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ЕЖЕМЕСЯЧНЫЙ НАУЧНЫЙ ЖУРНАЛ

Медицинские новости Грузии
საქართველოს სამედიცინო სიახლენი

GEORGIAN MEDICAL NEWS

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GMN: Georgian Medical News is peer-reviewed, published monthly journal committed to promoting the science and art of medicine and the betterment of public health, published by the GMN Editorial Board since 1994. GMN carries original scientific articles on medicine, biology and pharmacy, which are of experimental, theoretical and practical character; publishes original research, reviews, commentaries, editorials, essays, medical news, and correspondence in English and Russian.

GMN is indexed in MEDLINE, SCOPUS, PubMed and VINITI Russian Academy of Sciences. The full text content is available through EBSCO databases.

GMN: Медицинские новости Грузии - ежемесячный рецензируемый научный журнал, издаётся Редакционной коллегией с 1994 года на русском и английском языках в целях поддержки медицинской науки и улучшения здравоохранения. В журнале публикуются оригинальные научные статьи в области медицины, биологии и фармации, статьи обзорного характера, научные сообщения, новости медицины и здравоохранения. Журнал индексируется в MEDLINE, отражён в базе данных SCOPUS, PubMed и ВИНТИ РАН. Полнотекстовые статьи журнала доступны через БД EBSCO.

GMN: Georgian Medical News – საქართველოს სამედიცინო სიახლენი – არის ყოველთვიური სამეცნიერო სამედიცინო რეცენზირებადი ჟურნალი, გამოიცემა 1994 წლიდან, წარმოადგენს სარედაქციო კოლეგიისა და აშშ-ის მეცნიერების, განათლების, ინდუსტრიის, ხელოვნებისა და ბუნებისმეტყველების საერთაშორისო აკადემიის ერთობლივ გამოცემას. GMN-ში რუსულ და ინგლისურ ენებზე ქვეყნდება ექსპერიმენტული, თეორიული და პრაქტიკული ხასიათის ორიგინალური სამეცნიერო სტატიები მედიცინის, ბიოლოგიისა და ფარმაციის სფეროში, მიმოხილვითი ხასიათის სტატიები.

ჟურნალი ინდექსირებულია MEDLINE-ის საერთაშორისო სისტემაში, ასახულია SCOPUS-ის, PubMed-ის და ВИНТИ РАН-ის მონაცემთა ბაზებში. სტატიების სრული ტექსტი ხელმისაწვდომია EBSCO-ს მონაცემთა ბაზებშიდან.

WEBSITE

www.geomednews.com

К СВЕДЕНИЮ АВТОРОВ!

При направлении статьи в редакцию необходимо соблюдать следующие правила:

1. Статья должна быть представлена в двух экземплярах, на русском или английском языках, напечатанная через **полтора интервала на одной стороне стандартного листа с шириной левого поля в три сантиметра**. Используемый компьютерный шрифт для текста на русском и английском языках - **Times New Roman (Кириллица)**, для текста на грузинском языке следует использовать **AcadNusx**. Размер шрифта - **12**. К рукописи, напечатанной на компьютере, должен быть приложен CD со статьей.

2. Размер статьи должен быть не менее десяти и не более двадцати страниц машинописи, включая указатель литературы и резюме на английском, русском и грузинском языках.

3. В статье должны быть освещены актуальность данного материала, методы и результаты исследования и их обсуждение.

При представлении в печать научных экспериментальных работ авторы должны указывать вид и количество экспериментальных животных, применявшиеся методы обезболивания и усыпления (в ходе острых опытов).

4. К статье должны быть приложены краткое (на полстраницы) резюме на английском, русском и грузинском языках (включающее следующие разделы: цель исследования, материал и методы, результаты и заключение) и список ключевых слов (key words).

5. Таблицы необходимо представлять в печатной форме. Фотокопии не принимаются. **Все цифровые, итоговые и процентные данные в таблицах должны соответствовать таковым в тексте статьи**. Таблицы и графики должны быть озаглавлены.

6. Фотографии должны быть контрастными, фотокопии с рентгенограмм - в позитивном изображении. Рисунки, чертежи и диаграммы следует озаглавить, пронумеровать и вставить в соответствующее место текста **в tiff формате**.

В подписях к микрофотографиям следует указывать степень увеличения через окуляр или объектив и метод окраски или импрегнации срезов.

7. Фамилии отечественных авторов приводятся в оригинальной транскрипции.

8. При оформлении и направлении статей в журнал МНГ просим авторов соблюдать правила, изложенные в «Единых требованиях к рукописям, представляемым в биомедицинские журналы», принятых Международным комитетом редакторов медицинских журналов - <http://www.spinesurgery.ru/files/publish.pdf> и http://www.nlm.nih.gov/bsd/uniform_requirements.html В конце каждой оригинальной статьи приводится библиографический список. В список литературы включаются все материалы, на которые имеются ссылки в тексте. Список составляется в алфавитном порядке и нумеруется. Литературный источник приводится на языке оригинала. В списке литературы сначала приводятся работы, написанные знаками грузинского алфавита, затем кириллицей и латиницей. Ссылки на цитируемые работы в тексте статьи даются в квадратных скобках в виде номера, соответствующего номеру данной работы в списке литературы. Большинство цитированных источников должны быть за последние 5-7 лет.

9. Для получения права на публикацию статья должна иметь от руководителя работы или учреждения визу и сопроводительное отношение, написанные или напечатанные на бланке и заверенные подписью и печатью.

10. В конце статьи должны быть подписи всех авторов, полностью приведены их фамилии, имена и отчества, указаны служебный и домашний номера телефонов и адреса или иные координаты. Количество авторов (соавторов) не должно превышать пяти человек.

11. Редакция оставляет за собой право сокращать и исправлять статьи. Корректур авторам не высылаются, вся работа и сверка проводится по авторскому оригиналу.

12. Недопустимо направление в редакцию работ, представленных к печати в иных издательствах или опубликованных в других изданиях.

При нарушении указанных правил статьи не рассматриваются.

REQUIREMENTS

Please note, materials submitted to the Editorial Office Staff are supposed to meet the following requirements:

1. Articles must be provided with a double copy, in English or Russian languages and typed or computer-printed on a single side of standard typing paper, with the left margin of 3 centimeters width, and 1.5 spacing between the lines, typeface - **Times New Roman (Cyrillic)**, print size - 12 (referring to Georgian and Russian materials). With computer-printed texts please enclose a CD carrying the same file titled with Latin symbols.

2. Size of the article, including index and resume in English, Russian and Georgian languages must be at least 10 pages and not exceed the limit of 20 pages of typed or computer-printed text.

3. Submitted material must include a coverage of a topical subject, research methods, results, and review.

Authors of the scientific-research works must indicate the number of experimental biological species drawn in, list the employed methods of anesthetization and soporific means used during acute tests.

4. Articles must have a short (half page) abstract in English, Russian and Georgian (including the following sections: aim of study, material and methods, results and conclusions) and a list of key words.

5. Tables must be presented in an original typed or computer-printed form, instead of a photocopied version. **Numbers, totals, percentile data on the tables must coincide with those in the texts of the articles.** Tables and graphs must be headed.

6. Photographs are required to be contrasted and must be submitted with doubles. Please number each photograph with a pencil on its back, indicate author's name, title of the article (short version), and mark out its top and bottom parts. Drawings must be accurate, drafts and diagrams drawn in Indian ink (or black ink). Photocopies of the X-ray photographs must be presented in a positive image in **tiff format**.

Accurately numbered subtitles for each illustration must be listed on a separate sheet of paper. In the subtitles for the microphotographs please indicate the ocular and objective lens magnification power, method of coloring or impregnation of the microscopic sections (preparations).

7. Please indicate last names, first and middle initials of the native authors, present names and initials of the foreign authors in the transcription of the original language, enclose in parenthesis corresponding number under which the author is listed in the reference materials.

8. Please follow guidance offered to authors by The International Committee of Medical Journal Editors guidance in its Uniform Requirements for Manuscripts Submitted to Biomedical Journals publication available online at: http://www.nlm.nih.gov/bsd/uniform_requirements.html
http://www.icmje.org/urm_full.pdf

In GMN style for each work cited in the text, a bibliographic reference is given, and this is located at the end of the article under the title "References". All references cited in the text must be listed. The list of references should be arranged alphabetically and then numbered. References are numbered in the text [numbers in square brackets] and in the reference list and numbers are repeated throughout the text as needed. The bibliographic description is given in the language of publication (citations in Georgian script are followed by Cyrillic and Latin).

9. To obtain the rights of publication articles must be accompanied by a visa from the project instructor or the establishment, where the work has been performed, and a reference letter, both written or typed on a special signed form, certified by a stamp or a seal.

10. Articles must be signed by all of the authors at the end, and they must be provided with a list of full names, office and home phone numbers and addresses or other non-office locations where the authors could be reached. The number of the authors (co-authors) must not exceed the limit of 5 people.

11. Editorial Staff reserves the rights to cut down in size and correct the articles. Proof-sheets are not sent out to the authors. The entire editorial and collation work is performed according to the author's original text.

12. Sending in the works that have already been assigned to the press by other Editorial Staffs or have been printed by other publishers is not permissible.

**Articles that Fail to Meet the Aforementioned
Requirements are not Assigned to be Reviewed.**

ავტორთა საქურაღებოლ!

რედაქციაში სტატიის წარმოდგენისას საჭიროა დაიცვათ შემდეგი წესები:

1. სტატია უნდა წარმოადგინოთ 2 ცალად, რუსულ ან ინგლისურ ენებზე დაბეჭდილი სტანდარტული ფურცლის 1 გვერდზე, 3 სმ სიგანის მარცხენა ველისა და სტრიქონებს შორის 1,5 ინტერვალის დაცვით. გამოყენებული კომპიუტერული შრიფტი რუსულ და ინგლისურენოვან ტექსტებში - **Times New Roman (Кириллица)**, ხოლო ქართულენოვან ტექსტში საჭიროა გამოვიყენოთ **AcadNusx**. შრიფტის ზომა – 12. სტატიას თან უნდა ახლდეს CD სტატიით.

2. სტატიის მოცულობა არ უნდა შეადგენდეს 10 გვერდზე ნაკლებს და 20 გვერდზე მეტს ლიტერატურის სიის და რეზიუმეების (ინგლისურ, რუსულ და ქართულ ენებზე) ჩათვლით.

3. სტატიაში საჭიროა გაშუქდეს: საკითხის აქტუალობა; კვლევის მიზანი; საკვლევი მასალა და გამოყენებული მეთოდები; მიღებული შედეგები და მათი განსჯა. ექსპერიმენტული ხასიათის სტატიების წარმოდგენისას ავტორებმა უნდა მიუთითონ საექსპერიმენტო ცხოველების სახეობა და რაოდენობა; გაუტკივარებისა და დაძინების მეთოდები (მწვავე ცდების პირობებში).

4. სტატიას თან უნდა ახლდეს რეზიუმე ინგლისურ, რუსულ და ქართულ ენებზე არანაკლებ ნახევარი გვერდის მოცულობისა (სათაურის, ავტორების, დაწესებულების მითითებით და უნდა შეიცავდეს შემდეგ განყოფილებებს: მიზანი, მასალა და მეთოდები, შედეგები და დასკვნები; ტექსტუალური ნაწილი არ უნდა იყოს 15 სტრიქონზე ნაკლები) და საკვანძო სიტყვების ჩამონათვალი (key words).

5. ცხრილები საჭიროა წარმოადგინოთ ნაბეჭდი სახით. ყველა ციფრული, შემაჯამებელი და პროცენტული მონაცემები უნდა შეესაბამებოდეს ტექსტში მოყვანილს.

6. ფოტოსურათები უნდა იყოს კონტრასტული; სურათები, ნახაზები, დიაგრამები - დასათაურებული, დანომრილი და სათანადო ადგილას ჩასმული. რენტგენოგრამების ფოტოასლები წარმოადგინეთ პოზიტიური გამოსახულებით **tiff** ფორმატში. მიკროფოტოსურათების წარწერებში საჭიროა მიუთითოთ ოკულარის ან ობიექტივის საშუალებით გადიდების ხარისხი, ანათალების შედეგის ან იმპრეგნაციის მეთოდი და აღნიშნოთ სურათის ზედა და ქვედა ნაწილები.

7. სამამულო ავტორების გვარები სტატიაში აღინიშნება ინიციალების თანდართვით, უცხოურისა – უცხოური ტრანსკრიპციით.

8. სტატიას თან უნდა ახლდეს ავტორის მიერ გამოყენებული სამამულო და უცხოური შრომების ბიბლიოგრაფიული სია (ბოლო 5-8 წლის სიღრმით). ანბანური წყობით წარმოდგენილ ბიბლიოგრაფიულ სიაში მიუთითეთ ჯერ სამამულო, შემდეგ უცხოელი ავტორები (გვარი, ინიციალები, სტატიის სათაური, ჟურნალის დასახელება, გამოცემის ადგილი, წელი, ჟურნალის №, პირველი და ბოლო გვერდები). მონოგრაფიის შემთხვევაში მიუთითეთ გამოცემის წელი, ადგილი და გვერდების საერთო რაოდენობა. ტექსტში კვადრატულ ფხიხლებში უნდა მიუთითოთ ავტორის შესაბამისი N ლიტერატურის სიის მიხედვით. მიზანშეწონილია, რომ ციტირებული წყაროების უმეტესი ნაწილი იყოს 5-6 წლის სიღრმის.

9. სტატიას თან უნდა ახლდეს: ა) დაწესებულების ან სამეცნიერო ხელმძღვანელის წარდგინება, დამოწმებული ხელმოწერითა და ბეჭდით; ბ) დარგის სპეციალისტის დამოწმებული რეცენზია, რომელშიც მითითებული იქნება საკითხის აქტუალობა, მასალის საკმაობა, მეთოდის სანდოობა, შედეგების სამეცნიერო-პრაქტიკული მნიშვნელობა.

10. სტატიის ბოლოს საჭიროა ყველა ავტორის ხელმოწერა, რომელთა რაოდენობა არ უნდა აღემატებოდეს 5-ს.

11. რედაქცია იტოვებს უფლებას შეასწოროს სტატია. ტექსტზე მუშაობა და შეჯერება ხდება საავტორო ორიგინალის მიხედვით.

12. დაუშვებელია რედაქციაში ისეთი სტატიის წარდგენა, რომელიც დასაბეჭდად წარდგენილი იყო სხვა რედაქციაში ან გამოქვეყნებული იყო სხვა გამოცემებში.

აღნიშნული წესების დარღვევის შემთხვევაში სტატიები არ განიხილება.

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THE FUNCTIONAL AND STRUCTURAL FEATURES OF STUDENTS' PSYCHOLOGICAL WELL-BEING

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Abstract.

The goal of investigation: The content and functional components of the psychological well-being of students have been studied.

Methods and subjects: Questionnaire and testing methods were applied. The gender, the age, the profession, the university, the average annual income in the family, availability of the COVID-19 vaccination, and the degree of involvement in the IT sector were determined through the questionnaire. In the frames of the testing M. Rosenberg's "Trust Scale", K. Riff's "Psychological well-being scale", subjective well-being scale and A. Batrashev's "Job Satisfaction" tests were used. The obtained results underwent quantitative and qualitative analysis.

108 students from universities of different regions of the RA took part in the study.

Results: Statically significant positive relationships between the psychological well-being and job satisfaction and its components, trust, self-assessment of health, as well as subjective well-being and its components was revealed. Meanwhile, there have been no links between subjective well-being and trust, job satisfaction, as well as some components of psychological well-being. There are also no reliable links between psychological well-being and the degree of IT involvement, average annual income, as well as vaccination rates from COVID.

One-way analysis showed that the formation of psychological well-being is significantly influenced by such variables as satisfaction of professional activity, life, professional achievements, relationships with management and health assessment.

It was shown that the person's orientation to the discovery and improvement of one's own resources as necessary determinants of psychological well-being effect a person's trust, attitude towards life, and the level of subjective well-being.

Key words. Psychological well-being, trust, satisfaction of life, annual income, students, COVID-19.

Introduction.

One of the distinguishing features of the modern world is the speed of transformation of society, the inclusion of information technologies at all levels of functioning of human life. In this context, a person's physical and mental health is of great importance, and well-being being one of its main indicators. According to WHO, "health is a state of physical, spiritual and social well-being, and not the absence of physical disability and diseases." This definition of health is the preface to the WHO Charter, presented and signed at the International Conference on June 19-22, 1946, which entered into force in 1948 and is still in force today. Works devoted to the concept of well-being have

been at the center of studies of various sciences during recent decades: psychology, psychophysiology, sociology, medicine, etc. [1-5]. Despite the large number of works devoted to the concept of well-being, there is still no single general definition of well-being. The founder of the theory of psychological well-being is N. Bradburn, who considered psychological well-being as a ratio of positive and negative emotions accumulated during life. In his work "The Structure of Psychological Well-Being" N. Bradburn outlines the directions for the study of psychological well-being: duplication of studies of the researched variables and their correlates, studies of the stability of the mentioned variables and the conditions that contribute to their change, studies of correlates of positive emotions, as well as studies of conditions that contribute to changes in various aspects of the studied variables [6]. The studies of psychological well-being were continued by E. Diener, who, in addition to the ratio of positive and negative emotions, also considers satisfaction in the structure of well-being [7].

Moreover, E. Diener called it subjective well-being and believed that subjective well-being is a part of psychological well-being [7,8]. E. Diener defines subjective well-being as the perception of the assessment of satisfaction with life and its various aspects [7].

In his research, Joshanloo shows that the concepts of psychological and subjective well-being coincide to some extent [9]. However, in the same work, he notes that the results of the longitude study show that the indicators of psychological well-being do not undergo significant changes over the years, whereas the results of subjective well-being undergo significant changes under the influence of various factors.

According to D. Leont'ev, personal well-being includes both subjective well-being and quality of life [10,11]. Moreover, his subjective well-being partially intersects with the concept of happiness. The quality of life is determined by objective and subjective factors aimed at satisfying the basic requirements of life. Another group of theories considers psychological well-being within the framework of the eudemonistic approach; besides the emotional component, it also includes cognitive components, value, and behavioral components, in particular the purpose of life, values, personal growth, etc.

K. Ryff's Theory of Psychological Well-being has a key place in the above-mentioned theories [12]. Unlike N. Bradburn's approach, K. Ryff considered psychological well-being from a eudemonistic perspective and identified such components in the structure of psychological well-being as personal growth, positive relationships, environmental mastery, life goals, self-acceptance, and autonomy [12]. N. Bradburn's, E. Diner's and K. Ryff's works formed the basis for the formation of two

trends in the study of psychological well-being: hedonistic and eudaemonistic.

Later, many works were devoted to this concept, its substantive and functional components. Thus, they account for a large amount of psychological well-being and quality of life (Medvedev & Landhuis, 1995), mental health (Tay et al., 2022), harmony and self-acceptance (Garcia et al., 2014), physical activity (Brown, 1992), endurance and resistance to stress, illness (Kobasa et al., 1982) awareness of environmental change and well-being, ethnicity (Garcia et al., 2017), coping-Strategies (Pallant & Lae, 2002), researches etc. [1,5,13-17].

At the same time, it should be mentioned that social well-being is essential in the structure of psychological well-being, which, in its turn, is due to social status, satisfaction from interpersonal relationships, the current state of society, as well as age characteristics. This can affect the difference in the manifestation of meaningful components of psychological well-being in people of different ages. In particular, student age is the age of professional establishment, the age of value system formation, age when life goals are formed, etc., therefore, the psychological well-being of a student can be characterized by its own characteristics [18].

Considering the above, we assumed that psychological well-being can be viewed as a personal disposition consisting of structural and functional components [3].

Moreover, the structural component is stable and difficult to be influenced by external or internal factors, and the functional component is largely determined by the influence of external factors.

The aim of the research is to study the content of students' psychological well-being, to identify its structural and functional prerequisites. **The object** of the study is psychological well-being. **The subject** of the research is the content and functional components of psychological well-being.

Subjects and Methods.

Testing methods were also used in the research. Within the framework of testing, the following were applied:

1. M. Rosenberg "Trust Scale"
2. K. Riff "Psychological Well-being"
3. A. Batrashev "Job Satisfaction".
4. M. Sokolov "Scale of subjective well-being" tests.
5. M. Rosenberg's "Trust Scale" determines 3 levels of confidence: low, medium, high.

K. Riff's "Psychological well-being scale" consists of 84 questions and is aimed at diagnosing: positive relationships, autonomy, the external world mastery, personal growth, life goals, and self-acceptance.

A. Batrashev's test on "Job Satisfaction" consists of 18 questions and is aimed at predetermining the level of satisfaction of professional activity, professional achievements, ambitions, level of satisfaction from colleagues, management, and conditions, , as well as the level of professional responsibility.

The subjective well-being scale consists of 17 statements that the researcher can evaluate on a 1-7 point scale. The test is made up of direct and reverse questions. Direct questions are graded in ascending order, reverse questions in descending order. In case of direct questions, 1 point corresponds to

the answer completely agree, 7 points to the answer totally disagree. The subjective well-being scale diagnoses the integral indicator of subjective well-being, as well as the indicators of its components: tension and sensitivity, features accompanying main psycho-emotional symptoms, mood changes, importance of the social environment, self-esteem of health, and indicators of satisfaction with everyday life [19].

All tests have been adapted to be conducted among students in the Republic of Armenia in Armenian, taking into account the age, socio-cultural, linguistic, and social characteristics. The research was voluntary.

Together with the questionnaire and the package of tests, the global purpose and conditions of the research were also presented to those who are researched. After getting acquainted with the content of the documents, those who were to be researched, gave their consent, and only after all these the survey was carried out. The personal data of those under researched were not published and all conditions of psychological research ethics were kept.

The obtained results underwent mathematical-statistic and qualitative analysis. In the framework of mathematical statistical analysis, descriptive, comparative, correlation, and ANOVA one-way analyzes were applied with the help of SPSS 22.0 mathematical statistic package.

The study.

The study of the prerequisites for the psychological well-being of students was conducted in a number of universities in the capital and regions of the Republic of Armenia: Yerevan State University, Armenian State Institute of Physical Culture and Sports, Vanadzor State University, YSU Ijevan branch, Gavar State University, Shirak State University. The choice of universities was determined by their location in order to form a representative sample and obtain the most comprehensive data possible. Universities of different regions of RA have been selected. To obtain information about the social characteristics of the subjects, a questionnaire was compiled. The age, the gender, the profession, the university where they study, the annual income of the family, the presence of vaccination against COVID-19, etc. were taken out through the questionnaire. 108 students of both sexes, from 17-42 years old, representatives of different universities of the RA took part in the research (See Figure 1).

As it can be seen in Figures 2 and 3, the majority of students are young people aged 19-21, 88% of whom are female, 12% are male.

Most of the families of the studied students had an income equal to the average and high salary of the Republic of Armenia. It is possible that this is determined by the choice: children of families with average financial security continue their studies in higher educational institutions (Figure 4).

The availability of vaccination against COVID-19 and the reasons for its presence or absence were also studied. Since vaccination against COVID-19 is not compulsory among students in Armenia, more than 80% of students were not vaccinated, about 10% were vaccinated because they work in parallel with their studies, and as an employee vaccination is compulsory, and about 10% of students were vaccinated, realizing the consequences of spreading the virus (Figure 5).

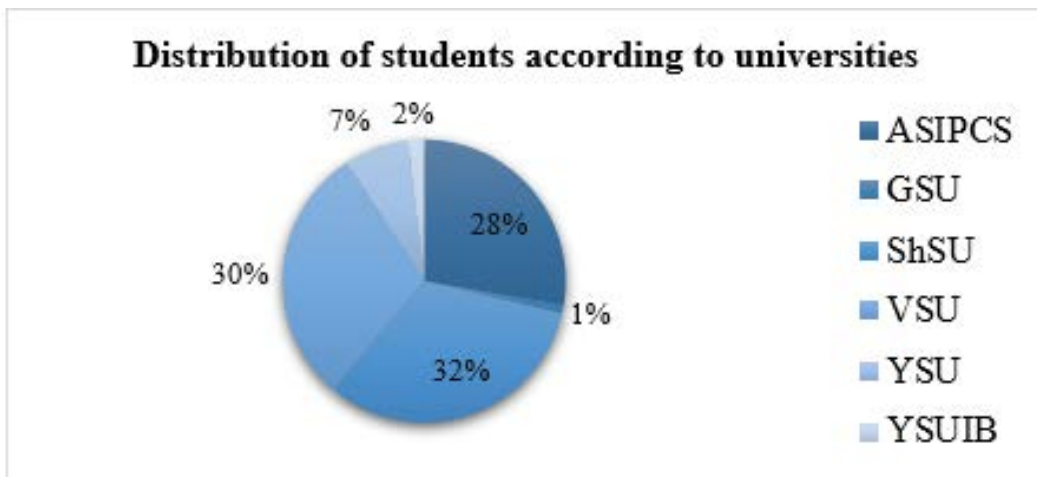


Figure 1. Distribution of students according to Universities.

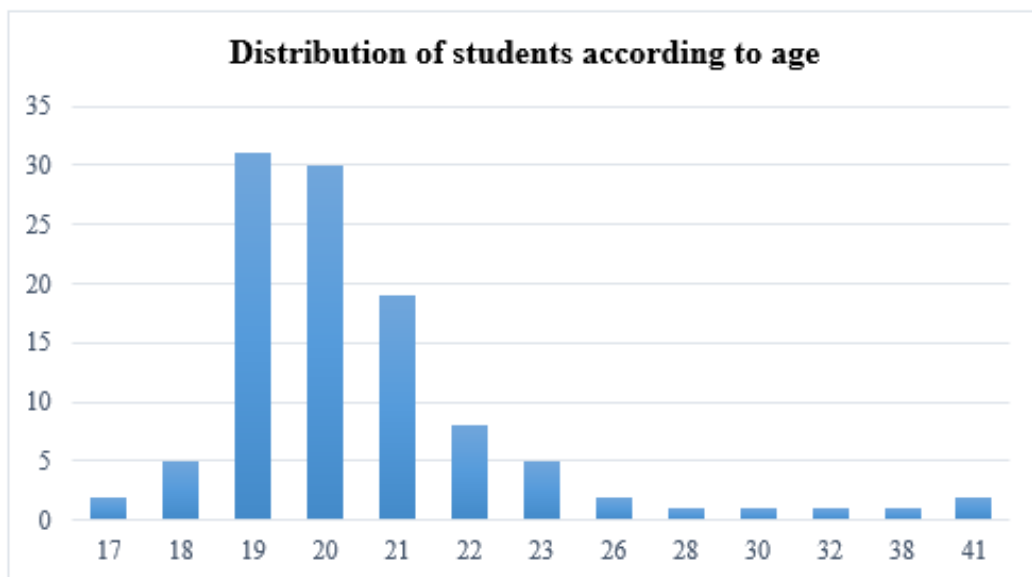


Figure 2. Distribution of students according to age.

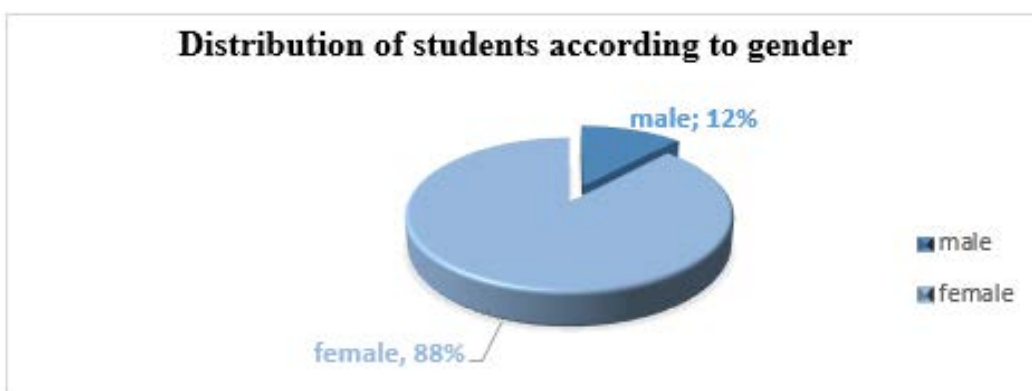


Figure 3. Distribution of students according to gender.

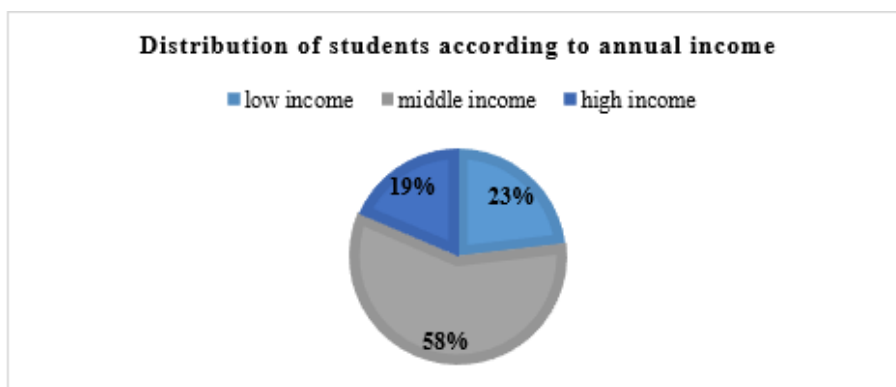


Figure 4. Distribution of students according to annual income.

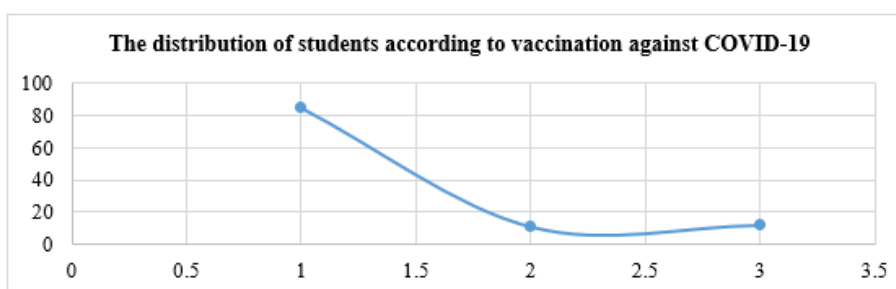


Figure 5. The distribution of students according to vaccination against COVID-19.

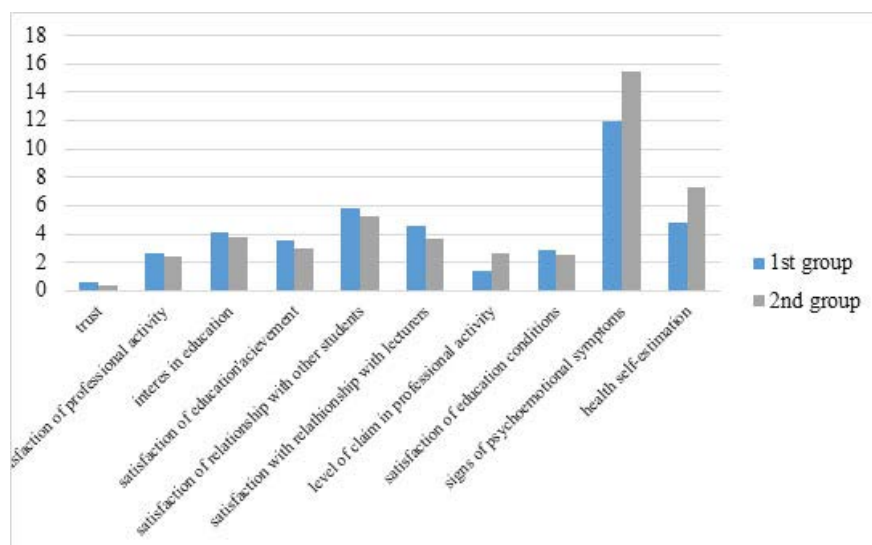


Figure 6. Results of comparative analysis of psychological well-being determinants according to T-Student criterion.

Table 1. Results of correlational analysis of indicators of psychological well-being, subjective well-being, trust, and job satisfaction.

| Self-acceptance | Goals of Life | Personal Growth | Environmental Mastery | Autonomy | Positive relationship | Psychological Well-Being | Features |
|-----------------|---------------|-----------------|-----------------------|----------|-----------------------|--------------------------|--|
| 0.214* | 0.184 | 0.162 | 0.206* | 0.02 | 0.133 | 0.191* | Trust |
| 0.384** | 0.393* | 0.482** | 0.443** | 0.397** | 0.419** | 0.520** | Satisfaction of the professional activity |
| 0.230* | 0.131 | 0.231* | 0.213* | 0.173 | 0.214* | 0.247** | Interest in work |
| 0.390** | 0.319** | 0.551** | 0.355** | 0.393** | 0.232* | 0.459** | Satisfaction of the achievements of life |
| 0.342** | 0.236* | 0.247* | 0.384** | 0.369** | 0.405** | 0.413** | Satisfaction of relations with colleagues |
| 0.324** | 0.339** | 0.464** | 0.417** | 0.385** | 0.365** | 0.472** | Satisfaction of the relationship with the boss |
| -0.190* | -0.146 | -0.152 | -0.344** | -0.199* | -0.228* | -0.261* | Level of ambitions for professional activity |
| 0.005 | 0.156 | -0.044 | 0.074 | 0.061 | 0.047 | 0.063 | Preference of work over salary |
| 0.112 | 0.191* | 0.240* | 0.245* | 0.09 | 0.279* | 0.238* | Satisfaction of the working conditions |
| 0.286** | 0.166 | 0.220* | 0.363** | 0.187 | 0.271* | 0.310** | Professional liability |

Note. *- $p < 0.05$, **- $p < 0.01$

Results and Discussion.

To study the determinants of psychological well-being, a correlation analysis of the researched properties according to Pearson was carried out (see Table 1).

As it can be seen from Table 1, psychological well-being is in a positive correlation from satisfaction with professional activity ($r=0.520^{**}$), interest in learning ($r=0.247^{**}$), satisfaction with professional achievements ($r=0.459^{**}$), satisfaction with relationships with course mates ($r=0.413^{**}$), satisfaction with relationships with lecturers ($r=0.472^{**}$), professional responsibility/liability ($r=0.310^{**}$) and satisfaction with learning conditions ($r=0.459^{**}$, 0.238^{**}). The received positive correlations with various components of life and professional activity testify to the fact that psychological well-being predetermines a certain attitude towards life and activity. A high level of psychological well-being forms a positive attitude towards life, as well as the formed positive or negative attitude to activity is due to value and semantic components rather than emotional, situational ones.

At the same time, negative reliable correlations are shown between psychological well-being and ambitions in professional activity ($r=-0.261^{*}$), which is because high inconsistent ambitions are accompanied by periodic disappointments due to failure to achieve goals. This can contribute to the formation of distrust, skepticism about one's own strengths and capabilities. This in its turn leads to the formation of a low level of psychological well-being. Also of great interest are the positive and reliable correlations between psychological well-being and trust ($r=0.191^{*}$), which indicate the interaction between the two variables. That is, psychological well-being can affect the level of trust of the surrounding environment, on the other hand, the basic trust formed in the earlier stages of personality development, which is the basis for a positive attitude towards the outside world and feeling trust to other people can cause psychological well-being at later stages of development.

The studies of Gomez-Lopez and co-authors show the existence of links between psychological well-being and social competence, as well as the stability of psychological well-being among the youth. The authors consider psychological well-being from the eudemonic point of view, characterizing psychological well-being as a process of realizing human potential rather than a result [20]. At the same time, H. Rahmat, and co-authors point to psychological well-being as an opportunity to identify and develop one's own resources. According to the authors, Well-Being is based on reliable relations of the outside world and with oneself [21,22]. Also, the work of Tay and others shows that mental health literacy, the formation of stress resistance and anxiety mastery skills do not affect the change in the level of psychological well-being [5]. Positive correlations were also found between psychological well-being and subjective well-being, which indicates that psychological and subjective well-being are interdependent and interconnected. At the same time, no reliable correlations were found between psychological well-being and involvement in information technologies, particularly in social network, as well as no correlations were found between annual incomes. Interesting data were also obtained between

IT involvement and professional activities, as well as between professional achievements. In both cases, there are negative correlations ($r=-0.225^{*}$, $r=-0.237^{**}$ accordingly). Summarizing the results of our correlational analysis, the reliable relationships between psychological well-being and such fundamental qualities as trust, life satisfaction, job satisfaction, as well as the absence of relationships between the degree of involvement in IT, annual family income and other external factors, and on the other hand, the results of modern research, provide an opportunity to talk about psychological well-being as a personal disposition, whereas the subjective well-being is more situational and largely depends on the influence of external factors. This is also evidenced by the lack of reliable connections between subjective well-being and personal growth, self-acceptance, life goals and other fundamental features (see table 1). At the same time, reliable relationships were found between monthly family income, involvement in IT, subjective well-being and situational factors.

One-way ANOVA analysis was applied to study the influence of WB determinants in the structure of psychological well-being (Table 2).

The conducted one-way analysis showed that the formation of psychological well-being is significantly influenced by the degree of satisfaction of the substantive characteristics of professional activity, a person's attitude to health, as well as life satisfaction in general. It is also necessary to mention that all the structural elements of WB also have their reliable influence on the WB integral index, which is logical considering the validity and reliability of the applied test. In the course of the research, intergroup comparative analysis of WB determinants was also carried out according to T-Student. The basis of forming the groups was the level of psychological well-being according to Ryff's test. In order to form the groups accurately, we conducted a study of normal distribution of the option. In the result of corresponding analysis, students who scored up to 369 points were included in the 1st group, and students who scored 369 and higher were included in the 2nd group. The results of the study are presented below (see Figure 6).

The results of the comparative analysis of the psychological well-being determinants showed that in both research groups, which were divided according to the WB integral index, reliable differences were recorded according to the trust index,

Table 2. Results of One-way ANOVA analysis of determinants for psychological well-being.

| N | Features: | The power of influence F | Significance P |
|----|--|--------------------------|----------------|
| 1. | Satisfaction of professional activity | 2.321** | 0.01 |
| 2. | Self-assessment of health | 2.241** | 0.01 |
| 3. | Satisfaction of life | 1.969** | 0.01 |
| 4. | Satisfaction of relations with management/lecturers/ | 1.727* | 0.05 |
| 5. | Satisfaction of professional achievements | 1.657* | 0.05 |

Note. *- $p < 0.05$, **- $p < 0.01$

satisfaction of almost all components of professional activity, as well as two factors of subjective well-being: self-assessment of health and features accompanying psychoemotional symptoms.

At the same time, according to the trust index, reliable high indicators were registered among those in the first group (0.63 c.u. and 0,33 c.u. accordingly). The first group of those under research recorded low indicators according to satisfaction of professional activity (2.85 conditional unit and 2.58 conditional unit), satisfaction of professional achievements (2.94 conditional unit and 3.58 conditional unit), job interest (3.77 conditional unit and 4.08 conditional unit), lecturers (3.67 conditional unit and 4.6 conditional unit), satisfaction of relations with course mates (5.19 conditional unit and 5.8 conditional unit) satisfaction of study conditions (2.5 conditional unit and 2.93 conditional unit). Whereas the highest rates were recorded among the subjects of the first group according to the level of ambition in professional activity (2.6 conditional unit and 1.4 conditional unit), self-esteem of health (7.25 conditional unit and 4.78 conditional unit) and features accompanying psycho-emotional symptoms (15.33 conditional unit and 12.0 conditional unit). The results of the correlational, one-way, and comparative analysis of psychological well-being determinants provide an opportunity to talk about psychological well-being as a personal disposition, and that it is rather an opportunity to discover, develop and improve one's own resources, too. At the same time, the formed psychological well-being gives a person the opportunity to overcome life difficulties more easily, to be able to notice the positive and develop it. It can be said that psychological well-being affects the perception and management of the outside world, but not vice versa: situational variables cannot have a significant impact on the formation of psychological well-being.

Conclusions.

1. Positive correlations have been found between psychological well-being and various components of professional activity and life. One-way ANOVA analysis of psychological well-being prerequisites has also revealed a significant correlation between different components of professional activity, self-assessment of health, and psychological well-being. The results obtained from the research indicate a significant impact of psychological well-being on satisfaction with various standards of activity and life.

2. Positive significant correlations have been revealed between psychological well-being and trust, which make it possible to talk about the impact of psychological well-being on the formation of trust, on the one hand, and on the other hand, it is clear that the basic trust formed in the earlier stages of personal development, a positive outlook and positive attitude towards the outside world, trust to other people can determine the formation and development of psychological well-being.

3. Reliable connections are shown between psychological and subjective well-being, which indicate the correlation and interdependence between psychological and subjective well-being. As a result of the correlation analysis, it became clear that there are no significant correlations between psychological well-being and situational factors, such as involvement in IT, annual family income, place of residence, university, etc. At the same time, reliable links have been revealed between subjective well-

being and the above-mentioned external factors. The results obtained from the research, on the presence of links between situational factors and subjective well-being, as well as the absence of reliable links between psychological well-being and situational factors, make it possible to talk about psychological well-being as a personal disposition that determines a person's attitude to his own Self and the outside world, while subjective well-being is mainly situational, which is due to external and internal situational factors.

Conflict of interest statement.

We have no conflicts of interests to disclose.

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ФУНКЦИОНАЛЬНО-СТРУКТУРНЫЕ ОСОБЕННОСТИ ПСИХОЛОГИЧЕСКОГО БЛАГОПОЛУЧИЯ СТУДЕНТОВ

Целью данного исследования было изучение содержания и функциональных компонентов психологического благополучия студентов.

Методы и выборка исследования. В исследовании были применены методы анкетирования и тестирования. С помощью анкеты определяли пол, возраст, профессию, вуз, среднегодовой доход в семье, наличие прививки от COVID-19, степень вовлеченности в ИТ сферу. В рамках тестирования использовались тесты «Шкала доверия» М. Розенберга, «Шкала психологического благополучия» К. Риффа, «шкала субъективного благополучия» и «Удовлетворенность работой» А. Батрашева. Полученные результаты подверглись количественному и качественному анализу по статистической программе SPSS-22.0 В исследовании приняли участие 108 студентов из вузов различных регионов РА.

Результаты. Выявлены статистически значимые положительные связи между психологическим

благополучием и удовлетворенностью трудом и его компонентами, доверием, самооценкой здоровья, а также субъективным благополучием и его компонентами. При этом не выявлено связи между субъективным благополучием и доверием, удовлетворенностью работой, а также некоторыми компонентами психологического благополучия. Также отсутствуют достоверные связи между психологическим благополучием и степенью вовлеченности в ИТ, среднегодовым доходом, а также показателями вакцинации от COVID. Однофакторный анализ показал, что на формирование психологического благополучия существенное влияние оказывают такие переменные, как удовлетворенность профессиональной деятельностью, жизнью, профессиональными достижениями, взаимоотношениями с руководством и оценка

состояния здоровья. Показано, что направленность личности на обнаружение и совершенствование собственных ресурсов как необходимых детерминант психологического благополучия влияет на доверие человека, отношение к жизни и уровень субъективного благополучия.

Ключевые слова: психологическое благополучие, доверие, удовлетворенность жизнью, годовой доход, студенты, COVID-19.

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შემოსავალს, ისევე როგორც კოვიდ-ზე ვაქცინაციის მაჩვენებლებს შორის. ცალმხრივმა ანალიზმა აჩვენა, რომ ფსიქოლოგიური კეთილდღეობის ფორმირებაზე მნიშვნელოვან გავლენას ახდენს ისეთი ცვლადები, როგორცაა პროფესიული საქმიანობით დაკმაყოფილება, ცხოვრება, პროფესიული მიღწევები, მენეჯმენტთან ურთიერთობა და ჯანმრთელობის შეფასება. ნაჩვენებია, რომ პიროვნების ორიენტაცია

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საკვანძო სიტყვები: ფსიქოლოგიური კეთილდღეობა, ნდობა, ცხოვრებით კმაყოფილება, წლიური შემოსავალი, სტუდენტები, COVID-19.