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# ***Depressive condition in students and its impact on motivation in educational activities.***

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**Keywords:** depression, analyzes, results, psycho-emotional state, students, education, motivation, health .

**Annotation:** The quality of education in today's educational institutions remains an urgent problem, which in turn depends on the organization of the educational process, in which case it is important to know how to motivate educational activities.

## ***The urgency of the problem***

Recently, the lack of motivation of young people in their approach to work and education has often attracted our attention. The process of studying in higher education institutions can be considered a specific type of activity. Thus, in this case, the body has to be physically and mentally overloaded. Among the reasons for this are the lack of time during the session, the need to absorb large amounts of information in a short time, the mechanism of control over the regime.

Undoubtedly, all this leaves its mark on the psycho-emotional and psychophysical state of students, leading to a decrease in their motivation for future work and education. When talking about the deterioration of the psychological health of young people, including students of the Ural State University of Communications, it should be noted that one of the pathological psychological conditions that cause it is depression.

## **Analysis of students' depressive states.**

There is a strong link between depression, a healthy physical condition, and work motivation, for example, we can show that diseases of the autonomic nervous system, cardiovascular disease cause depression, or the opposite process. Depression creates a constant feeling of sadness in a person, which lasts for 2 weeks or more, which in turn affects the ability to work successfully, the situation in school and at home. This patient's condition is characterized by a negative emotional background, general passive activity, lack of initiative. In addition, there is a loss of interest in education and further work in the chosen specialty, one of the reasons for which is that before entering the university, the

vast majority of students do not choose their specialties, parents pay for their education. In foreign countries, students are very interested in obtaining the necessary degrees because they consciously choose their specialties, as well as pay their own tuition fees, thus having to manage their own educational activities. The second important factor that affects the lack of motivation of students for educational activities is the deterioration of their psychophysical condition, which is due to the high intensity and informative nature of the educational process, the numerous problems with relatives and the opposite sex. Behavior changes during depression manifest themselves, such as delay, lack of initiative, and fatigue, leading to a sharp decline in productivity. In many cases, a depressed person thinks about suicide. Depression can also lead to schizophrenia.

Research from Harvard Medical School shows that during depression, a person stops fighting other diseases, thus increasing the risk of autonomic nervous system diseases, hypertension and diabetes. Discontinuation of prevention of these diseases can lead to the risk of developing diseases in the blood vessels of the brain.

The most dangerous of these diseases for students is their encounter with these diseases at a young age, at a time when personality is formed, when the fate of the future of a person is decided, questions arise about job prospects and development opportunities in the chosen specialty. It is during this period that it is necessary to balance the emotional state and reduce nervous tension.

A questionnaire survey was conducted among students of different courses at UDRYU to study the depressive situation.

**The purpose of the questionnaire is** to confirm that students of different age groups are in a certain emotional state, and to show that it is important for each of them to develop their own selection system and workload plan for the prevention of depression.

The test consists of two parts: "Detection of Classical Depression" and "Depression Test for Mass Research and Pre-Doctor Diagnosis."

The first test is called "Classical Depression Detection" and was developed by American psychologist and experimenter Stanley Hall of the American Psychological Association. This test measures the different symptoms of depression and their incidence in test participants.

The second test, called the Depression Test for Mass Research and Pre-Doctor Diagnosis, was developed at the Bekhterev Institute.

120 students (30 people in each course), boys and girls aged 17-21 took part in the test research.

The results of a study on "Detection of Classical Depression" showed that the level of depression in students increases with age. If 36 percent of first-year students report early symptoms of depression, and none have clear signs of depression, 50 percent of fourth-year students already have symptoms of developing depression, and 2 percent have clear symptoms of depression. is emerging.

The results of the Mass Research and Pre-Diagnosis Depression Test show that the higher the course, the worse the emotional state of the students. If 20

percent of freshmen do not show any signs of depression, fourth-year students do. We can add 0% of students to the group. While only 3% of first-year students are depressed, 10% of fourth-year students were found to be depressed.

**Survey results.** The most common symptoms of depression among freshmen and sophomores are: decreased stress tolerance, sleep disturbances, difficulty sleeping, restless sleep, inability to cope with daytime sleepiness, impatience, anxiety, and feeling unwell, especially in the morning. Sleep problems predominate among third- and fourth-year students, as well as feelings of anxiety, tension, and self-pity. The second test for depression shows that the most common feature for all students is poor sleep at night, as well as the fact that students are now more tense and anxious than usual.

**Results and recommendations.** Thus, test studies have shown that students of different age groups suffer from different emotional states, senior students are more prone to depression, and 20% of them are depressed. This indicates that it is important to improve the mechanism of distribution of physical activity, as well as to balance the emotional load, to prevent depressive states. In this case, during the intensive teaching process, it is necessary to warn in advance about possible psychophysical disorders, as well as to pay more attention to vascular diseases of the brain of students. Proper regulation of physical stress is one of the main methods in the prevention of this pathology. We also have a step-by-step physical training program for students, which is a progressive technology aimed at the prevention of cerebral palsy. Thanks to this technology, psychophysical health is normalized. In addition, the experiment conducted by one of the Australian universities (Queensland University of Technology), which was conducted by the American pedagogue-psychologist K. Rogers during the teaching process. At the same time, comfortable conditions are provided for students during the teaching process, which normalizes their psycho-emotional state. In this way, the inclusion of these technologies in the educational process serves to prevent depressive states among students, thereby improving their psychophysical health and increasing their motivation for active learning activities.

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