



**ФУНДАМЕНТАЛ ВА  
КЛИНИК ТИББИЁТ  
АХБОРОТНОМАСИ**

***BULLETIN OF* FUNDAMENTAL  
AND CLINIC MEDICINE**

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**BULLETIN OF FUNDAMENTAL  
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**ФУНДАМЕНТАЛЬНАЯ И  
КЛИНИЧЕСКАЯ МЕДИЦИНА**

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## CONTRASTIVE RATES OF ANXIETY LEVELS AMONG STUDENTS IN MEDICAL AND NON-MEDICAL DISCIPLINES

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## ТИББИЁТ ВА ТИББИЙ БЎЛМАГАН ЙЎНАЛИШЛАРДАГИ ТАЛАБАЛАР ЎРТАСИДА ХАВОТИРЛИК ДАРАЖАСИНИНГ ҚИЁСИЙ КЎРСАТКИЧЛАРИ

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## СРАВНИТЕЛЬНЫЕ ПОКАЗАТЕЛИ УРОВНЯ ТРЕВОЖНОСТИ СРЕДИ СТУДЕНТОВ МЕДИЦИНСКИХ И НЕМЕДИЦИНСКИХ ДИСЦИПЛИН

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**Abstract.** Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. The growth in interest in studying the influence of anxiety on academic performance in medical students led us to conduct a study with a basis for comparison in identifying the level of anxiety in students of different fields concerning medical students at the level of Tashkent, Uzbekistan. According to the results of the study, students studying in medical schools have mild to moderate anxiety levels (48.5483 points on the Zung SAS scale), whereas non-medical students had a normal level of anxiety (44.3 points on the Zung SAS scale). Among non-medical specialties, students studying in the school of Arts and Humanities showed higher points (44.85 points on average) on the given scale and the lowest result (42.78 points on average) obtained among students of the natural sciences faculty. Also, anticipating anxiety-causing factors was highlighted among students of all disciplines.

**Key words:** anxiety, anxiety level, stress, specialty, medical school, medical students, survey, coexisting factors, impact.

**Резюме.** Хавотирланиш - бу кучланиш ҳисси, ташвишли фикрлар ва қон босимининг ошиши каби жисмоний ўзгаришлар билан тавсифланган туйғу. Ҳиссий бузилиши билан оғриган одамлар одатда такрорланадиган интрузив фикрлар ёки ташвишларга эга. Тиббиёт факультети талабаларида ташвишланишнинг ўқув натижаларига таъсирини ўрганишга бўлган қизиқиш ортиб бораётгани бизни Тошкент, Ўзбекистон даражасидаги тиббиёт талабаларига нисбатан турли ихтисослик талабаларининг ташвиш даражасини аниқлаш учун таққослаш учун асосли тадқиқот ўтказишга ундади. Тадқиқот натижаларига кўра, тиббиёт олий ўқув юртларида таҳсил олаётган талабаларда ташвишланиш даражаси энгил ёки ўртача (Цунг САС шкаласи бўйича 48,5483 балл), тиббий бўлмаган ихтисослик талабалари эса нормал даражада (Цунг бўйича 44,3 балл) бўлган. САС шкаласи). Тиббий бўлмаган йўналишлар орасида Санъат ва гуманитар фанлар мактаби талабалари ушбу шкала бўйича юқори балл (ўртача 44,85), энг паст балл (ўртача 42,78) фанлар бўйича талабалар орасида бўлди. Шунингдек, барча ихтисослик талабалари орасида ташвишга сабаб бўлган дастлабки омиллар қайд этилди.

**Калит сўзлар:** хавотир, хавотир даражаси, депрессия, мутахассислик, тиббиёт факультети, тиббиёт талабалари, сўров, бирга келадиган омиллар, таъсир.

**Introduction.** An individual's progress from a comparable and lower position to a more complicated and higher one is ensured by education, a social process. Academic performance is now regarded as a fundamental piece of knowledge. In the pursuit of education and improving their level of knowledge in any field, people are

often faced with a natural response of the brain to multitasking called stress. Everyone is exposed to stress at some point in their lives, and it is an inevitable part of a student's life as it affects their academic performance, overall emotional state, and physical well-being. Failure to cope with stress promptly or increased mental stress will in turn lead to further complications in the overall mental state, accompanied by anxiety, depression, and sometimes severe clinical conditions. A significant topic today that has the most significance in the academic performance of University students is anxiety. It is certainly an open fact that studying in medical schools is different from other fields in terms of its complexity. Numerous studies demonstrate that medical students experience greater rates of anxiety and depression than the overall population and their peers studying in different specialties, with consistently higher levels of total psychological discomfort. Anxiety, although as common and arguably as debilitating as depression, has garnered less attention, and is often undetected and undertreated in the general population [2]. According to the above, anxiety among medical students requires more focus due to its significant implications. As medical school is thought to be a time of severe psychological distress for students, several studies have concentrated on the mental well-being of medical students.

**Objectives.** The current study is aimed to identify and compare the level of anxiety caused by the field of study and anticipate anxiety-causing factors among students of medical and non-medical universities.

**Materials and methods.** Cross-sectional and survey-based study methods were used to conduct the research among 700 students in 1st to 4th year of the study in medical and non-medical disciplines selected by simple random sampling.

An online form of Zung Self-rating anxiety scale (SAS) questionnaire was distributed among respondents using Google Forms to determine anxiety levels. The SAS questionnaire includes 20 questions that group anxiety manifestations into the cognitive, autonomic, motor, and central nervous system symptoms. Each of the 20 items is answered on a four-point Likert scale ranging from 1 to 4: 1 – A little of the time; 2 – Some of the time; 3 – A good part of the time; 4 – Most of the time. Some questions are phrased negatively to minimize the set response issue. The total score is used for overall evaluation.

The raw total scores range from 20 to 80. The raw result must then be turned into an "Anxiety Index" score by using the chart on the print edition of the assessment linked below. On this scale, the "Anxiety Index" score may then be used to assess the clinical interpretation of one's anxiety level.

20–44 Normal Range

45-59 Anxiety Levels: Mild to Moderate

60–74 Severe Anxiety Levels

75 and Up Extreme Anxiety Levels.

A self-administered questionnaire was distributed to determine the existence of additional anxiety-causing factors such as age, gender, number of siblings, employment, and marital status. The data collection was carried out over a period of 1 month (October- November).

**Study subjects.**

Six Universities in Tashkent were selected randomly from each of the four following fields.

**Medical:** Medical school department of AKFA University, Tashkent Medical Academy, Tashkent Pediatric Medical Institute.

**Arts and humanities:** Uzbekistan National University, Tashkent State Pedagogical University named after Nizami, Arts and Humanities department of AKFA University.

**Information technology:** INHA University in Tashkent, AKFA University.

**Natural sciences:** Uzbekistan National University, Tashkent State Pedagogical University named after Nizami

**Results and discussion.** The data collected from respondents were distributed in an equal manner with 350 students of medical schools and 350 students of other specialties, namely, 117 students of arts and humanities faculty, 117 IT faculty students, and 116 students of the faculty of natural sciences. According to the results, the average anxiety level among students of medical schools was 49.55 points, indicating a minimal to moderate level of anxiety, whereas students of other specialties showed 44.3 points which stand for a normal rate of anxiety. Further distributions were made to determine the reliability of the anxiety-causing factors.

Female students accounted for 64.15% of the total number (449 out of 700) respondents, and male students accounted for 35.85%(251 out of 700). Female medical students (231 out of 350) anxiety levels

averaged 48.97 points, which in turn was 0.19 points higher than male(119 out of 350) respondents (48.78 points).The same values between non-medical students were 44.69 points and 45.34 points between female(218 out of 350) and male(132 out of 350) students respectively, whereas the difference between was P=0.65 points, described higher rates in male student.

The percentage of levels of employment among non-medical students was higher than among medical students, but despite this, it was not a factor increasing anxiety among them, because, as mentioned above, they have normal levels of anxiety.

36.57% (128 of the 350) of non-medical students were employed and 89 of them were connected with mental labor. At the same time, 20% (70 out of 350) of medical students had jobs and 16.57% (58 of 70) were connected with mental labor (tab. 2).

**Table 2.**

Self - administered questionnaire results on anxiety causing secondary factors

№	Faculty	Gender		Age			Number of siblings				Employment			Marital status		
				6-19	20-23	24-27	0	1	2	≥3	Yes			No	Ma rried	Sin gle
											mental labor	Physical labor	Both equall y			
1	Art and humanities	4	113	86	24	7	8	27	53	29	40	5	8	64	11	106
2	IT	78	39	89	27	11	16	23	46	28	38	10	6	63	1	116
3	Natural sciences	50	66	36	69	11	7	50	36	23	11	3	7	95	15	101
4	TOTAL	132	218	211	120	29	31	100	135	80	89	18	21	222	27	323

Despite the fact that a small number of students(6.4285%) were married, this factor is significant to indicate its role in the manifestation of anxiety or increase in the level of anxiety in students(tab.3). Married students have mild to moderate levels of anxiety in comparison to single ones as shown in the table below.

**Table 3.**

Marital status and the level of anxiety among students of medical and non-medical specialties

№	Faculty	Married	Average anxiety index	Single	Average anxiety index
1	Medical	18	50.8556	331	49.6782
2	Art and humanities	11	47.3838	106	41.9852
3	IT	1	49.9838	116	42.5879
4	Natural sciences	15	48.7729	101	42.7869
	Total	45	49.24903	650	44.25955

Based on the above data revealed during this study, the level of anxiety is higher among medical students compared to students in other areas. It should also be noted that gender and marital status as anticipating factors played a significant role in this study, as female medical students have a high level of anxiety compared to male students, and married students scored higher marks on the anxiety rating scale.

Other additional anxiety-causing factors such as employment, and the number of siblings in the family did not play a role in identifying the level of anxiety and precisely for this reason were not counted in the results of this research work.

**Limitations.** Students' self-reported data served as the foundation for this cross-sectional study. The participants were allowed to respond in their free time and the participation was entirely voluntary. Due to the student's interpretation of the questions, their intention to express their feelings in a particular manner, or generally because of inaccurate responses, there is the possibility of reporting bias. As this study aims as the first step in learning the abovementioned topic, further investigations will be done.

**Conclusion.** The current study's findings are consistent with the previous studies findings. Since the purpose of this research study was to identify and compare levels of anxiety among medical and non-medical students, we were able to confirm the results of previous work, indicating an anxiety level above the normal index among medical students.

The revealed data on the level of anxiety among students in non-medical universities, in turn, showed a normal range of anxiety, and in a further detailed study of each discipline we chose, we were able to identify a relatively high score on the average results of SAS scale among students of art and the humanities department.

Since secondary factors that cause anxiety and affect the general emotional background thereby were included in the results of the study, we were able to identify a significantly increased anxiety index among married students.

After all data is analyzed, we can suggest that well-being centers at universities should be implemented and they must assist all students, especially medical ones in overcoming difficulties and problems throughout their undergraduate years. This is critical since students of medical schools and universities will be future doctors who will be responsible for patient care and treatment.

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#### СРАВНИТЕЛЬНЫЕ ПОКАЗАТЕЛИ УРОВНЯ ТРЕВОЖНОСТИ СРЕДИ СТУДЕНТОВ МЕДИЦИНСКИХ И НЕМЕДИЦИНСКИХ ДИСЦИПЛИН

Зикирова А.И., Усербаева Р.К., Хасанова М.Ш.

**Резюме.** Тревога - это эмоция, характеризующаяся чувством напряжения, тревожными мыслями и физическими изменениями, такими как повышение кровяного давления. Люди с тревожными расстройствами обычно имеют повторяющиеся навязчивые мысли или беспокойство. Рост интереса к изучению влияния тревожности на академическую успеваемость у студентов-медиков побудил нас провести исследование с основой для сравнения по выявлению уровня тревожности у студентов разных

специальностей относительно студентов-медиков на уровне Ташкента, Узбекистан. По результатам исследования студенты, обучающиеся в медицинских вузах, имеют легкий или умеренный уровень тревожности (48,5483 балла по шкале Zung SAS), в то время как студенты немедицинских специальностей имели нормальный уровень тревожности (44,3 балла по шкале Zung SAS). Среди немедицинских специальностей студенты, обучающиеся в школе искусств и гуманитарных наук, показали более высокие баллы (44,85 балла в среднем) по данной шкале, а самый низкий результат (42,78 балла в среднем) был получен среди студентов факультета естественных наук. Также среди студентов всех специальностей было отмечено предварительные факторы, вызывающие тревогу.

**Ключевые слова:** тревожность, уровень тревожности, стресс, специальность, медицинский вуз, студенты-медики, опрос, сопутствующие факторы, влияние.

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### **ҚАНДЛИ ДИАБЕТ ИККИНЧИ ТИПИ БИЛАН КАСАЛЛАНГАН БЕМОРЛАРДА ПСИХОЭМОЦИОНАЛ БУЗИЛИШЛАР ДАРАЖАСИНИНГ ЎЗИГА ХОСЛИГИ ВА УЛАРНИ КОРРЕКЦИЯ ҚИЛИШДА ТИББИЙ-ПСИХОЛОГИК ЁНДАШУВ**

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### **ХАРАКТЕРИСТИКА УРОВНЯ ПСИХОЭМОЦИОНАЛЬНЫХ РАССТРОЙСТВ У БОЛЬНЫХ ДИАБЕТОМ II ТИПА И МЕДИКО-ПСИХОЛОГИЧЕСКИЙ ПОДХОД К ИХ КОРРЕКЦИИ**

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### **CHARACTERISTICS OF THE LEVEL OF PSYCHOEMOTIONAL DISORDERS IN PATIENTS WITH TYPE II DIABETES AND THE MEDICAL-PSYCHOLOGICAL APPROACH TO THEIR CORRECTION**

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**Резюме.** Мақолада қандли диабетнинг иккинчи типига ҳавотир ва депрессия даражасининг ўзига хослиги ва уларни коррекция қилишда тиббий-психологик ёндашувнинг аҳамияти ҳақида сўз боради.

**Калит сўзлар:** қандли диабет, ҳавотир, депрессия

**Abstract:** The article discusses the features of anxiety and depression in the secondary type of diabetes mellitus, as well as the importance of medical-psychological approaches to their correction.

**Key words:** diabetes mellitus, anxiety, depression

ЖССТ маълумотларига кўра, қандли диабет билан касалланганлар сони тобора ортиб бормоқда ва глобал ижтимоий-психологик муаммога айланган. Халқаро диабетологлар ассоциацияси (ХДФ, IDF) экспертларининг 2017 йил маълумотларига кўра, дунё микёсида 425 млндан ортиқ бемор қандли



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