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FEATURES OF THE EMOTIONS OF THE PSYCHOLOGIST STUDENTS THE FIRST YEAR-STUDY DURING PERIOD OF ONLINE EDUCATION**ОСОБЛИВОСТІ ЕМОЦІЙНОЇ СФЕРИ СТУДЕНТІВ-ПСИХОЛОГІВ ПЕРШОГО РОКУ НАВЧАННЯ В ПЕРІОД ОНЛАЙН-НАВЧАННЯ**

The article indicates that the first year of study of students is very important for the next successful overcoming study loading, contact friendship with classmates and find understanding with teachers. If a student goes through his adaptation period quickly his emotional sphere gets stable and all activity directs to assimilation study material. Students in the first-year study need to adapt to the new social conditions and study process. This gets especially difficult in conditions of isolation. Successful adaptation of students is an important component of the education process. Currently, in the context of the massive spread of the new coronavirus infection COVID-19, distance learning has become the main form of education at universities.

Adaptation is a multi-component process, which is on different levels: social, physiological, and psychological. Successful adaptation of students is depended on their general emotional background.

Our hypothesis was that the students in the first year had a high level of anxiety, predisposition to stress during periods of isolation and online education.

The objective of this study was to determine if the level of anxiety, frustration, and loneliness students during periods of isolation and online education. Participants of our research were the psychology students in the first year during the period of isolation and online education.

In the resulting study, there was revealed that most of the students have high-level adapted opportunities. They easily transfer from offline study to online study. Students in the first-year study are stress-resistant during periods of isolation and online education. Although a third of students have a high level of reactive and personal anxiety. 50% of first-year students are prone to experiencing stress during distance learning. The established high indicators indicate the instability of the emotional sphere of first-year students during distance learning and the predominance of negative emotions in them.

Key words: emotions, adaptation, first-year students, anxiety, stress.

У статті зазначається, що перший рік навчання студентів є дуже важливим для подальшого успішного подолання навчального навантаження, встановлення дружніх відносин з одногрупниками та знаходження порозуміння з викладачами. Якщо студент швидко проходить адаптаційний період, його емоційна сфера стає стабільною, а вся активність спрямовується на засвоєння навчального матеріалу. Студентам першого року навчання необхідно адаптуватися не тільки до нових вимог у навчальному процесі, а й до нових соціальних умов. Особливо це складно зробити, коли форми навчання швидко змінюються з аудиторної форми на змішану та зі змішаної на онлайн-форму навчання. З огляду на те, що дистанційне навчання сьогодні є основною формою освіти в університетах, важливим стає питання рівня емоційної напруженості студентів під час такої форми навчання.

У статті звертається увага на те, що адаптація – це багатокomпонентний процес, який відбувається на соціальному, фізіологічному та психологічному рівнях. Успішна адаптація студентів, з одного боку, залежить від особливостей емоційної сфери студентів; з іншого боку, характер адаптаційних процесів впливає на виникнення негативних емоційних станів. Мета роботи полягає у встановленні рівня тривожності та схильності до стресу у студентів-психологів першого курсу навчання в період онлайн-навчання.

У результаті емпіричного дослідження встановлено, що студенти-першокурсники мають високий рівень адаптивних можливостей. Вони легко переходять від аудиторної до дистанційної форми навчання. Водночас виявлено, що третина вибірки має високий і дуже високий рівень ситуативної та особистісної тривожності під час онлайн-навчання. Окрім того, 50% студентів-першокурсників схильні до переживання стресу під час дистанційного навчання. Встановлені високі показники вказують на нестабільність емоційної сфери студентів першого курсу під час дистанційного навчання та переважання в них негативних емоцій.

Ключові слова: емоції, адаптація, студенти-першокурсники, онлайн-навчання, тривожність, стрес.

Introduction. Studies of adaptation processes students of the first year are actually in modern psychology. Level of next training, successful digestion of educational materials and knowledge, requirements education establishment; making friendship connection with classmates, fast adaptation to new cultural conditions and language particulars, whenever students came from another region, depends on successful adaptation of student on the first year.

Successful functioning first-year student depends on time and quality adaptation in the student body, which, in turn, it influences grown-up personality and formation of a future specialist [8, p. 36–38].

Today there are distinguished such types of adaptation: physiological (rebuilding some systems of an organism), psychological (adaptation to conditions and tasks on level psychological processes), and social adaptation (mastery of new social relations). There's for the adaptation is constant process activity accommodation personality to the conditions of internal and external environ which happens on different levels of function the organism [2, p. 14–17].

Furthermore, adaptation was finger out as not a passive process of accommodation to different conditions, but as a process of active conscious purposeful process of regulation of people their psychological processes. When the student becomes a subject of his activity gradually he stops using reactively and impulsive forms of reactions in unusual and new situations. There are regulation processes become a lot of complicated its use of mental forms working of information: goal setting, modeling, programming, evaluation and correction. The regulation processes become more complicated, it is used the mental forms working with information: goal setting, modeling, programming, evaluation, and correction [7].

Students of the first year don't have enough formed experience of regulatory their activity; as a result, they use sensitive forms of regulation. Emotions become an indicator and way of successful adaptation of students of the first year. Emotions appear on different level of psyche. On the one hand, it can be like psychological protection on the unconscious level like a reaction to strong negative influences, which the psyche of young people cannot overcome on a conscious level. Such a form of reaction disturbs adaptation processes, makes it ineffective. On the other hand, emotions are a regulator of active of the person on a conscious level. Ones help to understand especial of work and also reconstructed such components of personality as a motivation, aims, and directivity. That's why emotions are a very important resource that can guide, support,

or the other way; reduce the level of psyche adaptation [10, p. 89–90].

If such emotions like anxiety, frustration, stress have a high level of manifestation and people don't have of skills to control ones, to find a way to decide problems in difficult situations, to restrain impulsive motives, it explains problems with the internalization of learning materials, formation relation with classmates and teachers.

Impact of lockdown on students. The coronavirus situation created a need to learn stressors which students experience. Students pointed to such stressor categories as Social Isolation, Schoolwork Stress, Fear of COVID-19 illness, and Missing Lessons [12, p. 530–532]. COVID-19 is a global concern affecting Higher Education Institutions (HEIs). This pandemic led to a strong reaction among students who experiences anxiety. They were reluctant toward the implementation of an online learning approach due to technological and financial constraints [11, p. 636–640]. Although the past decades show that distance form of educational process organization has a number of advantages over traditional forms of training. Among these advantages are democracies, lower cost of training, the opportunity to participate in the educational process in conditions of territorial separation, combining training with other types of activities, etc. At the same time, in the process of distance learning, the teacher and students also face a number of problems associated with the lack of the possibility of personal and emotional non-verbal contacts, when communication "person – person" is replaced by communication "person – computer" [4, p. 56–58].

The willingness of students to distance learning decides by degree level development next components: 1) motivational-cognitive willingness to realize distance learning; 2) technical willingness to realize distance learning; 3) reflexive-effective assessment work of realizing distance learning. *Motivational-cognitive willingness to realize distance learning:* 1) motivation 2) knowledge about distance learning; 3) the attitude to distance learning; 4) the knowledge about variants of realizing distance learning. *Technical willingness to realize distance learning:* 1) the possession of methods distance learning; 2) the possession of creative methods distance learning; 3) the skill use modern information technologies; 4) the knowledge about general education recourses the Internet; 5) the skill correlate a pedagogical goal to intention education recourses the Internet. *Reflexive-effective assessment work of realizing distance learning:* the inclusion to working to realize distance learning and the reflection to realizing distance learning. These components

will be able to be a high, average, and low level [9, p. 648–650].

There was increased anxiety felt by students regarding getting the COVID-19 infection as well [11, p. 639].

Social anxiety. Social relations are very important for the process of study. The disturbance of these relations can provoke such phenomena as social anxiety. Social anxiety is a state of emotional discomfort, fear, and concern for some situation or assessment by other people. A high level of social anxiety of students lowers social and emotional adaptation, efficiency functional of a person in a community.

The problems of anxiety are getting more actually. It was affected crises in the politician, the economical sphere, problems in personal life, and professional act. Besides these reasons for anxiety are many other ones which are deeper and have a personal character [3].

Anxiety is an emotional state of acute internal nonsensical disturbance that is connected prognoses with failures, threats, and also important situations in conditions of uncertainty [1].

The individual-psychological peculiarity of the frequent experience was called anxiety. It is known there is an optimal level of anxiety that relating to the general activity of a person. Such reactions help people to successfully act and overcome difficulty. Such the reactions help people to successfully act and overcome difficulty. Anxiety was called reactivity when was arises in some situations and is a reaction to the situation. However there is personal anxiety which characterizes the inclination of people to perceive the different situations as a threat [8, p. 36–40]. The high level of anxiety as a personal feature of a person blocks a normal activity. So there is a big interest in factors that provocations anxiety. Education activity is one of the factors which conditions high susceptibility to anxiety. As stable characteristic, anxiety is diagnosed in three years old that predetermines the need to create an effective method its correction.

The anxiety of students can manifest differently, sometimes very surprisingly, masking under other problems. The general diagnostic signs are passive behavior in lessons, stiffness in answering, and the embarrassment when a teacher asks them. The anxious students cannot find an occupation for themselves, they like being between other students, but don't communicate with them during recess. Besides, they are often sick with somatic illnesses because their emotional system is very tense.

The students have a higher level of personal anxiety than situational anxiety. There was established a negative connective between the

anxiety and motives creative self-realization. If the personal and situational anxiety gets high the pursuit of creative self-realization lowers. And vice versa if the condition for self-realization and productive communication is created, the level of anxiety declines. It was proven if the student is concerned about his social position in learning he is more anxious and tries to avoid failure [5].

The pronounced anxiety includes two components:

- awareness of physiological feelings (heart-beat, nausea, sweating);

- psychological awareness of fact the anxiety.

The anxiety can be intensified by feeling shame. It is the important aspect that anxiety thinking is the result of its selection when the subject chooses some themes from around life and ignored others [6, p. 94–96].

Considering the relevance of all the above conditions, this study aimed to assess features of the emotional sphere of students during the COVID-19 pandemic.

The **aim of the study** has explored the level of reactive and personal anxiety, and also the level of stress of the psychological students during the first year study during periods of isolation and online education.

Participants. This study was conducted at Lviv University from October 15 – December 15, 2020. 85% of students were from West Ukraine, 10% were from East Ukraine, 5% were from Central Ukraine. The research was conducted during periods of isolation and online education. Respondents were students of the first course. The sample comprised 50 participants.

In order to ensure that all students received the same information, an oral script that described the present study was read to the students.

Measure / instruments. The practical task of the research is to assess the level of reactive and personal anxiety of students. There was used the method self-assessment of Ch.D. Spielberg adapted by Yu.L. Khanin. This test is reliable information way for self-assessment level of anxiety in this moment (reactive anxiety) and personal anxiety (as a stable characteristicly of person). This test was created by Ch.D. Spielberg and adapted by Yu.L. Khanin. Personal anxiety is a stable tendency to perceive the big circle of situations as threatening and react with anxiety to such situations. The reactive anxiety was characterized by voltage and concern. A high level of anxiety causes disturbance attention and coordination of movement. Very high personal anxiety has a correlation with state neurotic conflict, emotional and neurotic syndrome, and psychosomatic diseases.

Table 1

Variation series of the frequency of occurrence of reactive anxiety points

Reactive anxiety																									
x1	4	5	6	7	8	10	12	13	14	15	16	17	18	19	20	21	22	24	25	27	28	31	35	37	38
m1	1	1	1	1	1	2	4	4	4	1	1	3	1	2	4	2	1	2	3	1	1	3	1	1	1

Table 2

Quantitative indicators of test subjects by the level of reactive anxiety

Level	Quantitative indicators of test subjects	Quantitative indicators of test subjects, %
High level	11	22%
Average level	18	36%
Average level with a tendency to high	20	40%
Low level	1	2%

Table 3

Variation series of the frequency of occurrence of a personal anxiety points

Personal anxiety																											
x2	6	7	12	13	20	23	26	29	30	31	33	34	36	37	39	40	41	42	44	45	49	50	51	52	53	58	63
m2	2	1	1	1	2	1	1	4	3	1	2	5	1	2	1	3	2	2	5	1	1	1	1	2	2	1	1

Table 4

Quantitative indicators of test subjects by the level of personal anxiety

Level	Quantitative indicators	Quantitative indicators
High level	10	20%
Average level	28	56%
Low level	12	24%

Table 5

Quantitative indicators of test subjects by the level of stress

Stress																										
x1	12	13	14	15	16	19	20	21	22	23	24	25	26	27	28	29	30	31	33	35	36					
m1	2	1	2	1	1	3	3	4	4	4	1	1	2	3	1	1	3	4	5	3	1					

Table 6

Quantitative indicators of test subjects by the level of predisposition to stress

Level	Quantitative indicators of test subjects	Quantitative indicators of test subjects, %
Low level	7	14%
Average level	18	36%
High level	25	50%

However, anxiety isn't only a bad personal feature. A certain level of anxiety is a natural and mandatory feature activity of the person. The scientists distinguish the individual level of "helpful anxiety".

The rating scale contains two parts. All of them check out separately reactive anxiety (RA, question № 1–20) and personal anxiety (PA, question № 21–40). Clients are offered to read every sentence attentively and cross out the figure. The choice of the client depends on his psychological and state and feeling. The results can be interpreted such a way: before 30 balls is low anxiety; 31–45 is average one; 46 and more is high level of anxiety.

The high level of anxiety is needed special attention. The high level of anxiety shows that person is inclined to manifestation state of anxiety in situation when his competence is evaluated.

In this situation, the subjective significance of the situation and problems should be reduced. An accent should be transferred to comprehending of activity and forming of the feeling of sure in successful. Vice and versa the low level of anxiety demands the rise of the feeling of responsibility and attention to the motivation of activity. Sometimes the low level of anxiety is the active

crowding out a high level of anxiety. A person uses such mechanism of psychology protection to show yourself on the "good side".

The next method which we used was Method "Predisposition to stress". The method was six questions. The test is found one answer out of three. The method researches how people can easily come to a state of stress. The test has 6 questions. 24–36 balls are a high level of predisposition to stress. 18–24 balls are the average level of predisposition to stress. 12–18 balls are a low level of predisposition to stress.

Results. There is statistical series of data on reactive anxiety. The first line x1 contains balls that test subjects got by scale reactive anxiety. The data are located in ascending order. There is the second line m1 was indicated score frequency which test subject had. For example, 4 test subjects have 12 balls, 3 test subjects have 17 balls (table 1).

For greater clarity, there built a schedule where could see frequency distribution area. There are balls from 0 till 25 on level X. There are the quantitative indicators of test subjects on the level Y. Most of the subjects have an average level with a tendency to be high. Recall, that author of this test distinguishes four levels

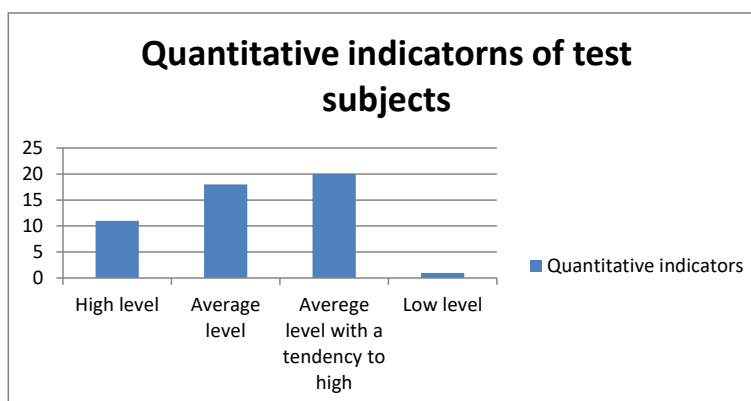


Figure 1. Frequency distribution polygon

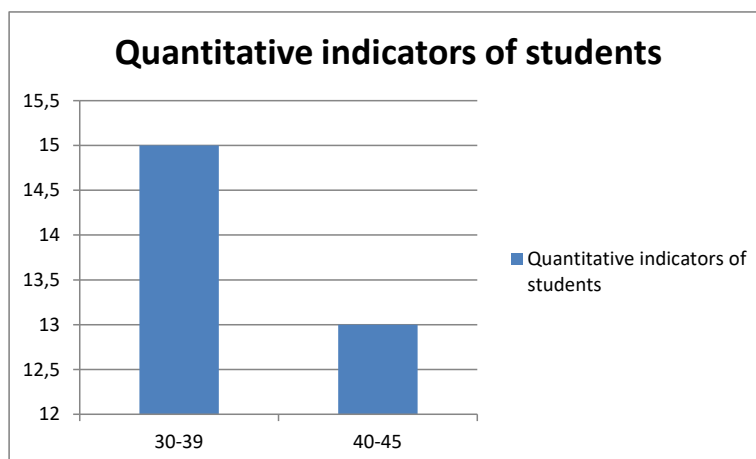


Figure 2. Frequency distribution polygon

of reactive anxiety: a low level is 0–4 balls, an average level is 5–14 balls, an average level with a tendency to high is 15–24 balls, a high level is 25–39 balls and a great high level is 40–49 balls.

Every group has the next quantitative indicators of test subjects by the level of anxiety (table 2).

The test subjects in the sample were distributed so that most of them (20 people – 40%) have an average level of reactive anxiety with a tendency to be high, almost the same amount (18 people – 36%) has an average level of reactive anxiety, and only one person has a low level of reactive anxiety, high level of reactive anxiety is have 11 people (22%), no one hasn't a great high level of reactive anxiety (figure 1).

The next step is analysis data personal anxiety. The data show that most of students have average level of the personal anxiety (table 3).

In the test, indicators are distributed the next way: a low level is till 30 balls, an average level is from 30 till 45 balls, a high level is more than 45 balls. The results of research indicate that 10 students from 50 have high level of personal anxiety. It constitutes 20% from sample. The personal anxiety of 28 students (56%) is on an average level. 12 students (24%) have low level the personal anxiety (table 4).

However if we analyst the data of average level we can see that 13 students (46,42%) have tendency to high level of personal anxiety (figure 2).

The results of the research-level of reactive anxiety and personal anxiety show that level of reactive anxiety and personal anxiety for students who are on distance form study is on average level. Though 22% of students have a high level of reactive anxiety and 20% of students have high personal anxiety.

Using the test “Predisposition to stress” was provided an opportunity to install that most of the respondents were high level of the preposition to stress (table 5).

The method is directed to research the level of predisposition to stress have a person. If the respondent gets 12–18 balls it means a low level, 18–24 balls are the average level, 24–36 balls are high level (table 6).

We can see that 50% of students in the first year during periods of isolation and online education have a high-level predisposition to stress.

Conclusions. The current exploratory, descriptive study attempts to understand the impact of the COVID-19 pandemic on the emotional sphere of the psychological students in the first year study during periods of isolation and online education. We explored the level of reactive and personal anxiety students in the first year study during periods of isolation and online education. We also explored what level of stress was in response to the pandemic and online lessons. The results showed that most of the students have high-level adapted opportunities. They easily transfer from offline study to online study. Students in the first-year study are stress-resistant during periods of isolation and online education.

However, we explored that isolation and online study also negatively influence the emotional sphere of the psychological students in the first-year study. 50% of our respondents are experiencing stress in condition online study. A third of students have a high level of reactive and personal anxiety. It indicates an unstable emotional sphere of the psychological students in the first year of study during periods of isolation and online education.

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