

MENTAL AND EMOTIONAL DIFFICULTIES AMONG STUDENTS AFTER PANDEMIC: ANALYSIS OF INTEGRATION INTO THE EDUCATIONAL PROCESS

Buranova D.D. Yusupova Z.Sh.
Tashkent Pediatric Medical Institute

Abstract: The paper discusses the impact of the pandemic on student academic performance. The global Covid-19 pandemic, which began in 2020, caused mental and emotional health problems for a certain group of students. A special approach is required for students who have faced emotional and mental problems, and the consequences are still being observed. Since such students find themselves in a difficult situation with their academic performance, they cannot cope with the problem on their own. In solving this problem, such methods as mutual understanding and an individual approach are important. In addition, real professional support significantly improves the solution of this problem, stimulates activity and cognitive abilities.

Keywords: Mental, students, pandemic, education, social, academic.

Introduction.

The effectiveness of any educational process, first of all, implies the active participation of the student in the classroom, which is the main factor in modern pedagogical science (Yusupova, Z., Norbekov, X., Usta-Azizova D. 2020). With the beginning of studies at universities and the transition from online to offline education, there is a sharp increase in the physical consequences and psychological stress factors associated with the consequences of covid. Students face misunderstanding from both teachers and doctors. Since the specifics of all complications have not yet been fully disclosed, there is a misunderstanding between them. Patients who have suffered coronavirus often complain of anxiety and fears. Therefore, the number of depressive states is growing, and this problem requires a long and in-depth analysis.

According to the data in the *OECD Policy Responses to Coronavirus (Covid 19)* report document, the emotional needs of students are defined as an important element, especially in times of crisis. It is noted that the coronavirus pandemic has had a profound impact on people's health, education and work, and that the closure of schools has particularly affected students with special educational needs - they suffer from being deprived of physical learning opportunities, social and emotional support available in schools, and there is a risk of falling further behind and ending up in isolation at the closed doors of the school. The need to ensure the well-being of students as a priority is stated, the connection between physical and emotional health and academic success is emphasized (OECD, 2020).

Theoretical Overview.

Of course, this problem is still being studied by many experts, and is the topic of discussions among psychologists, doctors and scientists all over the world. For

example, when investigating the relationship between the mental health of distance learning students, connectivity and academic performance during COVID-19, some experts suggest the use of a consistent explanatory design with mixed methods (Malta, Bond, Conroy, Smith & Moller, 2022). The authors of this study claim that poor emotional well-being and a sense of loneliness lead to poor academic performance. Thus, mental health is associated with academic performance. They believe that these paths have been triangulated and contextualized within the framework of the students' experience of interconnectedness, and future research using a longitudinal approach is needed to establish causal relationships.

Studying the global crisis in education as a consequence of the pandemic, experts cite disappointing data, as a result of which children risk missing out on well-being and life chances, therefore, measures to restore learning should be aimed at supporting those who need it most. There is growing evidence of the negative effects of school closures on students' mental health and well-being (Education, Skills and Learning, 2022).

The investigation about the impact of the COVID-19 pandemic on the mental health and well-being of UK university students (Bennett, Heron, Gunnell, Purdy & Linton, 2022) faces unique problems of students' mental health. The study presents an anonymous study of changes in mental health and well-being indicators of UK university students, and identifies various indicators of depression and anxiety among students from the beginning, during and after the pandemic. The authors emphasize the diagnosis of mental health, including preventive approaches, appropriate treatment options for students already experiencing difficulties, and ongoing monitoring after the pandemic.

The study of the problem shows that taking into account many psychological factors, a special approach to students and their academic performance is required. This applies to both disciplinary subjects and general education. Memorization and assimilation of specialized terms, language skills also have an important role (Buranova, 2021).

Research questions.

The problem of assimilation of the studied material by students affects many studies. After all, the future professionalism of a specialist depends on the quality of the education received. This determines professional mobility in the future, which is laid down during the years of study at the university (Buranova, 2017).

The pandemic has had a big impact on student academic performance. So, among the students of universities in our country, there was a sharp increase in the physical consequences and psychological stress factors associated with the consequences of COVID-19. Students face a lack of understanding on the part of teachers and doctors, as the specifics of all complications have not yet been fully revealed. Coronavirus patients often complained of anxiety and fears. Therefore, the number of depressive states was growing, this problem required a long and in-depth analysis.

It is known that coronavirus infection affects the nervous system, which often leads to neurological syndromes such as depression, impotence, chronic fatigue, and sleep disturbances. The problem is that this problem cannot be ignored, as long-term depression has very serious consequences. Patients recovering from COVID-19 should lead full and healthy lives.

Methods.

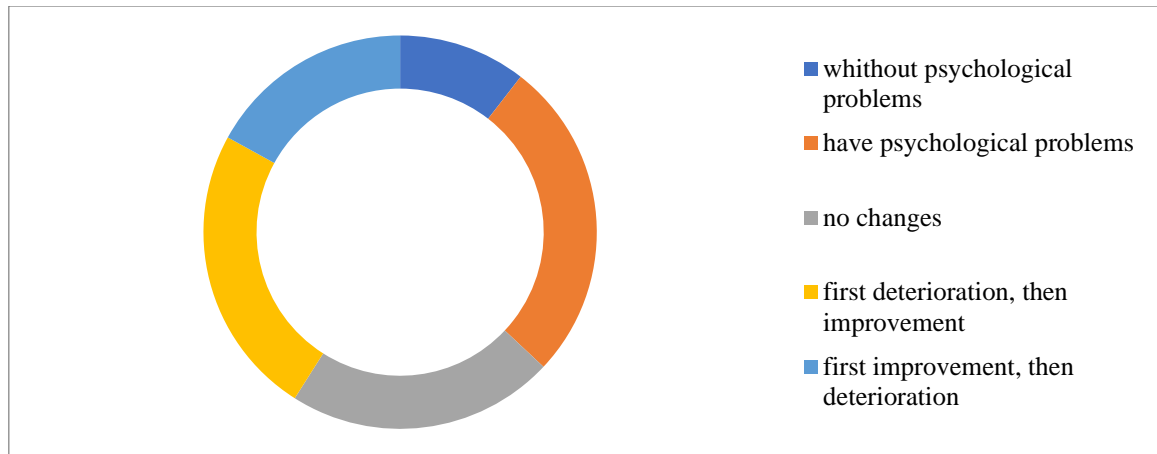
The authors conducted an anonymous survey on social networks among students of various higher educational institutions of Uzbekistan. In total, about 250 students participated in the survey. The studies have shown that COVID-19 negatively affects the psychological state. During a social survey on social networks, it turned out that many were diagnosed with a mental disorder during illness and after COVID-19. They had a sharp apathetic mood, and in some cases even thoughts of suicide appeared. There were many depressive disorders - panic, anxiety or complete impotence. Some were hypersensitive to loud sounds and lights.

As some of those who recovered from COVID-19 noted, everything happened a few months after the illness. Suddenly a depressive state arose, which could last for months, young people complained, were offended, worried about trifles. They complained, that the studies suffered especially. They did not want to study, there was a decrease in concentration and attention, a sharp deterioration in memory and mental abilities. In addition, students often had problems in the family and study. Communication with parents and classmates became more difficult. The authors tried to delve into the problem itself, how deep it is, how people relate to it and why it has spread so widely, especially among young people.

Results.

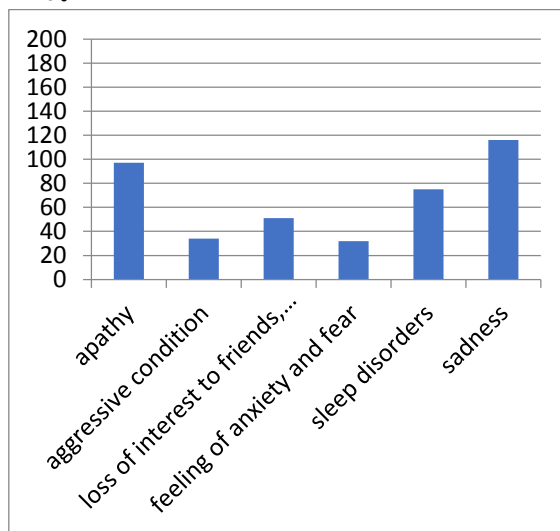
According to the results of qualitative data analysis, 200 people were selected from the respondents. They recovered after COVID-19, but had psychological problems. *Figure 1* shows the main results of this discussion. It turned out that 53 people had psychological problems. 44 people did not feel any changes. There is also a flip side of the coin, which is that some of the students - 21 people - experienced comfort during isolation. 34 students noted an improvement in well-being, and then a deterioration. 48 respondents initially underwent changes for the worse, but soon they adapted.

Figure 1.



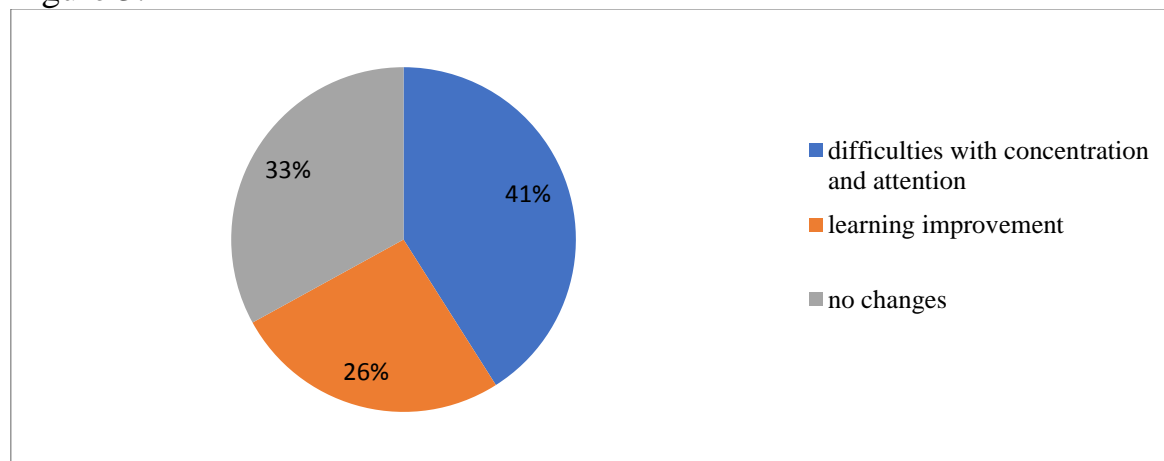
Persons who have undergone changes in mental health are listed, symptoms are mainly excluded: apathy (97), aggressive state (34), misunderstanding on the part of loved ones (51), feelings of anxiety and fear (32), sleep disturbance (75), sadness (116) (*Figure 2*).

Figure 2. Emotional and mental disorders results among students after pandemic.



41% of respondents noted that they had difficulties with concentration and attention, which had an impact on their studies, while 26% stressed that their studies had improved due to increased free time, as well as solving sleep problems. The remaining 33% did not observe any changes, as shown in the *Figure 3*.

Figure 3.



Meanwhile, the positive effect was in people who experienced problems with lack of sleep. Changes for the worse were also rarely noted in those who belong to the group of introverts.

And most importantly, the indicators of mental problems were similar in most cases. The students complained mainly of anxiety, loss of sleep and appetite. Memory problems should be noted separately. Here, in addition to all the above symptoms, there is a special concern about this problem. This is observed in all age groups. And this, in my opinion, is a separate topic for further research.

Conclusion.

Everyone knows that one of the reasons is isolation, as well as the psychological impact of a potentially fatal disease, which contributes to the development of post-traumatic stress disorder.

Those who have been ill have not only reduced immunity and stress resistance, they have apathy, asthenia, lack of strength. Even those who have not been ill lose their stress tolerance, because they focus on bad news.

Here it is necessary to distinguish between a bad mood and depression. Sadness-sadness will really pass, but depression is a real disease, the cause of which is a decrease in serotonin levels in the body, and often people need medication.

A timely visit to a psychotherapist and the initiation of the use of appropriate drugs is necessary, which, unfortunately, is ignored by a considerable number of young people.

Recommendations.

People in the above condition need a timely visit to a psychotherapist and the start of taking appropriate medications, which, unfortunately, is ignored by a significant number of students.

The problem requires further research, and undoubtedly, many methods have been proposed by doctors, experts and scientists. For example, take oral anticoagulants, remedies for stress and anxiety. Relaxation sessions are also effective. Specialists prescribe medications that in many cases really help.

In any case, to overcome the above problems, people need the help of a professional, as well as close relatives and friends around the patient. Expert advice, various online support programs are also effective. In addition, they need complete relaxation, a change in climate and environment, sports that have a beneficial effect on a particular body, spending time with pleasant people, walking, etc. It is also necessary to take into account the characteristics of the body and the course of the disease, constant monitoring of the patient, since only a specialist neurologist, psychotherapist or psychiatrist can assess the depressive state. In the case of delayed neurological syndromes, the help of therapists or vascular neurologists is also necessary. In any case, one needs a specialized expert who will make an accurate diagnosis and determine the methods of treatment.

References

1. Bennett, Heron, Gunnell, Purdy & Linton (2022, July 3). *The impact of the COVID-19 pandemic on student mental health and wellbeing in UK university students: a multiyear cross-sectional analysis*. Journal of Mental Health, 31 (4). 597-604. Retrieved from <https://doi.org/10.1080/09638237.2022.2091766>.
2. Buranova, D.D. *Profession mobility as an important factor of the highly skilled teacher of foreign language*. Теория и практика современной науки. № 11 (29), 2017. 38-41.
3. Buranova, D.D. *To Teach or Not to Teach English for Medical Students*. *Psychology and Education* (2021) 58(3): 990-996.
4. Education, skills and learning (2022, January 16). *The global education crisis is even worse than we thought*. Here's what needs to happen. Retrieved from <https://www.weforum.org/agenda/2022/01/global-education-crisis-children-students-covid19/>.
5. Malta, G.D., Bond, J., Conroy, D., Smith, K. & Moller, N. (2022, February 10). *Distance education students' mental health, connectedness and academic performance during COVID-19: A mixed-methods study*. Retrieved from <https://doi.org/10.1080/01587919.2022.2029352>. 97-118.
6. OECD (2020, November 19). *The impact of COVID-19 on student equity and inclusion*. Tackling coronavirus (Covid 19): Contributing to a global effort. [oecd.org/coronavirus](https://www.oecd.org/coronavirus).
7. Yusupova, Z., Norbekov, X., Usta-Azizova D. *Cognitive activities of students with their active participation in the lessons*. Pedagogical sciences. № 5(57), Vol. 3, 2020. Warsaw, Poland. 60-62.