

every moment, when the beauty, joy and uniqueness of life is especially evident. This message creates an emotional connection with the consumer, emphasising the value of the Estee Lauder product as a means of creating and capturing such moments.

The translation of the tagline «*Живи моментом!*» emphasises active action and encourages one to focus on the present moment. It creates a positive perception and inspires active enjoyment of life. However, the translation cannot be considered fully adequate as it omits the nuances and deep meaning of the original. The original slogan emphasises not just the process of living in the moment, but specifically the value of certain moments that make life meaningful.

In terms of equivalence, the translation retains the emotional message and perpetuates the idea of the importance of the present, but loses the emphasis on the significance of specific moments that can create an association with Estee Lauder products. The original focuses on inner feelings and memories, whereas the translation focuses on the action of living in each moment, which may not fully convey the essence of the brand's message.

In conclusion, it can be argued that the translation of the slogan «*I live for the moments like this*» cannot be considered fully adequate and equivalent, as it simplifies the original message and loses the important context that makes it richer and more meaningful.

CONCLUSIONS

Preserving the original meaning and emotional load when translating advertising slogans is very important for the perception of companies' products and brands by the end consumer. Incomplete reflection of key concepts can lead to a distorted brand image and potentially reduce its attractiveness in the market. The article emphasises the need for a careful approach to the translation of advertising materials in order to achieve the desired effect on the target audience.

LIST OF REFERENCES

1. Головлева, Е.Л. Основы Рекламы / Е.Л. Головлева. – М.: Моск. гуманитар. ин – т; Ростов н/Д: Феникс, 2004. – 314 с.
2. Липатова, В.В. Понятия эквивалентности и адекватности в преподавании перевода в высшей школе на современном этапе / В.В. Липатова, А.В. Литвинов // Вестник РУДН. – 2011. – №4. – С. 105 – 112.
3. Бондарева, О.А. Перевод рекламных слоганов / О. А. Бондарева // Вестник Академии знаний. – 2014. – Т. 9, № 2. – С. 68 72.
4. Самарина, А.Г. Особенности перевода рекламных слоганов (на материале английского и русского языков) / А.Г. Самарина // Державинский форум. – 2018. – Т. 2, № 8. – С. 101 – 107.
5. Лызлова, И.А. Проблема перевода рекламных слоганов в аспекте когнитивной и прагматической лингвистики (на материале английских слоганов) / И.А. Лызлова, А.В. Горшенина // Международный журнал гуманитарных и естественных наук. – 2016. – Т. 8, № 1. – С. 194 – 197.
6. Вирзум, С.А. Адекватность перевода рекламных текстов как один из аспектов межкультурной коммуникации / С. А. Вирзум // Материалы 10 – й Международной молодежной научной конференции. – 2020. – Т. 1. – С. 301 – 304.
7. Мохова, Д.И. Приемы адекватного перевода рекламного текста с английского на русский язык / Д.И. Мохова // Педагогический форум. – 2024. – Т. 2, №14. – С. 185 – 187.

Сведения об авторах

Е.В.Рукавишникова* – студент

А.В. Корюкова – студент

Л.Ю. Власова – ассистент кафедры

О.Р. Мусина – старший преподаватель

Л.В. Тимеева – старший преподаватель

Information about the authors

E.V. Rukavishnikova* – Student

A.V. Koryukova – Student

L.Yu. Vlasova – Department Assistant

O.R. Musina – Senior Lecturer

L.V. Timeeva – Senior Lecturer

*Автор, ответственный за переписку (Corresponding author):

kate.rukavishnikova@gmail.com

УДК: 159.9.072

ВЛИЯНИЕ ТЕХНИК РЕЛАКСАЦИИ НА ЭМОЦИОНАЛЬНУЮ УСТОЙЧИВОСТЬ ЛИЧНОСТИ

Терещенко Анастасия Павловна¹, Марина Владимировна Носкова¹, Тимеева Лидия Владимировна²

¹Кафедра клинической психологии и педагогики

²Кафедра иностранных языков и межкультурной коммуникации
ФГБОУ ВО «Уральский государственный медицинский университет» Минздрава России
Екатеринбург, Россия

Аннотация

Введение. За последние годы темп жизни ускорился, увеличивая информационный шум и стресс. Ответственность и число задач растут, оставляя меньше времени на отдых. Чтобы справляться с постоянным напряжением, необходимо владеть методами релаксации (самопомощь) и эмоциональной устойчивости. В статье рассматриваются техники, помогающие осознанно управлять стрессом и восстанавливаться. **Цель исследования** – изучить влияние техник релаксации на эмоциональную устойчивость личности. **Материал и методы.** В работе использовались методы: теоретический анализ научных источников отечественных и зарубежных исследователей по проблематике, конкретизация, обобщение, сравнение, описание. **Результаты.** Систематизированы результаты теоретических и эмпирических исследований. Дано понятие «эмоциональной устойчивости». Описаны структуры головного мозга и физиологические механизмы, отвечающие за эмоциональные реакции (нейрофизиологические и гуморальные). Определены техники релаксации. Проведен анализ эмпирических исследований отечественных и зарубежных исследователей. Доказано влияние техник релаксации на уровень стресса и эмоциональную устойчивость личности. **Выводы.** Исследование по данной теме выявило и продемонстрировало влияние техник релаксации на эмоциональную сферу личности, а также на состояние когнитивных процессов (концентрация, внимание, память). Исследование важно для повышения уровня качества жизни в условиях стрессогенных воздействий. **Ключевые слова:** эмоциональная устойчивость, стресс, релаксация, медитация, эмоциональный интеллект, гиппокамп, лимбико – ретикулярный комплекс.

INFLUENCE OF RELAXATION TECHNIQUES ON THE EMOTIONAL STABILITY OF THE PERSON

Tereshchenko Anastasia Pavlovna¹, Marina Vladimirovna Noskova¹, Timeeva Lidiya Vladimirovna²

¹Department of Clinical Psychology and Pedagogy

²Department of Foreign Languages and Intercultural Communication

Ural State Medical University

Yekaterinburg, Russia

Abstract

Introduction. In recent years, the pace of life has accelerated, increasing information noise and stress. Responsibility and the number of tasks are growing, leaving less time for rest. To cope with constant stress, you need quick relaxation methods and emotional stability. The article discusses techniques that help consciously manage stress and recover. **The aim of the study** is to identify and describe the features of relaxation techniques as a factor in the emotional stability of the individual. **Material and methods.** The work used the following methods: theoretical analysis of scientific sources of domestic and foreign researchers on the problem, specification, generalization, comparison, description. **Results.** The results of theoretical and empirical studies are systematized. The concept of "emotional stability" is given. The structures of the brain and physiological mechanisms responsible for emotional reactions (neurophysiological and humoral) are described. Relaxation techniques are defined. An analysis of empirical studies of domestic and foreign researchers is conducted. The influence of relaxation techniques on the level of stress and emotional stability of the individual is proven. **Conclusions.** The study on this topic revealed and demonstrated the influence of relaxation techniques on the emotional sphere of the individual, as well as on the state of cognitive processes (concentration, attention, memory). The study is important for improving the quality of life in conditions of stressful influences.

Keywords: emotional stability, stress, relaxation, meditation, emotional intelligence, hippocampus, limbic – reticular complex.

INTRODUCTION

In recent years, the pace of life has increased significantly, and at the same time, the volume of the human information field has increased, in which we are often exposed to the stress factor of information noise. Responsibility and the number of daily tasks and goals have increased. Modern man lives in a world of multitasking. In order to quickly adapt to rapidly changing realities with stress factors, it is necessary to have a high level of emotional stability and be able to quickly and effectively relax and rest. This article will consider relaxation techniques that can allow you to react to stress more calmly and master the methods of active and conscious self – regulation.

The aim of the study is to study the effect of relaxation techniques on the emotional stability of the individual.

MATERIAL AND METHODS

The article examines data from literary sources, scientific articles devoted to various relaxation techniques and the development of a stable personality. An analysis of the relationship between the studied relaxation techniques and their impact on the development of an individual's emotional intelligence is made. The article examines educational publications on the basics of general psychology and neurophysiology. Articles on psychological sciences for the period from 2014 to 2024 are selected. The article also includes descriptions of studies by foreign scientists, based on which conclusions are made about the impact of meditation practices on the cognitive neurobiology of the body.

RESULTS

The concept of emotional stability and emotional instability (neuroticism) was first introduced by G. Eysenck. By emotional stability the author understands restraint in behavioral reactions and objectivity of reality and picture of the world, and instability – with increased sensitivity to external stimuli, nervousness and increased anxiety. M. I. Dyachenko and V. A. Ponomarenko believed that emotional stability is a quality of personality and its internal mental state, which ensures adequate reactions in difficult stressful situations. They also noted that emotional stability is a systemic property of personality: the ratio of emotional or content (emotional assessment of the situation, emotional experience of the personality) and non – emotional or dynamic (motivational, volitional and behavioral components of emotional stability) determinants. L. M. Abolin, studying emotional stability, characterized it as a property of an individual in the process of intense activity, individual emotional mechanisms of which, harmoniously interacting with each other, contribute to the successful achievement of the set goal. His hypothesis was based on the professional activities of athletes and was understood as systemic properties: volitional, motor and sensory, rational and emotional [1]. Some foreign authors, such as D. Amirhan, D. Greenberg, W. Cannon, R. Lazarus, L. Murphy, G. Selye, S. Folkman, introduced "stress resistance" instead of the concept of "emotional stability". These authors considered a person to be stress – resistant if he had a sufficient number of different resources for emotional resistance to stress factors. John Mayer and Peter Salovey were the first to introduce and give a concept to a similar term – "emotional intelligence". Psychologists described it as a person's ability to distinguish between their own and other people's emotions and intentions, as well as the ability to control their emotions without succumbing to stress in various situations. Despite different theories and terminology, the authors agree that emotional stability is an understanding of one's emotions and their coordination in stressful situations [1, 2].

On the other hand, it is necessary to consider in addition to socio – cultural and psychological approaches also biological: it is necessary to mention the contribution of Pavlov and Sechenov, who proved the relationship between emotional experiences and brain activity. Their theories about higher nervous activity, which determines the interaction between the organism and the environment, and is also responsible for the processes of inhibition and excitation, which together will affect the emotional stability of the individual. A shift in the balance of nervous processes towards inhibition leads to balanced behavior, stable mood, weak emotional experiences, good patience, restraint, composure, equanimity in relation to danger, allows to achieve an objective assessment of reality, in contrast to the predominance of excitation over inhibition, which causes excitability, a tendency to risk, ardor, intolerance, the prevalence of persistence over compliance. The structures of the brain, located under its cortex, control all human emotional activity. They affect the autonomic nervous system and endocrine glands [3,4].

The second signal system plays an important role in the perception and interpretation of the surrounding world through symbols, images and words. It allows a person to comprehend information, understand abstract concepts and form complex emotional reactions. Through the second signal system, a person can be aware of their emotions, analyze their causes and consequences, and share their emotional experience with other people. This helps to better control one's own emotions and consciously react to various situations [5].

Different authors describe the set of brain structures that generate emotions differently, but the most important and essential of them always include the frontal cortex, hypothalamus, hippocampus and amygdala with their various connections. American anatomist and physiologist J.

Peipetz developed the concept of a single anatomical system that constitutes the brain substrate of emotions. He described the limbic circle: it originates from the hippocampus through the fornix, mammillary body, anterior nucleus of the thalamus, cingulate cortex and parahippocampal gyrus back to the hippocampus. The functional significance of this circle lies in the formation and regulation of emotions and memory. The hypothalamus regulates the vegetative and endocrine systems in the context of emotional – motivational behavior. The reticular formation, located inside the brainstem and acting as a filter, also plays an important role in the formation of emotions: it only allows new, unusual information to pass through. The limbic – reticular complex is a special integrative apparatus of brain structures with different functions that participate in programming human behavior and give it a certain emotional “coloring” [6,7]. G. Rossi and G. Rosadini suggested the existence of hemispheric specialization in emotional reactions, which they called “emotional specialization” – the left half of the face reflects negative emotions to a greater extent, and the right half – positive emotions [8]. The endocrine system mentioned earlier produces hormones that are important biological markers of mental processes and states. They not only reflect current psychological changes, but also actively participate in their formation, influencing emotions, behavior and general well – being of a person. Thus, we can talk about the biochemistry of emotions.

The most important neuropeptides are serotonin and dopamine – “pleasure hormones”. Serotonin makes a person happy, its level decreases during depression, and with proper production helps a person cope with stress, performing an inhibitory function. Dopamine is produced immediately after receiving positive emotions, it regulates the work of not only the nervous system, but also other peripheral organs. It reinforces a person's positive experience. Another important hormone of happiness is endorphin, which affects pain, reducing its perception by the body in response to stress. Serotonin is usually called the “love hormone”, the production of which occurs with touch, feelings of openness and trust. It increases emotional attachment, enhances emotional memory, reduces the level of stress and anxiety, stimulates human generosity. Norepinephrine is the main mediator of the sympathetic nervous system. Controls human motor activity. It makes it difficult for us to sit still during stress. It can both accelerate and slow down processes occurring in the body, and affects positive emotions that arise under stressful conditions [8].

Relaxation techniques are an effective way to balance the above hormones and normalize the functioning of brain structures and their mechanisms, as well as for better adaptation in stressful situations by controlling emotions.

Relaxation is a special method aimed at relieving muscle and nervous tension (the concept was introduced in the 30s and 40s of the twentieth century).

There are many different relaxation techniques for each specific case. The most common of them are: muscle, which are the earliest and work with emotions directly through the body; autogenic training, breathing exercises, and meditation.

The founders of the relaxation method are considered to be the German psychiatrist and psychotherapist Johann Schultz and the American psychologist Edmund Jacobson. They developed a methodology based on spiritual and religious practices. It was aimed at eliminating psycho – emotional disorders, treating neuroses and correcting psychosomatic diseases. Schultz studied the methods of self – hypnosis, wondering how they could be used for self – regulation, healing and improving health.

As a result, Schultz developed his technique, based on the principles of hypnosis and concentration on bodily sensations: by focusing on such sensations as heaviness in the limbs, warmth in the body and rhythmic breathing, tension is relieved. The technique includes repeated performance of a series of visualizations aimed at relaxation. It is based on passive attention to one's sensations and is supported by self – hypnosis. Such training in switching and concentrating attention frees from muscle clamps, to ensure full rest of the body and mind from mental and physical stress, at the same time forming the skills of self – control and stress resistance [9].

Breathing exercises include a large number of different techniques (the most recognizable of all is Strelnikova's gymnastics), which in one way or another involve deep, smooth or sharp inhalation and exhalation in combination with various physical exercises or without them. A person learns to be

"here and now", focusing on inhalation and exhalation; by changing the frequency, tempo and rhythm of breathing, one can affect almost the entire body: improve blood flow, restore oxygen balance, slow down the pulse, normalize blood pressure – all this subsequently has a beneficial effect on the mental and emotional state of a person [10].

Today, perhaps the most common technique is meditation. During meditation, a person strives to achieve a state of deep concentration and inner peace, consciously being present in the current moment and abstracting from anxiety and unpleasant thoughts. Initially, the meditative state is aimed at identifying the true nature of the mind, as something inherently inherent to a person. [11] When we discover the mind as timeless, unconditioned, fearless and joyful, we concentrate on these aspects, sowing positive impressions. Meditation also has the effect of “grounding” or conditioned inhibition, the so – called “distance” between thought and emotional or behavioral response [12] It would be a mistake to believe that people practicing these methods become emotionless and uninvolved. Instead, their old tendencies and habits in mind, speech and behavior are replaced by more conscious and fresh ones, which allows them to reach a new level of emotional stability [13,14].

DISCUSSION

Having studied the theoretical aspects of the study of the topic of emotional stability, it is interesting to consider the empirical research of scientists.

Thus, although the mechanisms of meditation have not been fully studied, its positive effect is obvious, and scientists from the Johns Hopkins University of Medicine have found that the effect of meditation is close to the effect obtained with the help of drug treatment [15]. Research by Leonard Sherman from the University of Massachusetts and Sarah Lazar at Harvard University using magnetic resonance imaging showed that in people who practice meditation, activity in the prefrontal cortex and other parts of the brain responsible for the regulation of emotions and attention becomes more intense. Increases the volume of gray matter in the brain, it was also shown that meditation can strengthen the connections between neurons and improve memory and attention and the ability to solve problems. Among other things, practitioners were found to have a decrease in the volume of the amygdalas, which are associated with reactivity to stressful situations, as well as the generation of fear and anger. Electrophysiological studies of encephalograms of people in deep meditation have been conducted, which show that their biorhythms are not reducible to either sleep or wakefulness, which allows us to hypothesize about the neurophysiology of altered states of consciousness [16, 17].

Given the supposed role of oxytocin in mediating prosocial behavior, attachment, and stress physiology, scientists from America have suggested that oxytocin modulation is a biological correlate of the beneficial effects of meditation practice. A study was conducted in which participants in a meditation retreat had their oxytocin and vasopressin levels measured in their blood plasma, and also filled out questionnaires at the beginning and 3 weeks after the retreat. A control group of participants, who were similar in age, gender, and meditation experience, was also examined over a 3 – week period. The retreat group showed a small but significant decrease in oxytocin levels compared to the control group, which showed no changes. Changes in oxytocin levels were not associated with attachment style or anxiety. Vasopressin levels decreased over time in both groups, suggesting that there was no specific effect of the retreat. These preliminary results suggest that learning meditation in a silent, secluded setting may reduce oxytocin levels in the blood [18].

B. Jacobs from Princeton University found that regular meditation practice increases the production of serotonin in the body. This improves communication between neurons and helps to get rid of depression. Meditation also has a direct effect on cortisol levels, reducing them by 50% or more. Due to this, meditation can slow down the aging process and effectively relieve stress [19].

Scientists together with instructors of the healthy movement school "Svoya shkola" conducted a study aimed at studying changes in physiological indicators in people during meditation. The experiment included two groups of participants: experienced meditators who had been practicing for 8 years, and beginners who had no previous experience.

Some experienced meditators showed a significant decrease in alpha rhythms of the brain, which indicated deep concentration and focus of the mind. The other part of the experienced participants showed a number of signs of physical relaxation throughout the entire meditation process:

a decrease in the breathing rate and an increase in heart rate variability. It is especially noteworthy that at the final stages of meditation and immediately after its completion, this subgroup showed a sharp activation of alpha rhythms, which signaled a state of deep mental peace.

As for the beginners, the results of their tests were closer to the average value between the two groups of experienced meditators. They showed no clear shifts toward either strong physical relaxation or significant mental concentration, highlighting the importance of practice to achieve significant effects from meditation [20].

CONCLUSIONS

1. Nowadays, there is a growing interest in various relaxation techniques, which stimulates the development of new approaches and techniques. Research confirms the high effectiveness of relaxation techniques in the context of psychotherapy, providing various benefits for improving mental health. For example, it has been proven that these methods can significantly reduce the manifestations of anxiety disorders, including generalized anxiety disorder, panic attacks and social phobia. These techniques help people relax and cope with stress, which allows them to better control anxious thoughts and physical reactions of the body.

2. National and foreign researchers have proven the influence of relaxation techniques on improving control of one's own emotions, increasing resistance to stress factors, relieving mental stress, treating anxiety disorders, changing the functioning of internal organs and various body systems, as well as changing their composition, developing emotional intelligence, emotional stability and resilience, developing cognitive abilities and managing attention.

LIST OF SOURCES

1. Shirokostupova A.O. Emotional stability as a psychological phenomenon / A.O. Shirokostupova // Historical and critical reviews and modern research. – 2016. – No. 4. – P. 45 – 52.
2. Emelyanova, M. F. Basic approaches to understanding emotional stability / M.F. Emelyanova, T.A. Fil // The world of science. Pedagogy and psychology. – 2023. – Vol. 11. – No. 2.
3. Shulgovsky V.V. Physiology of the higher nervous system with the basics of neurobiology: textbook for students of higher educational institutions / V.V. Shulgovsky. – 2nd ed., corrected. and additional. – M. // Publishing center "Academy" – 2008.
4. Simonov P. V. Motivated brain. Higher nervous activity and natural scientific foundations of general psychology / P. V. Simonov // Moscow: Publishing house "Nauka" – 1987.
5. Chipeeva N. A. Neurophysiological mechanisms of emotional intelligence / N.A Chipeeva // Psychology. Psychophysiology. – 2023. – Vol. 16. – No. 3. – P. 65 – 74.
6. Petrenko V. M. Anatomy of the emotional brain / V.M Petrenko // International journal of applied and fundamental research. – 2010. – No. 12. – P. 50 – 51.
7. Narodova E.A. The role of specialization of the cerebral hemispheres in emotional control. / E.A. Narodova, N.A. Schneider, V.V. Narodova, E.E. Erakhtin, V.E. Karnaukhov, D.V. Dmitrenko.// Doctor.Ru. – 2020. – No. 19(4). – P. 23–28.
8. Breuning L.G. Hormones of happiness. How to train the brain to produce serotonin, dopamine, endorphin and oxytocin / L.G. Breuning // Publishing House "Mif", 2018 – 320 p.
9. Kireeva E.N. System of prevention of repeated episodes of depressive disorders / E. N. Kireeva // International Neurological Journal, 2014 – No. 4 (66).
10. Baeva Yu.M. Using breathing exercises by A.N. Strelnikova as a health technique. / Yu.M Baeva // Journal "Music in the system of culture: Scientific Bulletin of the Ural Conservatory", 2019 – pp. 189 – 193
11. Petrenko V.F. Psychological aspects of meditation. / V.F. Petrenko, V.V. Kucherenko // Vestn. Mosk. Un – ta. Ser.14. Psychology – 2008
12. James W. The Varieties of Religious Experience / W. James // – 1902
13. Filatova A.F. Meditation and personal development. Philosophy, ethics, religious studies/ A.F. Filatova // journal Bulletin of Omsk State Pedagogical University. Humanitarian studies – 2015 – No. 2(6).
14. Kalinina A. E. The influence of meditation on the emotional state of a person / A. E. Kalinina // StudArctic Forum – 2024 – Vol. 9 – No. 1. – P. 110–115.
15. Shulym Yu.V. Psychotherapeutic potential of meditation. / Yu.V. Shulym // StudNet magazine – 2020.
16. Goncharovskaya V. P. Effect of meditation practice on stress levels. / V.P. Goncharovskaya, N.V. Pashkova // Bulletin of science and education – 2024.
17. Gorskaya P. D. Meditation and brain transformation: Impact on neuroplasticity and emotional intelligence. / P. D. Gorskaya // International journal of humanities and natural sciences – 2023.
18. Conklin K. A. Changes in peripheral oxytocin and vasopressin levels during a month – long meditation retreat Insight. / K.A. Conklin, A.P. Zanesko, B.G. King, E. S. Epel, K.D. Saron – Text : direct // Endocrinology – 2024. – No. 15 – URL: <https://www.frontiersin.org/journals/endocrinology/articles/10.3389/fendo.2024.1345527/full> (date of access: 23.02.2025)
19. Ivanov S.V. Effects of meditation practices on brain function. / S.V. Ivanov, V.M. Abalduv, A.V. Kopylova, // Journal of Scientific Aspect – 2022 – P. 836 – 840.
20. Volodina M. Cortical and vegetative reactions during staged Taoist meditation: two different meditation strategies. / M. Volodina, N. Smetanin, M. Lebedev, A. Osadchiy // Plos one – 2021.

Сведения об авторах

А.П. Терещенко* – студент

М.В. Носкова – кандидат психологических наук, доцент

Л. В. Тимеева – старший преподаватель кафедры

Information about authors

A.P. Tereshchenko* – Student

M.V. Noskova – Candidate of Sciences (Psychology), Associate Professor

L. V. Timeeva – Senior Lecturer

*Corresponding author

anastasiyu.tereshchenko@mail.ru

УДК: 378.09

ИССЛЕДОВАНИЕ ФАКТОРОВ АКАДЕМИЧЕСКОЙ УСПЕШНОСТИ СТУДЕНТОВ – МЕДИКОВ

Фейндуно Жан Фая, Гаврилюк Оксана Александровна

Кафедра латинского и иностранных языков

ФГБОУ ВО "Красноярский государственный медицинский университет имени профессора

В.Ф. Войно – Ясенецкого" Минздрава России

Красноярск, Россия

Аннотация

Введение. Академическая успешность студентов – медиков является залогом успешности их будущей профессиональной деятельности. Однако достижение академических успехов тесно связано с состоянием психического и эмоционального благополучия. **Цель исследования** – проанализировать имеющиеся в научной литературе данные по проблеме академической успешности и выявить основные факторы, влияющие на достижение академической успешности студентами – медиками в современном образовательном контексте.

Материал и методы. В исследовании использовались два основных метода: изучение научной литературы и опрос студентов медицинского университета. **Результаты.** Было выявлено, что в достижении академической успешности важную роль играет психологическое благополучие студентов, которое, в свою очередь, основано на ряде социальных и эмоционально – психологических факторов. Среди таких факторов важнейшую роль играет учебная автономность, основанная на самодетерминации, самоэффективности и вовлеченности студентов – медиков в образовательный процесс. **Выводы.** Для улучшения учебных результатов студентов – медиков необходимо уделять особое внимание поддержке их психического и эмоционального благополучия, развитию их автономности, самоэффективности, уверенности в себе, внутренней мотивации на достижение успеха, а также созданию позитивной учебной среды с поддерживающими отношениями между студентами и преподавателями.

Ключевые слова: академическая успешность, успеваемость, студенты – медики, студенческое благополучие, автономность, самоэффективность.

INVESTIGATING ACADEMIC SUCCESS FACTORS FOR UNDERGRADUATE MEDICAL STUDENTS

Feinduno Jean Faya, Gavrilyuk Oksana Alexandrovna

Department of Latin and Foreign Languages

Professor V.F. Voino – Yasenetsky Krasnoyarsk State Medical University

Krasnoyarsk, Russia

Abstract

Introduction. Academic success of medical students is the key to the success of their future professional activity. However, achieving academic success is closely related to the state of mental and emotional well – being. **The aim of the study** is to analyze the data available in the scientific literature on the problem of academic success and to identify the main factors influencing the achievement of academic success by medical students in the modern educational context.

Material and methods. The study used two main methods: a literature review and a survey among undergraduate medical students. **Results.** It was found that academic success of medical students is associated with their psychological well – being which in turn is based on a number of social and emotional – psychological factors. Among these factors, the most important role is played by student's autonomy which is based on self – determination, self – efficacy and engagement.

Conclusions. In order to improve medical students' academic achievement, special attention should be paid to supporting their mental and emotional well – being, developing their autonomy, self – efficacy, self – confidence, their internal motivation to success, and creating a positive learning environment with supportive relationships between students and teachers.

Keywords: academic success, academic performance, medical students, student's well – being, autonomy, self – efficacy.