



**ФУНДАМЕНТАЛ ВА
КЛИНИК ТИББИЁТ
АХБОРОТНОМАСИ**

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

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AND CLINIC MEDICINE**

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КЛИНИЧЕСКАЯ МЕДИЦИНА**

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COMPARATIVE ANALYSIS OF THE INTERRELATIONSHIP OF MINDFULNESS WITH ANXIETY ON MEDICAL AND NON-MEDICAL STUDENTS

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ТИББИЁТ ВА ТИББИЁТ ЙЎНАЛИШИДА БЎЛМАГАН ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИ ТАЛАБАЛАРНИНГ ОНГЛИЛИК ҲАМДА ХАВОТИРЛИК ДАРАЖАСИ ОРАСИДАГИ ҚИЁСИЙ ТАҲЛИЛИ

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ ВЗАИМОСВЯЗИ ОСОЗНАННОСТИ С УРОВНЕМ ТРЕВОЖНОСТИ У СТУДЕНТОВ МЕДИЦИНСКИХ И НЕМЕДИЦИНСКИХ ВУЗОВ

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Abstract. In recent years, mindfulness-based approaches have become increasingly relevant in clinical populations. Accordingly, the availability of reliable empirical indicators is critically important. It is no secret that the process of education in medical educational institutions and, in turn, medical activity are distinguished by a kind of complexity and special responsibility. It was found that medical students are exposed to increased personal and professional stress during the years of study, which leads to an increased burden on their mental health. It is important to maintain the mental health of this group in order to ensure an overall balance of health, as well as to help them with the responsibilities of caring for patients and ensuring their safety. This article presents data on the state of mindfulness and the level of anxiety among medical and non-medical students in a comparative aspect. According to the study, there was a correlation between the level of awareness and anxiety.

Key words: mindfulness, mental health, affective state of medical students, anxiety, comparative analysis.

Резюме. Сўнгги йилларда онгга асосланган ёндашувлар клиник популяцияларда тобора долзарб бўлиб бормоқда. Шунга кўра, ишончли эмпирик кўрсаткичларнинг мавжудлиги жуда муҳимдир. Ҳеч кимга сир эмаски, тиббиёт таълим муассасаларида таълим жараёни ва ўз навбатида тиббий фаолият ўзига хос мураккаблик ва алоҳида масъулият билан тавсифланади. Маълум бўлишича, тиббиёт талабалари ўқиш йиллари давомида шахсий ва касбий стрессни кучайтиради, бу уларнинг руҳий саломатлигига юкнинг ошишига олиб келади. Саломатликнинг умумий мувозанатини таъминлаш учун ушбу гуруҳнинг руҳий саломатлигини сақлаш, шунингдек, беморларга ғамхўрлик қилиш ва уларнинг хавфсизлигини таъминлаш вазифаларида ёрдам бериш муҳимдир. Ушбу мақола тиббиёт талабалари ва тиббиёт бўлмаган талабалар ўртасидаги хабардорлик ҳолати ва ташвиш даражаси тўғрисидаги маълумотларни қиёсий жиҳатдан тақдим этади. Тадқиқот туфайли хабардорлик ва ташвиш даражаси ўртасида боғлиқлик ўрнатилди.

Калит сўзлар: онг, руҳий саломатлик, тиббиёт талабаларининг аффектив ҳолати, ташвиш, қиёсий таҳлил.

Introduction. Over the past few decades, there has been a surge of interest in the study of the phenomenon of mindfulness as a form of psychotherapeutic intervention for the prevention and treatment of

various forms of mental pathology in foreign literature. Mindfulness (another possible translation of the term is psychological mindfulness) refers to the ability to arbitrarily focus attention on current events and sensations, arbitrarily switch attention from one aspect to another, while feeling the control of the concentration process and controllability by it [(Goleman D., 2018)]. In a state of mindfulness, the subject focuses on experiencing the present moment, trying not to be distracted by past events or thoughts about the future. It should be emphasized that we are talking about direct focusing on experiences, focusing without conceptualizing the perceived experience. The ability to realize the subjectivity of the inner picture of reality is thus considered as an effective means of coping with various forms of psychological stress. In a broader context, mindfulness means the ability to be fully, objectively and literally aware of one's life experience (the completeness and diversity of the content of the events and phenomena experienced) and at the same time awareness of the fact that the sensations experienced are an internal representation of experience, a kind of subjective impression of reality, and not objective reality itself. In Western populations, it has been shown that the ability to be aware of the subjectivity of the inner picture of reality is considered as a potentially effective antidote against common forms of psychological stress, that is, a higher level of mindfulness is negatively associated with various forms of stress, anxiety, depression, the dysfunctional nature of which is largely determined by extremely destructive strategies of avoidance, suppression or excessive preoccupation with negative experiences and thoughts.

Regarding the topic of our research, it should be mentioned that the period of study in higher education institutions is often a period of unique requirements and increased autonomy. This experience can be challenged by unique stressors. For example, the accumulation of debts, academic demands and pressures, the formation and maintenance of meaningful relationships while balancing responsibilities and uncertainty about the labor market after graduation [(Ahmed M. Alzahrani, 2020)]. For example, with regard to a future medical career, evidence suggests that psychological distress during medical school may anticipate problems later in clinical practice, which may affect patient care. In addition, medical professionals often do not seek the help of mental health experts when necessary, and students may also exhibit the same behavior. [(Dyrbye LN, 2006)].

Objective. The research is aimed at identifying a group of students with the lowest level of mindfulness and establishing a negative relationship between mindfulness and the level of anxiety. To achieve the goal, the following tasks were set:

- 1) Determination of the level of mindfulness and the level of anxiety among students studying in the medical field and in the field not related to healthcare.
- 2) Performing a quantitative and qualitative analysis of the empirical data obtained and a comparative analysis of the results of two groups of respondents.
- 3) Establishing the relationship between mindfulness and the level of anxiety.

Research on mindfulness and its connection with the mental health of the Uzbek population is insufficient. We have not been able to find publications of research results in this area, which needs to be changed. In the current study, we sought to study the effect of the level of awareness on the severity of anxiety. We assumed that mindfulness has a feedback relationship with anxiety, that is, a high level of awareness implies a low level of anxiety. Another of our assumptions is that the increased demands of the educational process serves as a strong stress factor, which leads to a decrease in the level of awareness among medical students in comparison with the awareness of students of other specialties.

Materials and methods. Enrollment of participants was carried out according to the Wilcoxon criterion randomly in the number of 779 respondents. A total of 779 respondents enrolled in the following higher education institutions participated in the study:

- Tashkent Medical Academy.
- Tashkent State Pediatric Institute.
- AKFA University.
- Tashkent Pedagogical University named after Nizami.
- INHA University in Tashkent.
- National University of the Uzbekistan.

The average age of students was ~21, of which 36.2% were male and 63.8% were female. The main group consisted of 394 medical students (from the first to the fifth year), the control group consisted of 385

students studying in the field of non-medical profile (from the first to the third year). The respondents were divided into 2 groups by multiple sampling in Microsoft Excel. The survey was conducted online. An educational conversation was held with the vice-rectors of the educational part of the above-mentioned educational institutions and permission was taken to distribute the questionnaire. A Google survey form was sent out to students with a summary of the purpose of the survey. The questionnaire in the Google form consists of 3 sections, the first of which includes questions about gender, age, marital status, place of study, about the faculty where the student is studying. The second section includes the Scale of the MAAS (Mindfulness Attention Awareness Scale) in three languages (English, Russian, and Uzbek). Scale of the MAAS is a one-dimensional scale designed to measure attention and awareness of the experiences of the present moment. The questionnaire contains 15 items, which are evaluated on a scale from 1 - "almost always", to 6 - "almost never". Only one parameter is evaluated - mindfulness in everyday life [(Mindfulness and Mindfulness Questionnaire, MAAS.)]. The third section consisted of the anxiety self-assessment scale, developed by Zung in 1971 (abbreviated ZARS), is a valuable tool for measuring anxiety and has all the advantages of self-assessment scales: information comes directly from the patient, filling in the scale requires little time, and the evaluation procedure itself is very simple and can be performed in any medical situations. The choice of four degrees of severity is allowed: "very rarely", "rarely", "often" and "most of the time or constantly", encoded as 1, 2, 3 and 4 (respectively). The calculation is carried out using a rating tool-ZUNG [(<https://scales.arabpsychology.com/s/zung-self-rating-anxiety-scale-sas/>)].

Results and discussions. When calculating the results, there was no correlation with such indicators as age, gender and marital status. In the main group, which consisted of medical students, the average value of the level of mindfulness was ~3.75, which is the lower limit of the average. In the control group of respondents studying in non-medical educational institutions, the average level of mindfulness was ~4.65, which is the upper limit of the average. Table A (Main group) and Table B (Control group) show the result of awareness levels in percentage (%) and quantitative ratio.

Table A.

The level of mindfulness of medical students

Level of mindfulness	0-3.3 (low)	3.4-4.6 (medium)	4.6-6.0 (high)
Gradation of results (quantity)	80	246	86
Gradation of results (%)	20.3 %	62.4 %	21.83 %

Table B.

The level of mindfulness of non-medical students

Level of mindfulness	0-3.3 (low)	3.4-4.6 (medium)	4.6-6.0 (high)
Gradation of results (quantity)	72	237	76
Gradation of results (%)	18.7 %	61.56%	19.74%

Based on the data given in the description, according to the calculation of the level of anxiety on the Zung scale (Table C), we obtained the following results. In the first group, the average value of the anxiety level was ~ 49, which corresponded to the average level of anxiety. In the second group of students, the average value of the anxiety level, on the contrary, was ~ 44, which fits within the normal level of anxiety.

Table C.

Anxiety Index	Clinical interpretation
Below 45	Within normal range
45 – 59	Minimal to moderate anxiety
60 – 74	Marked to severe anxiety
75 and over	Most extreme anxiety

Conclusions. The results indicate that the level of mindfulness among medical students is relatively lower than among students not studying in the field of healthcare. The main group with a relatively low level of

mindfulness had an average level of anxiety. In the control group, on the contrary, with a relatively high level of mindfulness, a normal indicator was recorded, that is, the absence of anxiety. The results obtained confirm the assumptions outlined above about the negative relationship of mindfulness with the level of anxiety.

The limitations of this study consisted in the fact that the online survey form was provided to self-completion of respondents, because of which they could be deprived of the opportunity to explain a particular point in the survey. In addition, they chose the time and conditions for filling out the questionnaire themselves and could be influenced by concentration-reducing triggers. These reasons, in turn, could affect the reliability of the results obtained. It is worth noting that none of the two scales can be a fully adequate measure of mindfulness and anxiety, since each of them has unique advantages, but also disadvantages.

Despite these limitations, this study makes an important contribution to the study of the relationship between mindfulness and anxiety.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ ВЗАИМОСВЯЗИ ОСОЗНАННОСТИ С УРОВНЕМ ТРЕВОЖНОСТИ У СТУДЕНТОВ МЕДИЦИНСКИХ И НЕМЕДИЦИНСКИХ ВУЗОВ

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Резюме. В последние годы подходы, основанные на осознанности, становятся все более актуальными в клинических группах населения. Соответственно, наличие надежных эмпирических показателей критически важно. Не является секретом, что процесс образования в медицинских образовательных учреждениях и, в свою очередь, врачебная деятельность отличаются своеобразной сложностью и особой ответственностью. Было установлено, что студенты-медики подвергаются повышенному личностному и профессиональному стрессу в годы обучения, что приводит к повышению нагрузки на свое психическое здоровье. Важно поддерживать психическое здоровье этой группы, чтобы обеспечить общий баланс здоровья, а также помочь им в выполнении обязанностей по уходу за пациентами и обеспечению их безопасности. В этой статье приведены данные по состоянию осознанности и уровня тревоги среди студентов – медиков и студентов немедицинской сферы в сравнительном аспекте. Благодаря исследованию была установлена взаимосвязь между уровнем осознанности и тревожности.

Ключевые слова: осознанность, психическое здоровье, аффективное состояние медицинских студентов, тревожность, сравнительный анализ.

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INFLUENCE OF LEARNING STRESS ON THE DEVELOPMENT OF NON-PSYCHOTIC MENTAL DISORDERS IN MEDICAL STUDENTS

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ТИББИЁТ ТАЛАБАЛАРИДА НОПСИХОТИК РУҲИЙ БУЗИЛИШЛАРНИНГ РИВОЖЛАНИШИГА ЎҚУВ ЖАРАЁНИНИНГ ТАЪСИРИ

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ВЛИЯНИЕ УЧЕБНОГО СТРЕССА НА РАЗВИТИЕ НЕПСИХОТИЧЕСКИХ ПСИХИЧЕСКИХ РАССТРОЙСТВ У СТУДЕНТОВ МЕДИЦИНСКИХ ВУЗОВ

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Резюме. Ишнинг мақсади университет талабаларининг руҳий саломатлигини ўрганиш ва депрессия, ташвиш ва безовталиқ белгиларининг тарқалишини баҳолаш эди. Материаллар ва усуллар. Тадқиқотда Педиатрия ва тиббиёт факултети 3- ва 5- курсларининг 19-28 ёшдаги ($22,0 \pm 1,3$) 270 нафар (160 нафар ўғил ва 110 нафар қиз) талабалари иштирок этдилар. Асосий тадқиқот усуллари тиббий ва социологик еди (ижтимоий-демографик маълумотлар блоки ва турмуш тарзи ҳақида баъзи маълумотларни ўз ичига олган муаллифнинг сўровномасидан фойдаланган ҳолда аноним сўров). Маълум бўлишича, энг катта академик стрессга оғир ўқув юки, асосиз дарс жадвали, ўқитувчиларнинг каттиққўллиги, дарсликлар етишмаслиги, ота-онадан узокда яшаш ва кундалиқ тартибни ташкил этишдаги қийинчилик сабаб бўлган. Стресснинг энг муҳим кўринишлари аффектив ва психосоматик касалликлар, шунингдек, диққатнинг бузилиши эди. Стресс белгиларининг клиник тузилиши ва омилли аҳамияти психосоматик касалликларни ривожланиш хавфи юқори эканлигини кўрсатади. Стрессни бошқариш, психосоматик касалликлар ва ўз жонига қасд қилиш хатти-ҳаракатларининг олдини олиш масалалари муҳокама қилинади.

Калит сўзлар: стрессни ўрганиш, психотик бўлмаган касалликлар, тиббиёт талабалари, гиёҳвандлик.

Abstract. The purpose of the work was to study the mental health of university students and to assess the prevalence of symptoms of depression, anxiety and restlessness.

Materials and methods. 270 (160 boys and 110 girls) students aged 19-28 (22.0 ± 1.3) of the III and V courses of the Faculty of Pediatrics and Medicine participated in the study. The main research methods were medical and sociological (anonymous survey using the author's questionnaire containing a block of socio-demographic data and some information about lifestyle).

Results. It was found that the greatest academic stress was caused by heavy academic load, unreasonable class schedule, strictness of teachers, lack of textbooks, living far from parents and difficulty in organizing daily routine. The most important manifestations of stress were affective and psychosomatic disorders, as well as attention disorders. The clinical structure and factorial importance of stress symptoms indicate a high risk of developing psychosomatic diseases. Stress management, psychosomatic disorders and the prevention of suicidal behavior are discussed.

Key words: stress study, non-psychotic disorders, medical students, addiction behavior.

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