

### The development of student's psychological health

<sup>1</sup>Gulmira Bekenovna Niyetbayeva, <sup>1</sup>Lyaziza Onalbaevna Sarsenbayeva, <sup>1</sup>Guljanar Toguzbaevna Bekmuratova, <sup>2</sup>Turyszhanova Roza and <sup>3</sup>Aishakhan Yeskendirova

<sup>1</sup>Kazakh State Pedagogical University named after Abay, Kazakhstan, 050010, Almaty, Dostyk Street 13

<sup>2</sup>Kazakh Economic University (KazEU) name T.Ryskulov, Kazakhstan, 050035, Almaty, Zhandosov Street 55

<sup>3</sup>"Turan" University, Kazakhstan, 050020, Almaty, Satpaev Street 16-18

[mika-argin@inbox.ru](mailto:mika-argin@inbox.ru)

**Abstract:** Currently, Kazakhstan has a large-scale modernization of the system of higher professional education. Modern conditions of education in higher educational institutions can be attributed to a specific type of activity that is associated with a high level of mental and physical exertion, which increases in the examination period. At the same time, the psychological health of the students is significantly affected by shortage of time, the need to absorb a large amount of information in a short time, increased requirements for the solution of problem situations, strict control and regulation regime. This article presents essential characteristics of the conceptions of "health" and "psychological health", it also gives materials from an empirical study of the level of expression of psychological indicators of psychological health of the students.

[Niyetbayeva G.B., Sarsenbayeva L.O., Bekmuratova G.T., Turyszhanova R., Yeskendirova A. **The development of student's psychological health.** *Life Sci J* 2013;10(10s):92-95] (ISSN:1097-8135).

<http://www.lifesciencesite.com>. 14

**Keywords:** human's health, psychological health, high schools' educational environment, neurotization, mental tolerance, the level of expression of psychological indicators of psychological health.

#### 1. Introduction

Today, in the epoch of scientific and technical progress, the expansion of information space, complication of every aspect of individual and social life, the problem of saving human's health becomes more urgent. The problem of human's health is given a priority among the most important life activities in modern society. The phenomenon of health is multifaceted, it covers a complex of philosophical, psychological, pedagogical, medical-biological and socio-cultural knowledge.

According to the views of J. Huizinga [1], the assessment of health's essence is older than philosophy and culture as such. We can define these conceptions perfectly, nevertheless, philosophy and culture suppose human society, the animals and plants did not expect the appearance of man to make them healthy, and they tried to show the fullness of their lives before him. The human civilization did not add any essential indications to the conception of health. Animals, plants and all living systems improve their health in the same way as humans. It is sufficiently to observe the behavior of any sick animal to see changes in its way of life in order to recover its health. The animal becomes focused on its health, because it is the base of vital functions. Food, reproductive instinct, species ways to show itself leaves sidelines. Special limitations begin to appear.

The scope of health is definitely more than the scope of culture, which is a kind of "second nature" of the people. However, health without culture and without a specific philosophy, unlike

nature, transforms into human provocative of the health ideas, it turns into savagery or barbarism against the dominant life value [2].

Even in the simplest forms of life, health is something more than just a physical or physiological phenomenon. Health is such an important subject for the modernity, which is beginning to demand from us a clearer definition in relation to culture. Practical science requires a clear definition of "health space" and "health improving time" which allows us to make old cultural technologies healthier [3].

In language dictionaries, health is defined as a "regular, normal activity of the body" (Ozhegov, Dahl). Special subjects are trying to determine the nature and importance of health and give it the rightful place in plan of existence. Scientific studies takes for granted the idea that if health is not the starting point and foundation for the life of any organism, its "norm", then it is at least the most important useful feature that determines the completeness or a kind of maximum of its being [4].

Numerous attempts to determine the biological function of health can differ quite significantly, however, it is common for the experimental sciences the desire to proceed from the concept of disease. In this context, medical health - is a denial of the disease as "a state which is always present, although it may be present in different quantities."

I.I. Brekhman emphasized that health - is not the absence of disease, it is a physical, social and psychological harmony of man, friendly relationships

with others, with nature and himself, "the ability to maintain age-appropriate steadiness, in the conditions of rapid changes of quantitative and qualitative parameters of the triune source of sensor, verbal and structural information" [5].

According to K. Rogers, a healthy person - is a mobile, open body. He perceives a healthy person as a mobile, open, rather than constantly using protective responses, independent of external influences and relying on himself. Optimally actualized, such a person lives in each new moment of life. This person is mobile and adapts well to changing conditions, tolerant to others, emotional and reflective [6].

Mental health was studied in psychiatry in terms of origin and circuit of mental illnesses (psychiatry studied key trends and features of the occurrence and treatment of mental illnesses - schizophrenia, epilepsy, manic-depressive psychosis, psychopathy, etc.) and neuropathology (mental disorders at various neuroses and other pathological disorders of the function of the nervous system).

Health in our minds usually opposes disease. The origins of this opposition are difficult to identify just the way as the origin of the conception of "health". If we look closely, the opposition of health and disease will cease to seem to us to be finished and stable. If we trace the historical human way of philosophizing, we will see that philosophy has always been based on the ability of its creators to live, that is, associated with conscious seeking of healthy way of life [7].

Thus, Plato regarded health as a benefit, which contributes to a spiritual satisfaction of man, as a phenomenon, identical with harmony. According to Aristotle health - is harmony, it is an excellent physical and mental qualities of man, achieved when he takes care of his health. These valuable ancient philosophers' thoughts appeared because of the existence of the cult of beauty, spirituality and morality in ancient Greek.

In the ancient period the ultimate aim of medicine was determined - "The absolute health of human". Ever since, health is dictated not only by morality, but also by physical necessity. In health, we can see an amazing development through the integration of body and spirit. The reality, which is called "health", is available for the perception of everybody. Therefore, it cannot rely on a rational, scientific, technological, or religious foundation, because such foundations would be bound within human world.

The existence of health is not attached to a certain level of culture or to a specific form of ideology. Any conscious entity can immediately "imagine" this reality - Health - as an independent,

self-sufficient thing, even if there is no language expression of this concept. Health cannot be denied. You can deny the disease. Not health [8].

Thus, the universality of the concept of "health", allows us to consider it as a priority life value.

When consciously oriented on health, person's life acquires different shapes and horizons. I. S. Erigen (810-877) in the Middle Ages offered a convincing approach "On the Division of Nature," which is quite applicable to the creative nature of health [9]. According to his approach, healthy being can be devised into 4 stages:

First stage- not created but creating health. Such is the belief in the miraculous nature of the health.

Second stage-created and simultaneously creating health. Such is the nature of a healthy mind.

Third stage- created but not creating health. This is sensual health that exists in space and time.

Fourth stage- not created and not creating health. That is the essence of health, which cannot be determined.

The origin of the concept of "mental health" was proposed by Sigmund Freud, who regarded mental disorders as a result of interpersonal conflicts that negatively affect both sick and healthy individuals. The whole range of negative emotional experiences (depression, anxiety, alarmism, etc.) - is the subjective aspect of conflicts, arising from the mismatch of the objectives pursued by the person, and the means of achieving them. In Russian psychology, the problem of psychological health appeared many times in the works of B. S. Bratusya, who considers mental health as a set of internal characteristics of the person, which ensure the harmony between the needs, aspirations and values of individual and society, which are a prerequisite for the effective discharge of their professional and life strategy [10].

In this work, the term "mental health" will mean a set of personal characteristics that are the prerequisites for emotional and stress stability, social adaptation and successful self-realization. In this context, the methods of diagnosing the level of neuroticism and neuro-psychological stability have become one of the tools of our study.

An empirical study developed for analyzing the psychological health of students was held in the Abay Kazakh National Pedagogical University in autumn 2012 - winter 2013. An empirical study was a diagnosis of the level of evidence of the indicators of psychological health of students of philological and physical-mathematical faculty of the university. 66 persons were examined, 33 of them are philological

students, and 33 are from physical-mathematical faculty.

In the first phase of the study [11] for the diagnosis of mental health of students we used an experimentally and psychological technique "The level of neuroticism" (this technique is a scale of neuroticism of the level of neuroticism and psihopatizatsii determining questionnaire (LNP), developed at the Leningrad Institute of V. M. Bekhterev in 1974) and the method of estimation of nervous and mental stability ("Forecast" method) (developed in LVMA of S. M. Kirov).

The evaluation of neuropsychic stability of philology students showed that most of them have a satisfactory level of neuropsychic stability (over 60%).

It was found that the students-philologists have a depressed and low level of neuroticism (more than 70% of students), so they have emotional stability and a positive background of basic emotions (calm, optimism), a forming sense of self-esteem, social boldness, independence, ease of communication and a good stress tolerance associated with these qualities.

However the evaluation of neuropsychic stability of physics and mathematics students demonstrated unsatisfactory level of neuropsychic stability. More than 70% of students are likely to have neuropsychiatric breakdowns in the future, almost half of them showed an unsatisfactory level of LNP, which in turn is an indicator of manifestations of deadaptation in a stressful situation.

In addition, it was found that the students of physics and mathematics have an increased and high level of neuroticism (more than 60% of students), characterized by severe emotional excitability, which produces a variety of negative experiences. These experiences, in turn, create a sense of worthlessness, difficulty in communication, social timidity and dependence and, ultimately, deadaptation in general social terms.

Statistical analysis of data confirmed the validity of differences between students-philologists and students of mathematics in terms of neuropsychic stability ( $p < 0,01$ ) and the level of neuroticism ( $p < 0,01$ ).

At the second stage of the research, the diagnostic of the levels of psychological health indicators of the students was carried out by scaling. Respondents were provided with a self-assessment form, to estimate the level of expression of the 16 indicators of psychological health. 10 indicators of them are about the criteria of psychological health (optimism, balance, self-confidence, sense of humor, an adequate perception of the world, psychological comfort, adequate self-perceptions, interest in others,

stress tolerance, the desire for self-development), and 7 questions are related to the criteria of psychological sickness (high suggestibility, heightened anxiety, proneness to conflict, passive attitude to life, bad habits, cruelty, callousness).

The analysis of the results makes it possible to draw the following conclusion: the most severe measure of psychological sickness of students-philologists is a passive position in life (36.6%).

Among the indicators of psychological health, the least expressed is self-confidence (43.3%). The most pronounced indicators of psychological health of students-philologists are of interest to others (83.3%), balance (76.6%) and stress tolerance (73.3%).

The analysis of the results of research in physics and mathematics students showed that the most pronounced indicators of psychological illness are a high anxiety (66.6%). The indicator of bad habits is also highly expressed -53, 3%. Among the indicators of mental health the most pronounced are self-confidence (68.3%) and a sense of humor (66.7%). However, the indicator of balance was only 43.3%, which was the lowest of the indicators of psychological health of students of the Physics and Mathematics faculty.

Comparison of self-assessment of students of philological and physics and mathematics faculties showed that philology students are less anxious, but they have more pronounced passive attitude to life. The students-philologists have less expressed sense of self-confidence compared with the students of physics and mathematics faculty, but they have a higher indicator of balance, interest in others and stress tolerance.

## 2. Conclusion

Therefore, we can conclude that students of physics and mathematics faculty, who have less humanities disciplines, are in need of a correction of the level of psychological health. The introduction of humanities in education program implies the study of word viewing subjects, which contributes to the formation of stable base values of the students' personality. Negative indicators of mental health can cause destabilizing of the emotional and motivational areas, as well as deterioration of psychosomatic well-being (sleep disturbance, decreased performance, chronic fatigue, alarmism, and depression).

Thus, psychological support of the educational processes based on the use of diagnostic procedures, will probably allow predicting possible disturbances of the psychological health of students before they take destructive forms.

The authors express their gratitude to the staff of the Philological and Mathematics and Physics

faculties of the Abay Kazakh National Pedagogical University.

**Corresponding Author:**

Dr.Niyetbayeva,  
Kazakh State Pedagogical University named after  
Abay, Kazakhstan, 050010, Almaty, Dostyk Street 13  
[mika-argin@inbox.ru](mailto:mika-argin@inbox.ru)

**References**

1. Kheizing I., 1992. Homo luclens. In the shadow of tomorrow. -M. progress; Progress-academy.
2. Mohd Awang Idris, F. Maureen. Dollard, Jane Coward, Christian Dorman, 2012 Psychosocial safety climate: Conceptual distinctiveness and effect on job demands and workerpsychological health//Safety Science, Volume 50, Issue 1, (1), Pages 19-28.
3. Karademas Evangelos C, Anastasia Kalantzi-Azizi, 2004 The stress process, self-efficacy expectations, and psychological health //Personality and Individual Differences, Volume 37, Issue 5, (10), Pages 1033-1043.
4. Shian-Ling Keng, Moria Smoski, Clive J. Robins. 2011 Effects of mindfulness on psychological health: A review of empirical studies //Clinical Psychology Review, Volume 31, Issue 6, (8), Pages 1041-1056.
5. Brekhman I. I. 1990 Valueology - health science/ Brekhman I. I. - M.
6. Rogers K. 1994 A look at psychotherapy. Becoming a human. / K. Rogers. M.
7. Teymor AhmadiGatab, Nasram Shayan, Mahshid Taheri, 2011 The Relationship Between Psychological Health, Happiness and Life Quality in the Students // Procedia - Social and Behavioral Sciences, Volume 30, Pages 1983-1985.
8. Jagdish K Dua, 1994 Comparative predictive value of attributional style, negative affect, and positive affect in predicting self-reported physical health and psychological health //Journal of Psychosomatic Research, Volume 38, Issue 7, (10), Pages 669-680.
9. Kholmogorova A. B., N. G. Garanyan. 1999. Culture, emotions and mental health / / Questions of psychology., #2
10. G.S.Nikiforova, 2006 Psychological health / ed. - Spb., St. Piterburg.
11. Namazbaeva Zh. I., G.B. Niyetbayeva, T.K. Kuanzhanova and N.L. Nagibina. Communication Style of Teachers and Psychological Health of Students // Middle-East Journal of Scientific Research 14 (10).

8/28//2013