in what way and when to assess educative achievements, what kind of motivating medical word or action to use to make a student deepen urgently the level of his knowledge, skills, acquired habits, in what way to stimulate for pedagogical activity with the help of a mark, favor understanding of an impressive argument that the only condition of getting a diploma certificate is successful mastering of the educative material.

Our research has shown that testing by the studactive pedagogical technology allows to solve the given problem successfully. Nowadays a mark for educative achievements cannot be considered separately from his personality, subjective and objective conditions, his development, self-perfection and self-realization. The current or recurring testing can be productively held at studactive classes elaborated by us [5, 6].

Measurement of educative achievement of students at such classes is a form of a feedback. Its effectiveness depends on combining a teacher’s controlled activity and self-control with mutual control of students. The unwritten law of personal “I” works here. Its essence lies in self-overcoming of negative reactions, will formation, self-control, emotive positive tenacity, a skill to react deliberately to negative emotions.

Collective and individual assessment of future specialists’ activity is introduced, testing is made not only by university teachers but also students. Assessment of all forms of work in class and by preparation for it is done in points (mark points) with automatic passing a test by those who get a certain sum of points for active innovative work.

Assessment of students by students by a feedback is conveyed in measurements characteristics which are determined by goals of education. All doubts are solved collectively with a university teacher and in favor of students.

Oral testing can be a strong stimulus of real individual activity in class. Nobody wishes to get a low mark or be worse than his group-mates, that is why the necessity is provoked to act and become better in order to deserve one's group-mates' approval. Realization of functions of assessment is revealed in [5].

By Macnamara's method it is proved that testing by the studactive pedagogical technology favours avoidance of influence of negative emotions on students' health.

Conclusions

So as a result of grounding the influence of negative emotions on students' health by testing the direct correlation with types of such testing is outlined. It is determined that the smallest amount of harm for health is done by preliminary testing which is held at the beginning of an academic year and much more – by current and concluding ones. The organism of a student reacts by such unhealthy displays as animosity, sleep disorders, pain etc. As one of the directions of avoidance of such negatives it is proposed to introduce studactive classes and the studactive pedagogical technology into the educative process. High effectiveness of the studactive pedagogical technology by current testing is proved that influences positively the concluding testing by the modern system of teaching.

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