



METHODS OF REGULATING THE PSYCHO-EMOTIONAL STATE OF STUDENTS

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ABSTRACT

The article discusses the critical approaches to organising a comfortable environment of the educational process as a method of regulation and stabilisation of the psycho-emotional state of students.

Criteria for the stability of the psycho-emotional state of students that arise in the process of comfortable educational activity, which served as an assessment of the psycho-emotional health of students before and after the introduction of our methodology, are examined and determined. A model for organising a comfortable learning environment has been developed, the components of which are: organisational, motivational, competent, educational and cognitive components and their description is given.

Technology has been developed to improve the educational process, based on the basic principles of creating a comfortable environment: the principle of adapting the learning process to the personality of students and its cognitive abilities, the relationship between teacher and student and the variability of educational programs. As recommendations, the experience of introducing the methodology into the educational process of full-time students is described. The analysis carried out experimentally proved that the implementation of the principle of creating a comfortable learning environment for university students makes the study activity more comfortable and proves the importance of introducing our methodology into the university practice. However, it does not exclude additional questions of the research problem.

Key words: Comfortable Environment, Educational Process, Psycho-Emotional State, Regulating, Students

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1. INTRODUCTION

High pace of life, constant information overload, lack of time dramatically increased the psycho-emotional overload of modern university students [1-3]. One of the reports of the Committee of Experts of the World Health Organization indicates that about 80% of students have pronounced deviations of the leading physiological functions of the body from the norm precisely because of the negative influence of neuro-emotional overloads [4].

The beginning of student life is the transition to adulthood with its rights and obligations, the need to assimilate large amounts of information with a shortage of time, dramatically different from school methods and the organisation of learning, a significant increase in independence in mastering educational material, the absence of well-established interpersonal relationships, problems of bullying [5-7], which is characteristic of any forming collective, identifying oneself with the chosen profession, often changing one's place of residence and the resulting self-care, self-management of the budget, planning and organisation of one's educational and free time. All this has a multi-parameter effect on the students' body and determines their psycho-emotional state. Since adaptive mechanisms are still poorly developed among young people who have entered a university, due to their age, when they fall into new learning conditions, they experience great psycho-emotional overloads, which negatively affects their personal development and the quality of professional training. For these reasons, it becomes necessary to organise such an educational environment of the university, the central task of which is to preserve the psycho-emotional health of students [8-11].

2. PRINCIPAL REVIEW

Negative emotions, acquiring a stagnant character, are an almost inevitable companion of student life. In this regard, there is a need to create an educational environment in the university, which will help everyone in achieving the optimal level of intellectual development following their natural inclinations and abilities, and, at the same time, will contribute to maintaining physical and improving mental health. The tasks set can be solved through the scientific organisation of labour.

We have identified and studied the criteria for the stability of the psycho-emotional state of students arising in the process of comfortable, educational activities, which helped to evaluate the psycho-emotional health of students before and after the introduction of our methodology.

2.1. Criteria for the Psycho-Emotional Stability of Students in the Educational Process

When organising a comfortable environment of the educational process, it is necessary to achieve such working conditions that lead to the emergence of social, intellectual, emotional and psychological comfort of students.

A diagram of the critical criteria for a comfortable, educational environment is presented in Fig. 1, where

Psycho-emotional comfort implies the elimination of all possible factors leading to stress in the learning process, the establishment of humanistic interaction between teachers and students in the process of joint activity, which allows you to create an atmosphere that stimulates the development of students' creative potential, contributes to their self-expression, leads the person to an active, purposeful self-development and self-education.

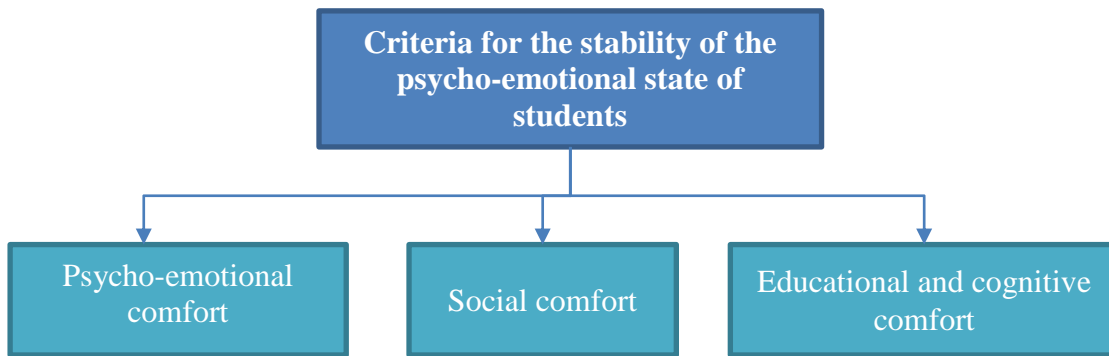


Figure 1 Scheme of criteria for organising a comfortable, educational process

Social comfort occurs when a student adapts to the student team and interacts with the teaching staff, when the group's value orientations, motives of other group members, and the student's hierarchical position in the study group correspond to the internal state of his personality. To achieve these goals is essential to organise focused educational work in an educational institution. From the point of view of the organisation of educational activities, social comfort can be ensured by the collective and creative participation of students in various socially significant actions and movements.

Educational and cognitive comfort is achieved when the volume of educational material, the nature of its presentation and the level of complexity correspond to the level of the intellectual development of the student. A student at a university is placed in particular conditions of activity: intensive academic workload, an increase in the volume of intellectual activity, a scientific level and an increase in the degree of difficulty of numerous academic subjects, mainly independent activity and the absence of habitual forms of control. For a learning activity to be successful, a student must know and understand the basics of this activity.

Thus, the above types of comfort during their implementation contribute to the achievement of the state of psycho-emotional stability in students.

These criteria serve as a basis, which is the basis for assessing the psycho-emotional state of students. The methodology for obtaining data should be carried out by questioning at all stages of the training cycle.

The comfortable environment of the educational process is based on a model of its organisation, the components of which are: organisational, motivational, competent, educational and cognitive components.

2.2. Fundamentals of the Formation of a Comfortable Environment in the Educational Process

The main approaches to the formation of a comfortable environment of the educational process

In the modern world, university teachers are faced with the task not only to give students knowledge and skills but also to create a favourable climate in the educational process that will help them cope with the growing volume of knowledge in a geometric progression while maintaining the stability of the psycho-emotional state. We have identified and reviewed the main components that form a comfortable environment in the educational process (Fig. 2).

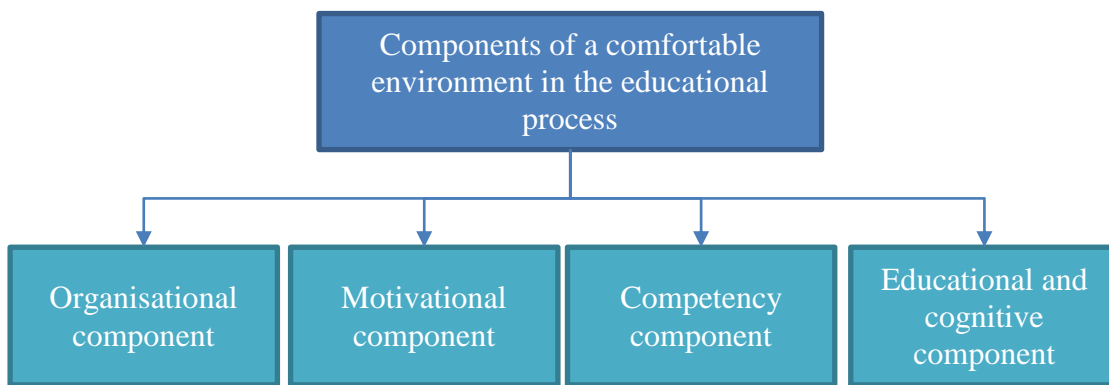


Figure 2 Scheme of the main components of a comfortable environment of the educational process

1. The organisational component constructs the educational process in such a way that its goals are clearly defined, which, in turn, are understood and accepted by students.

2. The motivational component involves the development of sustainable motivation aimed at mastering the chosen profession. It forms the need for learning and interest in mastering knowledge among students. Motivation is the main driving force in the behaviour and activities of a person, including in the process of forming a future professional. Therefore, the question of the incentives and motives of the educational and professional activities of students as components of a comfortable environment in the educational process becomes especially important.

The motivational component is a complex dynamic system that can be influenced. The success of training depends primarily on how much the learner as a subject has a conscious attitude to learning. This attitude has to be formed mainly in the learning process. Even if a student chose a future profession not entirely independently and not consciously enough, then by purposefully forming sustainable motivation, a future specialist can be helped in professional adaptation and professional formation.

Will study the ways to increase student motivation (Fig. 3).

1. Awareness of the need for the studied disciplines.

Teachers try to give as much knowledge as possible, often without justifying their need. A student, not understanding why he should study this discipline, loses interest in it and begins to study worse. He will want and will study himself only when this occupation is exciting and attractive to him. A student comes to an educational institution not only for knowledge but also for becoming a professional and building a future career. At this stage, it is vital to explain to the student how the knowledge gained in studying this discipline will be useful to him in the future. The teacher must be able to prove to students that his subject will be useful to students in their future activities. In order for a student to get involved in the work, it is necessary that the tasks that are set before him in the course of the educational activity are not only understandable but also internally accepted by him, i.e. so that they become meaningful to the student. That is why it is so important to pay due attention to the problems of motivation.

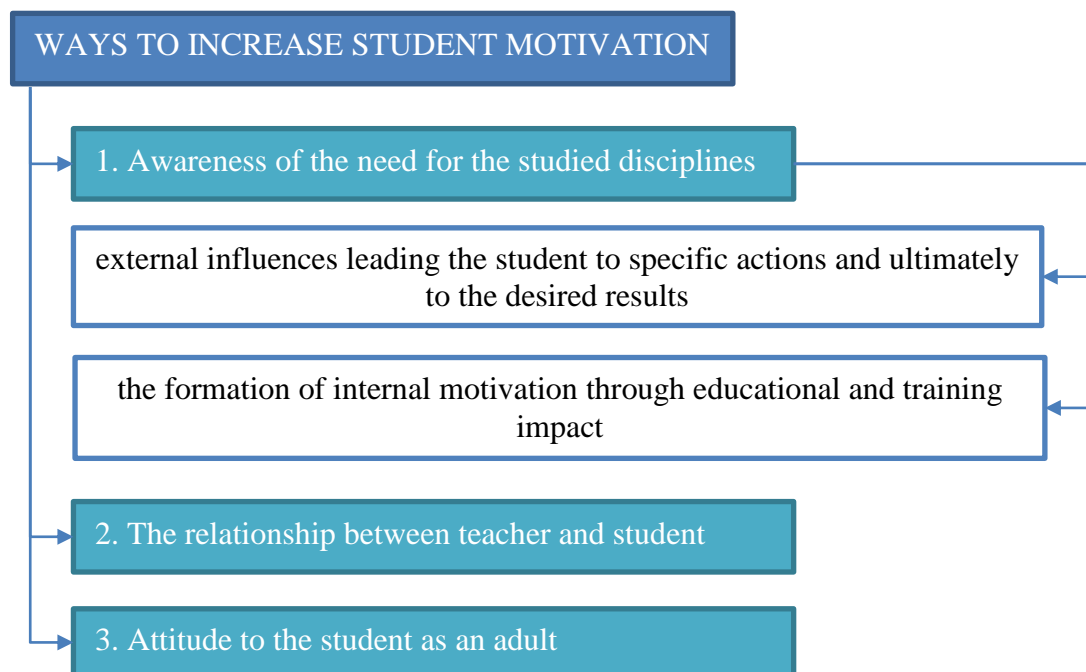


Figure 3 Ways to increase the motivational component

There are two ways to motivate a student:

- external influences leading the student to specific actions and ultimately to the desired results.
- the formation of internal motivation through educational and training impact.

External influence is essentially coercion, it gives results, but the student is involved in their achievement passively. With external influence, the student is more focused on formal signs - assessments, and not on the content of the knowledge gained, and especially on the awareness of their need.

The second method is more complicated and time-consuming, as it relies on the student's intrinsic motivation. However, it is precisely at this that he begins to perceive himself as a person, receiving satisfaction from the results obtained. The real source of a person's motivation is in himself, and with this method of motivation, the student himself will want to

do something and will do it. Therefore, the primary motive for learning is intrinsic motivation.

2. The relationship between teacher and student. If there is no personal contact between the student and the teacher, then there is no need to talk about any motivation. It is imperative for the student to feel the teacher's sincere interest in his problems, anxieties, to feel support and understanding on his part, the opportunity to seek advice and help during the educational process, and discuss issues of concern to him.

3. Attitude to the student as an adult, and not as yesterday's pupil. Treat his opinion with respect.

3. The competent component is the preparation of a competitive specialist with not only knowledge, skills and abilities, but also the ability to professional self-improvement.

Modern realities of the labour market require future specialists not only to have skills and knowledge in the relevant field, but also to have such qualities as competitiveness, professionalism and a sufficient level of knowledge in related fields, mastery of self-development skills, ability to grow professionally, and adaptability in changing environmental conditions, sociability.

The competent component creates the students' understanding of what knowledge he will be able to use in the future, forms the understanding that theoretical knowledge will not be dead luggage, but will find practical application in specific situations, which will increase the desire to master this knowledge. Such a formulation of the question shifts the focus from the intentions and tasks of the teacher to the real achievements of students. Learning outcomes are acquired knowledge and acquired competencies. With this approach, the position of the teacher is fundamentally changed. It not only transfers knowledge but mainly motivates students to show initiative and independence, creates opportunities for the realisation of individual abilities.

A competent approach to the training of future specialists in modern society is becoming increasingly important as it bridges the gap between learning outcomes and modern labour market requirements.

4. The educational-cognitive component assumes that when mastering the curriculum, the student needs to go through the full cycle of educational-cognitive actions: studying new material, understanding it, remembering, and applying it in practice. For this component, monitoring the quality of the knowledge gained is of particular importance, which should encourage the implementation of self-control and self-development. This component is closely related to the development of the abilities and characteristics of the student, allows him to realise the level of his development as a person and a professional.

2.3. Basic Principles for Organizing a Comfortable, Educational Environment

In our study, the organisation of comfortable learning activities includes managing student activities.

1. The principle of adaptation of the learning process to the personality of students and their cognitive abilities. This direction of students' educational activities preserves and strengthens their health, promotes the social and psycho-emotional comfort of learning, as they form the student's ability to correlate their capabilities with overcoming the difficulties that arise when solving professional problems and achieving results.

2. The relationship between teacher and student. This principle is based on two sides of the learning process: the educational activity of a teacher and the educational and cognitive activity of students, whose joint activity leads to the creation of optimal conditions for the educational activity. The development and formation of the personality of the student and

future specialist are influenced by the entire socio-economic and socio-cultural way of life in modern society. A unique role is played by the educational system of the university staff and the organisation of targeted educational work, which includes moral, civil-patriotic, artistic and aesthetic and sports and recreational areas. It creates conditions for the socialisation of the individual, which determines the readiness of graduates for social integration, for the formation of an active member of society. Educational activities are aimed at developing and improving a harmonious, socially active, educated, morally and physically healthy person and create the prerequisites for students' social and psycho-emotional comfort.

3. The variability of educational programs in the educational activities of students is aimed at empowering the student to choose an individual educational program, software, tools and organisational forms of training. The involvement of students in the process of choosing their educational program not only contributes to the activation of their independent activities but also affects the development of a creative style of thinking - a characteristic feature of a creative person. The choice of an individual educational program is consistent with the individual abilities and needs of the student, creates the conditions for the self-realisation of each, for the disclosure of the student's potential, creates the comfort of learning. The individualisation of the educational process allows each student to achieve a specific, individually possible level of education, which at the same time is consistent with accepted standards and is mobile adaptable to the needs of the labour market. The primary function of the proposed varied content of education is to impart personal meaning to education, and the transition of learning to self-study.

3. METHODOLOGY

Research methods: theoretical analysis of the literature on the studied problem, analysis of curricula and programs of higher education, the study of the results of educational activities of students, survey, conversation, questionnaire; processing the results of educational activities by the method of mathematical statistics, experimental work: preliminary and formative experiments, checking and processing the results of the experimental work, conclusions on the research problem, development of recommendations for organising comfortable, educational activities of students.

After having determined the main approaches to the formation of a comfortable environment of the educational process, revealing the content of each of its components and the principles of achievement, a general model for organising such activities was created (Fig. 4).

The questionnaire was conducted to identify existing problems in the educational process, a preliminary analysis of the criteria of psycho-emotional stability of students: social, educational, cognitive and psycho-emotional. We have developed a questionnaire that includes objective and subjective criteria for the psycho-emotional state of students:

3.1. Objective Criteria

1. the success of training activities (current and sessional performance): a) low; b) average; c) high learning outcomes;
2. signs of fatigue: a) pronounced; b) insignificant; c) absent.
3. attention stability: a) distracted attention; b) not stable; c) stable.
4. memory stability: a) it is difficult to remember new material; b) it is necessary to work out additionally after lectures; c) it is enough to listen to a lecture.
5. the severity of situational anxiety: a) low anxiety; b) moderate anxiety; c) high anxiety.
6. severity of personal anxiety: a) low anxiety; b) moderate anxiety; c) high anxiety.

7. participation in scientific student conferences: a) lack of interest in scientific work; b) participation for the sake of a higher score on the subject; c) interest in scientific research.
8. participation in civic actions: a) there is not enough time; b) I participate, but only if I am interested in; c) an active life position.

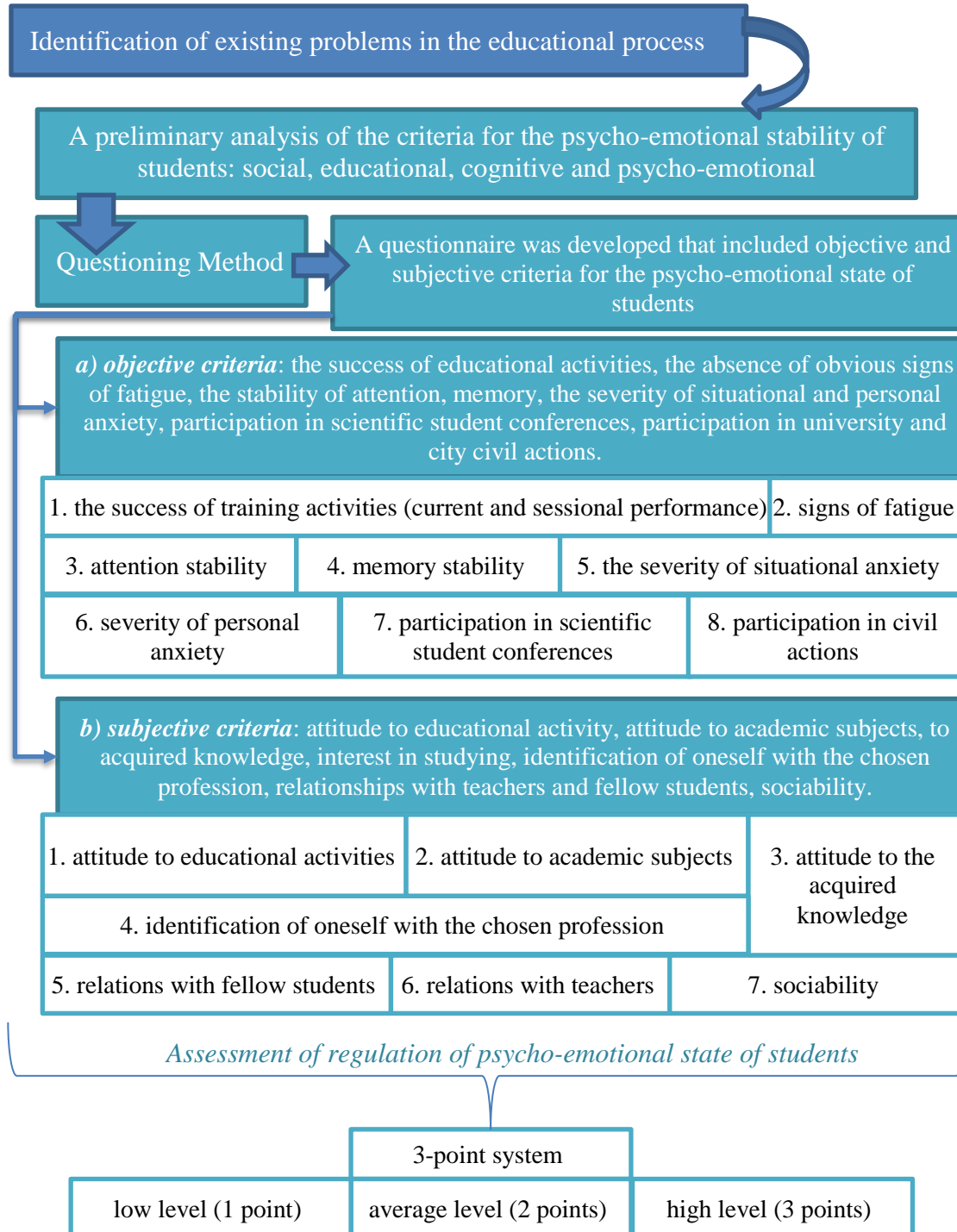


Figure 4 Experimental research algorithm

3.2. Subjective Criteria

1. attitude to educational activities: a) is accepted as inevitable; b) is not a constant interest; c) corresponds to the educational needs of the individual.

2. attitude to academic subjects: a) mainly as “dead baggage”; b) interest in those subjects that will find practical application; c) a high level of interest in all subjects according to the principle of “extra knowledge does not exist”.
3. attitude to the acquired knowledge: a) insecurity that will be useful; b) b) will most likely be useful; c) will definitely be useful.
4. identification of oneself with the chosen profession, a) has not yet been determined; b) the choice of profession is not sufficiently conscious; c) full identification.
5. relations with fellow students: a) contact is awkward; b) formal relations; c) friendships.
6. relations with teachers: a) lack of understanding; b) formal relations; c) relations based on the teacher-mentor.
7. sociability: a) the difficulty of communicating with unfamiliar people; b) communication gives pleasure only to well-known people; c) flexibility in contacts.

Evaluation of the results was carried out according to a 3-point system. We highlighted a low level (1 point), average level (2 points) and a high level (3 points) of comfort in educational activities.

The survey was conducted among students from 1st to 4th bachelors' courses of 6 universities: Academy of Labour, Social Relations and Tourism, Izmail State University of Humanities, Kiev National University of Trade and Economics, Odessa National Economic University, Odessa National University of Economics and Zhytomyr Ivan Franko State University.

4. RESULTS AND DISCUSSION

Analysing the data (Table 1), we concluded that in the first year of training, the adaptation mechanisms are intense, which can be seen in the low level of comfort. In the second year of study, the situation stabilises, the adaptation mechanisms are not as intense as in the first year, comfort reaches the average level. However, by the third year, comfort begins to decline significantly. The main factor provoking this situation is the increase in the workload, including the emergence of disciplines of specialisation, which require the formation of specialised knowledge, skills and abilities in the educational activities of students. The volume and content of educational material often exceed the educational needs of students, reduces its accessibility, increases the intensity of educational activities. By the 4th year, there is an increase in signs of fatigue and anxiety, which is associated with an even greater increase in workload and feelings about graduating from university and future employment.

Summarising the results of the experiment, we can conclude that in the 2nd and 4th years most students are at an average level of comfort in learning activities, in the 1st and 3rd year at a low level of comfort. These conclusions confirmed the need to implement the model developed by us for the organisation of a comfortable learning environment.

One experimental and one control group in each university of 1st, 2nd, 3rd and 4th-year students were selected to implement our model. Total took part 968 students.

In the first experimental group (EG-1) the educational activity was built on the principles of the organisation of the comfortable environment of the educational process developed by us.

The control group (CG) was trained according to the traditional scheme.

Table 1 Criteria for the psycho-emotional stability of students before the experiment

| № | Criteria of psycho-emotional stability | I course | II course | III course | IV course |
|----------|---|-----------------|------------------|-------------------|------------------|
| 1 | learning success | 2 | 3 | 2 | 2 |
| 2 | signs of fatigue | 1 | 2 | 1 | 1 |
| 3 | attention span | 1 | 2 | 2 | 2 |
| 4 | memory stability | 1 | 2 | 2 | 2 |
| 5 | severity of situational anxiety | 1 | 2 | 1 | 1 |
| 6 | severity of personal anxiety | 1 | 2 | 1 | 1 |
| 7 | participation in student research conferences | 2 | 2 | 1 | 2 |
| 8 | participation in civil actions | 3 | 2 | 1 | 1 |
| 9 | attitude to educational activities | 2 | 2 | 2 | 2 |
| 10 | attitude towards academic subjects | 1 | 1 | 1 | 2 |
| 11 | attitude to knowledge gained | 1 | 1 | 1 | 2 |
| 12 | identification of one's chosen profession | 1 | 1 | 2 | 2 |
| 13 | relationship with fellow students | 1 | 2 | 2 | 3 |
| 14 | relationship with teachers | 1 | 1 | 2 | 2 |
| 15 | sociability | 1 | 2 | 2 | 2 |

In the experimental group, the principle of adapting the learning process to the personality of students was implemented by educational technologies, which are based on students' independent choice of the educational program, forms and methods of work, and thus greater independence in learning. Great freedom of students' choice of disciplines listed in the curriculum, personal participation of each student in the formation of their individual curriculum, assisting students in choosing the disciplines studied - these are the main directions of the adaptive learning process. Importance was also given to the creation of an open and accessible to students information database: electronic textbooks, teaching and methodological recommendations for subjects, distance learning, individual counselling.

We used the principles of educational discussion based on the organisation of a study group to exchange views and opinions on a particular issue, which in our opinion helped to reduce the imbalance of internality of success and failure, and the method of the educational game based on creating, simulating real situations.

The principle of interrelation between the teacher and the student for the organisation of the comfortable environment of the educational process was solved utilising the organisation of educational work based on the elaborate plan of educational work. The plan presents the main areas of educational work: moral, civic and patriotic, artistic and aesthetic and sports and health.

Variability of educational programs in students' educational activities was carried out in the development of the curriculum, which is based on a modular principle containing the name of the module, its purpose, objectives, competencies, requirements for individual needs of students and the level of basic training, description of expected learning outcomes, mechanism assessments of their achievement. Tests and essays were used as assessment tools for learning outcomes. To assess the achievements of students, a point-rating system was used, which takes into account not only the results of tests but also the entire dynamics of the educational process during the semester and eliminates errors in assessment.

Together with colleagues, we have developed laboratory workshops for students of the 6 different departments: Department of Developmental Psychology and Counselling, Department of Foreign Languages, Department of General and Practical Psychology, Department of Journalism and Advertising, Department of Language and Psychological-

Pedagogical Training and Department of Social Work and Applied Psychology, which were based on the principles of modular training different courses.

The use of the modular principle allowed to eliminate tensions in students, create favourable conditions in learning activities due to the rhythm of learning, differentiation of students by level of knowledge, provided an opportunity to work on learning materials at the discretion of the student, which minimises stress or eliminates them.

Analysing the indicators of psycho-emotional stability of students in the experimental group (Table 2), we can conclude that after the introduction of the model we developed for organising a comfortable environment in the educational process, the level of comfort significantly increased (Fig. 5).

Table 2 Criteria for psycho-emotional stability of students in the experimental group

| № | Criteria of psycho-emotional stability | I course | II course | III course | IV course |
|----|---|----------|-----------|------------|-----------|
| 1 | learning success | 2 | 3 | 2 | 3 |
| 2 | signs of fatigue | 1 | 2 | 2 | 2 |
| 3 | attention span | 1 | 2 | 2 | 2 |
| 4 | memory stability | 2 | 2 | 2 | 2 |
| 5 | severity of situational anxiety | 2 | 2 | 2 | 2 |
| 6 | severity of personal anxiety | 1 | 2 | 2 | 3 |
| 7 | participation in student research conferences | 2 | 2 | 2 | 2 |
| 8 | participation in civil actions | 3 | 2 | 2 | 1 |
| 9 | attitude to educational activities | 2 | 2 | 3 | 3 |
| 10 | attitude towards academic subjects | 2 | 2 | 2 | 3 |
| 11 | attitude to knowledge gained | 1 | 1 | 2 | 2 |
| 12 | identification of one's chosen profession | 2 | 2 | 3 | 3 |
| 13 | relationship with fellow students | 1 | 2 | 3 | 3 |
| 14 | relationship with teachers | 1 | 2 | 3 | 3 |
| 15 | sociability | 2 | 2 | 2 | 3 |

Students noted that situational and personal anxiety had gone away, self-confidence has appeared, signs of fatigue have weakened due to the rhythm of learning and differentiation of students in terms of knowledge, the ability to choose study programs and work on study materials at their discretion, which minimises stressful conditions or eliminates them, relations with fellow students and, especially, with teachers were established. At the third and fourth, educational motivation noticeably changed, the discomfort in educational activities decreased. At this time, a reappraisal of values occurs, associated with practical activities in the profession, and confidence has appeared in need of acquired knowledge in future work. The results of our work show that the number of students with a low level of comfort has decreased and, conversely, with a high level of comfort has increased markedly. However, analysing the adaptation of newcomers to a new type of educational activity and a new social environment, we see that many students are experiencing difficulties, and the successful and effective adaptation of first-year students to life and study at the university is the key to the further development of each student as an individual and future specialist. To facilitate the adaptation period is necessary to prepare students for the conditions of study at the university, maintain their social status, create circles, sections for self-realisation of the person outside the classroom, help freshmen relieve psychological and physical discomfort, which dictates the further development of our methodology with an emphasis on freshmen problems.

Methods of Regulating the Psycho-Emotional State of Students

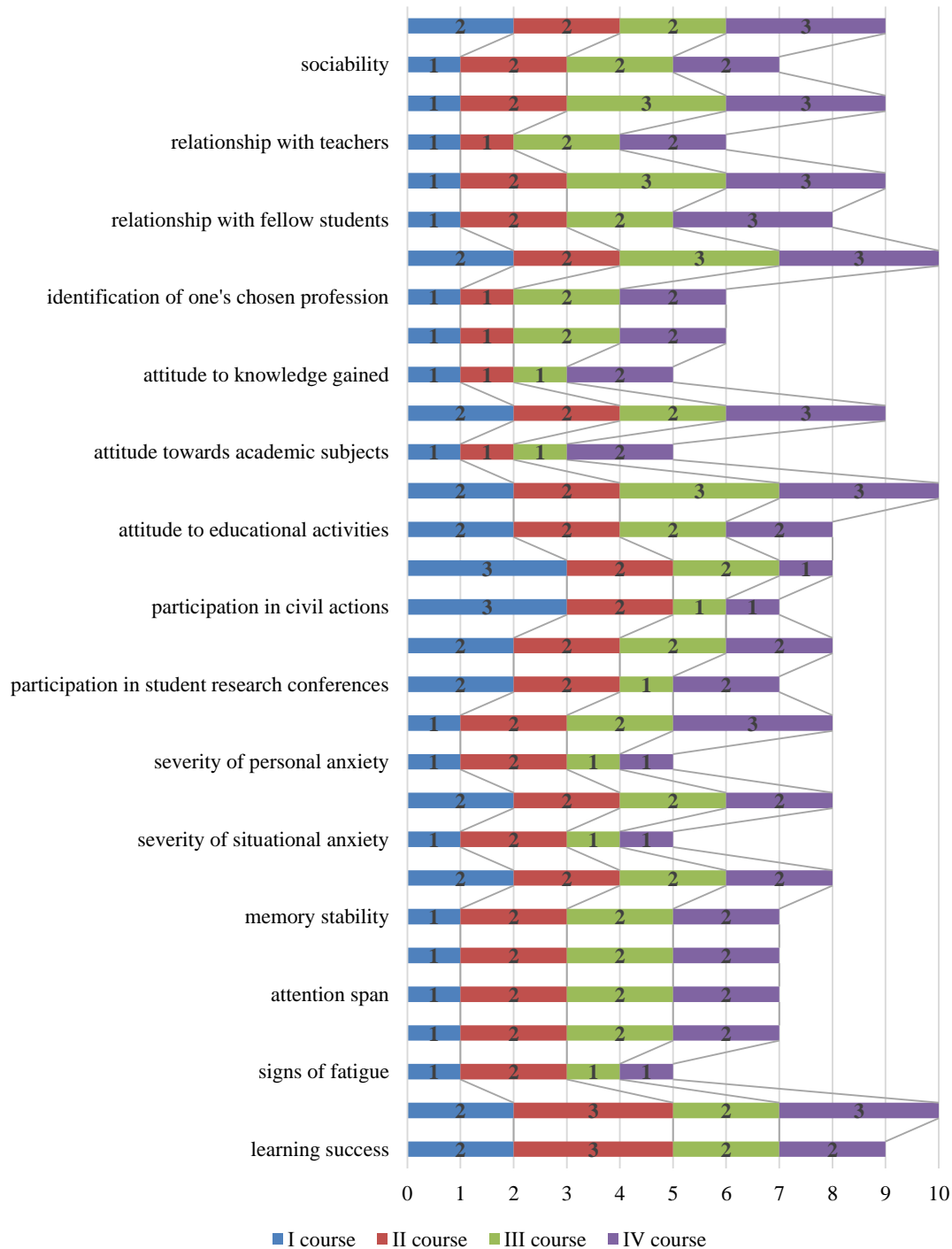


Figure 5 Assessment of regulation of psycho-emotional state of students in the experimental group and control group (average for all universities)

6. CONCLUSION

The need to adapt to the dynamically changing conditions of the economic environment, the labour market and the requirements of society make the educational process, based only on traditional approaches to the learning process, ineffective. The existing training system initially suppresses the psychophysiological capabilities of the body. All this can lead to tension and failure of adaptation mechanisms, which reduces both the level of health and the

intellectual potential of students. To regulate and stabilise the psycho-emotional state of students, it is necessary to organise a comfortable environment in the educational process.

The introduction of a method for organising a comfortable environment in the educational process can modernise educational activities. The main goal of our methodology for organising comfortable, educational activities is to switch from a low level to an average and then to a high level of students' comfort.

To form an appropriate attitude to the educational process among students is necessary to organise the educational environment so that it contributes to the adaptation of students and their active involvement in learning. Analysing and evaluating the results of the implementation of the methodology for organising a comfortable environment of the educational process, we drew attention to the difficulties of adaptation of first-year students, which led to the conclusion about the need for further improvement of our methodology.

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