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ФЕНОМЕН ЭМОЦИОНАЛЬНОГО ВЫГОРАНИЯ У СТУДЕНТОВ 1-ГО КУРСА МЕДИЦИНСКОГО УНИВЕРСИТЕТА

Кондаурова Виктория Евгеньевна, Пенькова Елена Анатольевна

Кафедра иностранных языков и межкультурной коммуникации

ФГБОУ ВО «Уральский государственный медицинский университет» Минздрава России

Екатеринбург, Россия

Аннотация

Введение. Студенты медицинского университета часто подвергаются продолжительному стрессу, что приводит к эмоциональному выгоранию. **Цель исследования** – изучить причины и симптомы эмоционального выгорания студентов-медиков на начальном этапе освоения профессии, выяснить долю студентов, подверженных эмоциональному выгоранию, предложить способы борьбы с эмоциональным выгоранием на основе выявленных причин и симптомов данного явления. **Материал и методы.** Проведен опрос студентов 1-го курса Уральского государственного медицинского университета (119 человек), позволивший выявить уровень эмоционального выгорания. **Результаты.** Выявлены причины и симптомы эмоционального выгорания, которые соответствуют трехфакторной модели К. Маслач и С. Джексона. Установлено, что 15% от числа опрошенных студентов рассматривают вопрос об уходе из медицины уже в начале профессиональной деятельности. **Выводы.** Определены причины (недостаток сна, отсутствие времени на личный досуг, завышенные требования к себе) и симптомы (эмоциональное истощение, деперсонализация, редукция собственных достижений) эмоционального выгорания у студентов 1-го курса медицинского университета. Установлено, что каждый второй студент-медик подвержен эмоциональному выгоранию вследствие трудностей освоения профессии. Предложены способы снижения уровня тревожности у студентов и борьбы с эмоциональным выгоранием.

Ключевые слова: эмоциональное выгорание, студенты, медицинский вуз, стресс, трехфакторная модель.

PHENOMENON OF EMOTIONAL BURNOUT IN 1ST YEAR MEDICAL UNIVERSITY STUDENTS

Kondaurova Victoria Evgenievna, Penkova Elena Anatoljevna

Department of Foreign Languages and Intercultural Communication

Ural State Medical University

Yekaterinburg, Russia

Abstract

Introduction. Students of medical university are often exposed to prolonged stress, which leads to emotional burnout. **The aim of this study** is to investigate the causes and symptoms of emotional burnout of medical students at the initial stage of mastering the profession, to find out the share of students exposed to emotional burnout, to propose ways to combat emotional burnout based on the identified causes and symptoms of this phenomenon. **Material and methods.** The survey of the 1st year students of the Ural State Medical University (119 people) was conducted out to reveal the level of emotional burnout. **Results.** The causes and symptoms of emotional burnout were revealed, which correspond to the three-factor model of K. Maslach and S. Jackson. It was found out that 15% of the surveyed students consider the question of leaving medicine already at the beginning of professional activity. **Conclusion.** The causes (lack of sleep, lack of time for personal leisure, excessive demands to oneself) and symptoms (emotional exhaustion, depersonalization, reduction of own achievements) of emotional burnout in 1st year medical university students were determined. It was found that every second medical student is exposed to emotional burnout due to difficulties in mastering the profession. Ways to reduce the level of anxiety in students and fight against emotional burnout were suggested.

Keywords: emotional burnout, students, medical school, stress, three-factor model.

INTRODUCTION

Being a doctor is a demanding profession, behind which there is a complex training of medical students, who are subject to frequent emotional burnout during their studies. Mastering their future profession, medical students are most susceptible to emotional exhaustion, stress and fatigue [1]. The phenomenon of emotional burnout has been studied by many psychologists-scientists such as T. Cox, A. Griffiths, K. Maslach, S. Jackson and others. E. Edelvich and A. Brodsky explain emotional burnout as a process of collapse of illusions [2]. The World Health Organization considers this phenomenon as a state of exhaustion of physical, mental and emotional resources of a person, which occurs against the background of strong and prolonged stress [3].

The relevance of this study is that medical university students are more sensitive to failures and some of them leave mastering the profession at the beginning of their path. According to the

statistics of the Ural State Medical University, about 30 students [4] who have experienced emotional burnout drop out in the first semester of study.

The aim of the study is to investigate the causes and symptoms of emotional burnout of medical students at the initial stage of mastering the profession, to find out what proportion of students are exposed to emotional burnout, to propose ways to combat emotional burnout based on the identified causes and symptoms of this phenomenon.

MATERIAL AND METHODS

A survey was conducted of the 1st year students of the Ural State Medical University. 119 people took part in the survey. The survey was based on the three-factor model of K. Maslach and S. Jackson, which considers emotional burnout as a syndrome with the following symptoms: emotional exhaustion, depersonalization and reduction of personal achievements [2].

RESULTS

The study revealed that 55% of respondents found out that studying takes away their energy. Some students (55%) admit that they study formally and without special interest. The results of the study showed that 61% of 119 people stopped experiencing bright emotions in their lives. Half of the surveyed students (50 %) often put things off for later.

As a result of the survey, the stress level of medical university students was revealed. Stress level can be assessed as high among 1st year medical students. Out of 119 respondents, 67 % experience stress on a regular basis.

It was found out that more than half (62 %) of the respondents have depersonalization or tendency towards it. 23 % of 1st year medical students have become less productive.

Figure 1 shows that 15% of respondents seriously consider the issue of leaving medical university already at the initial stage of mastering the profession, and 38% of students responded that such thoughts visit them, but pass (fig. 1).

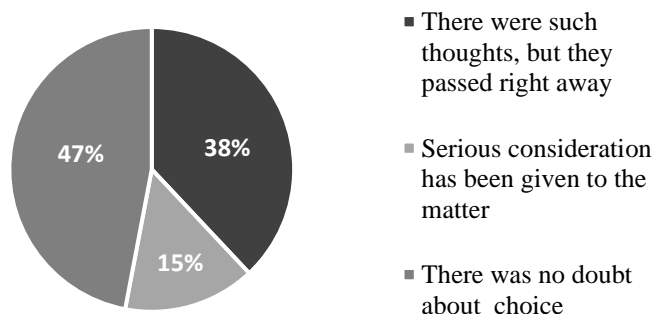


Fig. 1 Share of surveyed 1st year medical university students willing to change their profession

Another part of the questions was aimed at finding out the reasons for the formation of emotional burnout in medical students. It turned out that most of the respondents (58%) have excessive demands to themselves in the process of study.

Analyzing the night sleep of 1st year medical university students, the results were as follows: 38% of people from all respondents sleep on average less than 5 hours.

Another cause of emotional burnout is lack of time for personal leisure, about 16% of respondents do not have this time.

DISCUSSION

The results of the study were correlated with the three-factor model of K. Maslach and S. Jackson. Depersonalization was revealed in medical students, which is one of the causes of the considered model of emotional burnout. Depersonalization leads to the absence of bright emotions in life for a long time, which means that a person concentrates on negative aspects of phenomena and processes, thus leading to increased irritability, increased need to be alone, change of attitude to everything around.

Interpretation of the results of the study shows that students of medical university have lost efficiency, this symptom refers to the next factor – reduction of their own achievements.

Emotional exhaustion is the third factor of the model of K. Maslach and S. Jackson, the following signs were attributed to it: lack of energy and positive emotions from the learning process, studying without interest, stress on a constant basis, procrastination. Loss of interest to study in medical students leads to the fact that future doctors lose heart and lose the desire to continue their studies, students do not want to return to the work process, they put off all the cases for later, which in the future can only further damage the body, as a large number of accumulated cases will increase the level of stress several times. All of the above symptoms boil down to one main symptom – loss of desire to connect their life with medicine.

According to the results of the study, the share of surveyed students who seriously consider the issue of leaving medicine at the initial stage is 15%, which suggests that these students are at the final stage of formation of emotional burnout, some students responded that such thoughts visit them, but they pass, for example, after passing a session, test, that is, it is a short-term stress, which does not belong to the signs of emotional burnout, but also part of these students presumably may be at the beginning of the path of formation of emotional burnout.

Thus, the three-factor model of K. Maslach and S. Jackson is indicative, as it allows to objectively assess the presence of emotional burnout in students.

The described symptoms are a consequence of such causes as lack of sleep, which leads to impaired brain function, decreased memory and concentration necessary for a medical student to master heavy educational material, excessive demands on oneself and lack of time for personal leisure [5].

CONCLUSION

As a result of the study, it was found that students of the 1st year of the medical university have emotional burnout. One in two medical students is susceptible emotional burnout due to difficulties in mastering the profession. The causes (lack of sleep, lack of time for personal leisure, excessive demands to oneself) and symptoms (emotional exhaustion, depersonalization, reduction of own achievements) of emotional burnout in 1st year medical university students were determined.

The following solutions are proposed to reduce emotional burnout.

– Physical activity is a means of increasing stress tolerance [6]. To combat emotional burnout, it is recommended to introduce regular exercise into one's daily regimen.

– It is important to have close people who are ready to provide moral support during the study, this creates a sense of support for the person. This can be friends from the group or family. It is recommended to share your worries in order to reduce anxiety.

– It is recommended to increase one's sense of self-worth, allocate some time to something that will really be important and interesting to the person, such as volunteering.

– When planning study schedule, should consider small breaks for rest and mental unloading.

– As it was found out by the author during the study, medical university students reduce the importance of night sleep, which is categorically not to be done. Night sleep is an integral part of a person's daily routine, so it is recommended to sleep 6-8 hours, which will lead to better health.

– It is important for a medical student to assess whether he or she is adequately addressing all tasks, maybe some should be taken more lightly and not demand perfection from himself or herself. Medical education implies the acquisition of skills and abilities, so students should put aside their perfectionism and desire for competition.

– Medical students need to learn to accept their own mistakes as a normal phenomenon peculiar to every person, not to despair because of failures and not to forget that all people are different, so there is no need to compare themselves with others.

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Сведения об авторах

В.Е. Кондаурова* – студент

Е.А. Пенькова – старший преподаватель

Information about the authors

V.E. Kondaurova* – Student

E.A. Penkova – Senior Lecturer

*Автор, ответственный за переписку (Corresponding author):

vika250105@mail.ru

УДК: 316.621

БУЛЛИНГ В СТУДЕНЧЕСКОЙ СРЕДЕ И ЕГО ВЛИЯНИЕ НА УСПЕВАЕМОСТЬ

Гунько Елизавета Алексеевна, Коровина Анастасия Евгеньевна, Мунина Ирина Вячеславовна

Кафедра иностранных языков и межкультурной коммуникации

ФГБОУ ВО «Уральский государственный медицинский университет» Минздрава России

Екатеринбург, Россия

Аннотация

Введение. В статье рассмотрена проблема буллинга среди студентов. Изучены и проанализированы формы проявления и частота встречаемости буллинга, а также его влияние на успеваемость студентов. **Цель исследования** – обнаружить факты буллинга в студенческой среде и выяснить его влияние на успеваемость, а также разработать рекомендации для его предотвращения. Объектом исследования, стали 100 студентов УГМУ Минздрава России, из них 56 девушек и 44 юноши. Средний возраст респондентов составил 18-25 лет. **Материал и методы.** В исследовании был использован метод анкетирования. **Результаты.** Большинство студентов столкнулись с буллингом в университете. В связи с этим многие сообщили что, испытывают стресс, тревогу и находятся в депрессивном состоянии, что непосредственно отрицательно влияет на успеваемость студентов.

Выводы. Буллинг является актуальной проблемой в нашем университете. Необходимо больше внимания уделять данной проблеме. Нужно уметь вовремя заметить и пресечь проявление буллинга. Поработать над тем, чтобы в коллективе была спокойная, дружелюбная обстановка.

Ключевые слова: буллинг, студент, успеваемость, университет, снижение агрессии.

BULLYING IN THE STUDENT ENVIRONMENT AND ITS IMPACT ON ACADEMIC PERFORMANCE

Gunko Elizaveta Alekseevna, Korovina Anastasia Evgenievna, Munina Irina Vyacheslavovna

Department of Foreign Languages and Intercultural Communication

Ural State Medical University

Yekaterinburg, Russia

Abstract

Introduction. The article considers the problem of bullying among the students. The forms of manifestation and frequency of occurrence of "bullying", as well as its influence on students academic performance are studied and analyzed.

The aim of the study is to discover the facts of bullying among students and to find out its impact on academic performance and to develop recommendations for its prevention. The object of the study was 100 students of USMU of the Ministry of Health of Russia, including 56 girls and 44 boys. The average age of the respondents was 18-25 years old.

Material and methods. The method of questionnaire survey was used in the study. **Results.** The majority of students faced bullying at the university. In this regard, many reported that they experience stress, anxiety and are in a depressive state, which has a direct negative impact on students academic performance. **Conclusion.** Bullying is an actual problem in our university. It is necessary to pay more attention to this problem. It is necessary to be able to notice and suppress the manifestation of bullying in time. To work on the fact that in the team was a calm, friendly suppress the manifestation of.

Keywords: bullying, student, academic performance, university, reducing aggression.

INTRODUCTION

Currently, a lot of attention is being paid to the problem of bullying within the team. Bullying is systematic acts of aggression (verbal, psychological or physical) directed against one or more victims [1]. Bullying has negative social and psychological consequences for all involved. According