

ISSN (Print) 2616-6895
ISSN (Online) 2663-2497

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің

ХАБАРШЫСЫ

ВЕСТНИК

Евразийского национального
университета имени Л.Н. Гумилева

BULLETIN

of L.N. Gumilyov
Eurasian National University

ПЕДАГОГИКА. ПСИХОЛОГИЯ. ӘЛЕУМЕТТАНУ сериясы
PEDAGOGY. PSYCHOLOGY. SOCIOLOGY Series
Серия ПЕДАГОГИКА. ПСИХОЛОГИЯ. СОЦИОЛОГИЯ

№ 2(139)/2022

1995 жылдан бастап шығады

Founded in 1995

Издается с 1995 года

Жылына 4 рет шығады

Published 4 times a year

Выходит 4 раза в год

Нұр-Сұлтан, 2022

Nur-Sultan, 2022

Нур-Султан, 2022

Бас редакторы
Г.Ж. Менлибекова,
п.ғ.д., проф. (Қазақстан)

Бас редактордың орынбасары (психология)
Бас редактордың орынбасары (әлеуметтану)

Ә.С. Мамбеталина, п.ғ.к., доцент (Қазақстан)
Н.О. Байғабылов, PhD (Қазақстан)

Редакция алқасы

Есенғалиева А. М.	п.ғ.к., доцент, Л.Н. Гумилев атындағы Еуразиялық ұлттық университеті, Нұр-Сұлтан, Қазақстан
Иванова Г.П.	п.ғ.д., Ресей халықтар достығы университеті, Мәскеу, Ресей
Исламова З.М.	п.ғ.к., доцент, М. Ақмулла атындағы Башқұрт мемлекеттік педагогикалық университет, Уфа, Ресей
Калдыбаева О.В.	PhD, Л.Н. Гумилев атындағы Еуразиялық ұлттық университеті, Нұр-Сұлтан, Қазақстан
Колева И.	докт., Климент Охридский атындағы София университеті, София, Болгария
Отар Э. С.	PhD, Л.Н. Гумилев атындағы Еуразиялық ұлттық университеті, Нұр-Сұлтан, Қазақстан
Сейтқазы П.Б.	п.ғ.д., проф., Л.Н. Гумилев атындағы Еуразиялық ұлттық университеті, Нұр-Сұлтан, Қазақстан
Сунарчина М.М.	ә.ғ.д., проф., Башқұрт мемлекеттік университеті, Уфа, Ресей
Тамаш П.	проф., Corvinus университеті, Будапешт, Венгрия
Уразбаева Г.Т.	п.ғ.д., доцент, Л.Н. Гумилев атындағы Еуразиялық ұлттық университеті, Нұр-Сұлтан, Қазақстан
Хан Н.Н.	п.ғ.д., проф., Абай атындағы ҚазҰПУ-дың педагогика және психология институты, Алматы, Қазақстан
Шайхисламов Р.Б.	ә.ғ.д., проф., Башқұрт мемлекеттік университеті, Уфа, Ресей
Шалғынбаева Қ.Қ.	п.ғ.д., проф., Л.Н. Гумилев атындағы Еуразиялық ұлттық университеті, Нұр-Сұлтан, Қазақстан

Редакцияның мекенжайы: 010008, Қазақстан, Нұр-Сұлтан қ., Сәтпаев к-сі, 2, 402 б.
Л. Н. Гумилев атындағы Еуразия ұлттық университеті Тел.: +7(7172) 709-500 (ішкі 31432)
E-mail: vest_pedpsysoc@enu.kz
Жауапты хатшы: Ә.С. Жұматаева

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің хабаршысы. ПЕДАГОГИКА. ПСИХОЛОГИЯ. ӘЛЕУМЕТТАНУ сериясы

Меншіктенуші: «Л.Н. Гумилев атындағы Еуразия ұлттық университеті» коммерциялық емес акционерлік қоғам

Қазақстан Республикасы Ақпарат және қоғамдық даму министрлігімен тіркелген.

15.02.2021 ж. № KZ07VPY00032398 қайта есепке қою туралы куәлігі.

Мерзімділігі: жылына 4 рет. Тиражы: 15 дана

Типографияның мекенжайы: 010008, Қазақстан, Нұр-Сұлтан қ., Қажымұқан к-сі, 13/1, тел.: +7(7172)709-500 (ішкі 31410)

© Л.Н. Гумилев атындағы Еуразия ұлттық университеті

Editor-in-Chief

Doctor of Pedagogical Sciences, Prof.(Kazakhstan)

G.Zh.Menlibekova

Deputy Editor-in-Chief (psychology) **A.S. Mambetalina**, Can. of Psychological Sciences, Assoc.Prof. (Kazakhstan)
Deputy Editor-in-Chief (sociology) **N.O. Baigabylov**, PhD in Sociology (Kazakhstan)

Editorial board

Esengalieva A.M. Can. of Pedagogical Sciences, Assoc.Prof., L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Ivanova G.P. Doctor of Pedagogical Sciences, Peoples' Friendship University of Russia, Moscow, Russia
Islamova Z.M. Can. of Pedagogical. Sciences, Assoc.Prof., M. Akmulla Bashkir State Pedagogical University, Ufa, Russia
Kaldybayeva O.V. PhD, L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Otar E.S. PhD, L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Koleva I. Dr., Kliment Ohridski Sofia State University, Sofia, Bulgaria
Seytkazy P.B. Doctor of Pedagogical Sciences, Prof., L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Sunarchina M.M. Doctor of Sociology, Prof., Bashkir State University, Ufa, Russia
Tamas P. Prof., Corvinus University, Budapest, Hungary
Urazbayeva G.T. Doctor of Pedagogical Sciences, Assoc.Prof., L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Khan N.N. Doctor of Pedagogical Sciences, Prof., Institute of Pedagogy and Psychology of Abai KazNPU, Almaty, Kazakhstan
Shaikhislamov R.B. Doctor of Sociology, Prof., Bashkir State University, Ufa, Russia
Shalgynbayeva K.K. Doctor of Pedagogical Sciences, Prof., L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

Editorial address:2, Satpayev str., of.402, Nur-Sultan, Kazakhstan, 010008
L.N.Gumilyov Eurasian National University Tel.: +7(7172) 709-500 (ext. 31432)
E-mail: vest_pedpsysoc@enu.kz
Responsible secretary: A.S. Zhumatayeva

Bulletin of L.N.Gumilyov Eurasian National University PEDAGOGY. PSYCHOLOGY. SOCIOLOGY Series

Owner: Non-profit joint-stock company «L.N.Gumilyov Eurasian National University»

Registered by the Ministry of Information and Social Development of the Republic of Kazakhstan. Rediscount certificate № KZ07VPY00032398 dated 15.02.2021.

Periodicity: 4 times a year Circulation: 15 copies

Address of printing house: 13/1 Kazhimukan str., Nur-Sultan, Kazakhstan 010008; tel.: +7(7172) 709-500 (ext.31410)

Главный редактор
д.п.н., профессор
Г.Ж. Менлибекова (Казахстан)

Зам. главного редактора (психология)
Зам. главного редактора (социология)

А.С. Мамбеталина, к.п.с.н., доцент (Казахстан)
Н.О. Байгабылов, PhD (Казахстан)

Редакционная коллегия

Есенгалиева А. М	к.п.н., доцент, Евразийский национальный университет им. Л. Н. Гумилева, Нур-Султан, Казахстан
Иванова Г.П.	д.п.н., Российский университет дружбы народов, Москва, Россия
Исламова З.М.	к.п.н., доцент, Башкирский государственный педагогический университет им. М. Акмуллы, Уфа, Россия
Калдыбаева О.В.	PhD, Евразийский национальный университет им. Л. Н. Гумилева, Нур-Султан, Казахстан
Колева И.	докт., Софийский университет им. Климента Охридского, София, Болгария
Отар Э. С.	PhD, Евразийский национальный университет, Евразийский национальный университет им. Л. Н. Гумилева, Нур-Султан, Казахстан
Сейтказы П.Б.	д.п.н., проф., Евразийский национальный университет им. Л. Н. Гумилева, Нур-Султан, Казахстан
Сунарчина М.М.	д.с.н., проф., Башкирский государственный университет, Уфа, Россия
Тамаш П.	проф., университет Corvinus, Будапешт, Венгрия
Уразбаева Г.Т.	д.п.н., доцент, Евразийский национальный университет им. Л. Н. Гумилева, Нур-Султан, Казахстан
Хан Н.Н.	д.п.н., проф., Институт педагогики и психологии КазНПУ им.Абая, Алматы, Казахстан
Шайхисламов Р.Б.	д.с.н., проф., Башкирский государственный университет, Уфа, Россия
Шалғынбаева К.К.	д.п.н., проф., Евразийский национальный университет им. Л. Н. Гумилева, Нур-Султан, Казахстан

Адрес редакции: 010008, Казахстан, г. Нур-Султан, ул. Сатпаева, 2, каб. 402
Евразийский национальный университет имени Л. Н. Гумилева Тел.: +7(7172) 709-500 (вн. 31432)
E-mail: vest_pedpsysoc@enu.kz
Ответственный секретарь: А.С. Жуматаева

Вестник Евразийского национального университета имени Л.Н.Гумилева.

Серия: ПЕДАГОГИКА. ПСИХОЛОГИЯ. СОЦИОЛОГИЯ.

Собственник: Некоммерческое акционерное общество «Евразийский национальный университет имени Л.Н. Гумилева»

Зарегистрировано Министерством информации и общественного развития Республики Казахстан.

Свидетельство о постановке на переучет № KZ07VPY00032398 от 15.02.2021 г

Тираж: 15 экземпляров

Адрес типографии: 010008, Казахстан, г. Нур-Султан, ул. Кажымукана, 13/1, тел.: +7(7172)709-500 (вн.31410)

Zh.K. Kurmangaliyeva

L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
(E-mail: shade82@mail.ru)

Psycho-emotional state of students from Spain, Russia, Israel, and Kazakhstan during the period of social isolation due to COVID-19

Abstract. *Students were very vulnerable to the risk of mental health deterioration during the coronavirus disease COVID-19. This study is aimed at identifying predictive factors of mental health among students. Social isolation has been introduced in all countries of the world with the aim of non-proliferation of the new SARS-CoV-2 virus, known as the COVID-19 coronavirus. Such prolonged social isolation had consequences in the form of significant psycho-emotional changes. The theoretical study was conducted to identify the impact of distance learning and the consequences of social isolation on the quality of life of students from different countries. The theoretical review includes studies describing the psycho-emotional state of students of different ages from Spain, Russia, and Israel during the period of social isolation.*

Keywords: *Pandemic, social isolation, COVID-19, psycho-emotional state, distance learning, students.*

DOI: <https://doi.org/10.32523/2616-6895-2022-139-2-296-308>

Introduction

Since December 2019, the world has been confronted with the severe respiratory virus COVID-19, which originated in Wuhan, Hubei Province, China. The spread has occurred throughout the world, causing great concern. The COVID-19 pandemic caused by Coronavirus Severe Acute Respiratory Syndrome (SARS-CoV-2) has led to widespread infections with severe outcomes. There have been no impacts in terms of mortality and global economic impact since the Spanish flu of 1918-1919, which killed 675,000 people in the United States and 50 million worldwide. The damage caused by COVID-19 is incalculable, not only in terms of health but also in terms of economics and social context. The spread of the virus has led to the closure

of educational institutions, including [1]. The World Health Organization (WHO) has declared a health emergency amid rising numbers of cases in China and abroad to minimize the harmful effects. To control the situation of infection with COVID-19, the governments of various countries have introduced strict internal quarantine and social isolation policies. This measure has proven effective in reducing the spread of new infections in countries affected by COVID-19. However, recent research has shown that these measures can have adverse psychological effects on people who are socially isolated. After disastrous events, people can experience tremendous stress with long-term mental and physical health problems, including mental disorders, in addition to family conflicts. Social isolation is an unpleasant and difficult experience, and separation from loved

ones, a feeling of lack of freedom, and uncertainty in the future can lead to serious psychological consequences [2]. A consequence of social isolation is a psychological impact on students. Such stress factors as prolonged isolation, fear of getting sick, frustration and panic, inadequate information, lack of face-to-face contact with colleagues, friends, and teachers, lack of personal space at home, and financial losses for the family can have even more problematic and long-term consequences, especially for students without social stability [3]. The COVID-19 pandemic has given rise to new opportunities in education, including in universities around the world, and thus limited the activities of universities. Traditional onsite learning has been replaced by online learning and has suspended contact through recommended social distancing (WHO 2020a). These actions have been taken despite possible upheavals in mental health [4] caused by various nuances of social isolation [5] substance abuse [6] and other coping mechanisms [7]. The skills developed in the context of social isolation have increased interest in personality factors that can be a defense against fear, depression, and other negative effects of COVID-19. Psychoemotional stability, supposed as the ability to overcome a crisis psychologically or emotionally or quickly retreat to a pre-crisis state is considered a protective factor [8]. Among Israeli and Russian university students, the complex and disastrous consequences of social isolation on psychological and emotional well-being were observed [9].

Research methods

The article is based on scientific research over the last two years. The research is based on quantitative and qualitative methodology. We used the method of theoretical analysis of available research on lifestyle during a pandemic, self-isolation, which allows us to make comparisons about the degree of psycho-emotional state of students in different countries.

An overview of the psycho-emotional state of students from different countries during the period of social isolation associated with the COVID-19 pandemic.

Spain. The Spanish study included a total of 4615 participants. To participate, it was necessary to comply with the following conditions: (i) reside in Spain during the pandemic; (ii) be over 18 years of age; and (iii) acceptance of informed consent. A strict selection criterion was adopted, because of which all questionnaires with a response rate of less than 99% (435 questionnaires) were excluded, leaving 4,180 questionnaires in the final sample. The questionnaires were obtained from 50 Spanish provinces and 2 small autonomous cities located in North Africa [10]. According to the results of this study, university students showed a good level of knowledge about the COVID-19 pandemic and its preventive measures, especially among students taking courses in science, which helped them maintain a stable emotional background and not panic. [11] Knowledge of the COVID-19 pandemic was associated with a willingness to take preventive measures and less confidence in the success of the fight against the virus [12]. This research paper compared students and seniors and found that older people with low education, low income, and rural areas tend to be less aware of the COVID 19 pandemic and provide a positive emotional background but are dangerous because there is no knowledge. on the prevention of the fight against the virus [13]. A Spanish study revealed strong psychological changes in the population because of social isolation. Students who are looking for information about the coronavirus turn to various sources of information, the most popular source of information remains social networks [10] among the population because of social isolation. Students looking for information about the coronavirus turn to various sources of information, the most popular source of information being social media [10] approved by the university's ethics committee in accordance with the Brazilian guidelines for student research. In connection with the introduction of social isolation imposed by government agencies to prevent the spread of COVID-19, the online questionnaire was introduced using Google Forms. The survey was conducted among dental students from Unichristus through various social networks: Instagram, Facebook, and WhatsApp

[1]. Based on the results of various factors of life spent in social isolation, the following results were shown: the average quality of life of dental students after two weeks of social isolation was 70.66 ± 12.61 points with an average value of 71.90 points [1]. All university dentistry students attended distance learning, and virtual meetings using online platforms such as Zoom / Skype were the most used distance learning method, significantly impacting the quality of life. These technologies with advanced structures of interaction between students over long distances, enabling social communication, and reducing the distance between students and professors [14]. Distance learning is now used all over the world as the best tool for education. Despite student and teacher rejection of this technological innovation, distance learning adds value to those without access to information. Distance learning, especially with the use of devices for online interaction, plays a key role during this period of social isolation and becomes an important way to deal with stress ([15]. The psychological adaptation of students was measured using the General Health Questionnaire (GHQ-12), a tool used to assess mental health and psychological well-being. It consists of 12 questions with four possible answers; the first two are assigned a score of 0 and the last two are assigned a score of 1, so the overall score ranges from 0 to 12. The questionnaire was adapted and tested for Spanish students, with good internal consistency (Cronbach's alpha 0.86) and good psychometric properties. The threshold value for the general population constitutes psychological distress for those who scored more or equal to 3. Cronbach's alpha was 0.851 [16]. A suitable learning environment is critical to enhancing academic and professional development. The role of the home environment as a student is interdependent with many other, ongoing, changing, and often competing for functions that it fulfills, and the home environment strongly supports academic achievement. Use an appropriate approach for distance learning [17].

Russia. The study was carried out to identify the psychoemotional state, the characteristics of the perception of the world during the period of social isolation, as well as the factors influencing

the personality during the period of negative aspects in connection with the forced changes in everyday life. The study was built in the format of a social psychological survey to study the lifestyle and psychological state of students in self-isolation. It was held in mid-April 2020 [18]. The respondents to this study were 56 people, residents of Russia (8% of men, 92% of women) from 20 to 23 years old, university students of the 2nd (77%) and 5th (23%) courses in psychology. of respondents in self-isolation mode: 78% of respondents at the time of the survey were in apartments, and 22% - were in houses (the family either has a country house, dacha or rented at the time of transition to self-isolation). Most of the nonresident students left the hostel for their hometowns. Some of the respondents changed their place of residence for rented apartments (as a rule, together with their boyfriends or girls). 71% lived with their parents, 15% lived with a partner, and 14% lived alone. A change in their daily lifestyle during self-isolation was noted by 93% of participants (of which significant - 49%, partial - 32%, and 17.5% - regime shifts due to a pandemic. The first month of self-isolation and distance learning can be called a transitional, transitory situation [19], which entails the need to adapt to the new realities of existence, rearrange the way of life, and solve problems aimed at adapting to a full-fledged existence in the changed conditions. Students' discourses in such a context show, in most cases, direct emotional reflection on the difficult stage of the adaptation period. Therefore, socially stressful consequences, anxiety, stress, phobic manifestations, sleep disturbances, and signs of mental disorder were recorded, characteristic of psychological research in the first months of self-isolation [20], [21], [22], [23], [24]. According to the research, students' discourses focus more on the communication factors of the life situation. This is evidenced by the largest number of statements in the field of Communication and Study, which shows their significance in a specific life situation. Students especially note the activation of virtual communication, and the opportunity to make new acquaintances on the Internet. The attitude to the transition of communication to the Internet environment differs for some

students, it is compensation for the inability to satisfy the need for real contact with peers, for others it is not a pleasant, imposed aspect of forced communication [25]. A similar polarity in positions is highlighted in communication on educational issues, and remote contact with teachers and classmates. The theme of change in self-isolation relationships is clearly manifested, in which these changes are considered both positive and discourses that indicate negative aspects, burnout, and termination of relations. Answering questions related to the educational process, students should organize their lives in a certain way, the daily routine, combine classes and rest, and find optimal forms of interaction with family members (if they live with their parents) or partners, which can be a sure way to overcome the anxiety barrier and stressful situations during self-isolation [26], [27]. The analysis of discourses that were attributed to the body and mind shows that students put an emphasis on caring for self-preservation, and attention to experiences and needs, indicating life-centered motivation [19] and the desire to restore vitality and activities. Outweigh the urgency of physical health - fatigue, lethargy, decreased physical activity, changes in the usual rhythm of mobile and walking skills. According to the results of the study, it was revealed that students are focused on solving the problems of adaptation, restoring full-fledged vital activity, overcoming stress, or, in some cases, aggravating destructiveness, passivity, and apathy [28].

Results of content analysis of written discourses

Discourses are essays with elements of narratives, experiences, reflections, comparisons of behavior and pastime in everyday life in the

past, and self-isolation. The average length of discourses is 541 words, the minimum is 200, and the maximum is 1146 words ($SD = 238.9$), which indicates a wide variation in the data. According to the content of the statements, 5 categories were identified (Table 1).

1. The results of the study noted signs of stress, unstable emotional states, anxiety, irritation, fear of uncertainty, suppressed feelings, apathy, fatigue, sleep disturbances in a situation of social isolation due to the pandemic. The strategy of life «today and now» is revealed as an important sign of acute situational experience.

2. Self-isolation and distance learning, according to the authors of the study, are factors that can significantly affect a person in the formation of personality at this stage of life. Young people have not yet gained economic independence, they are to a high degree connected with their parental family financially, geographically, and psychologically. At the same time, we are talking about a significant stage of maturation and the formation of personal identity, which determines separation tendencies in terms of isolation from the parental home, a predominant focus on other social contacts, and the search and formation of close communications with partners [18].

Israel. An Israeli study involving students from Russia and Israel used a short six-item scale as a method for calculating resistance to stress. A short scale of six points of resilience was used to determine the level of psychological resilience of Israeli and Russian students. The tests measure respondents' ability to bounce back or recover from stress during a pandemic. The study helped to identify the impact of COVID-19 on student mental health (i.e. depression, exhaustion, loneliness, nervousness, and anger), as well as

Categories of student utterances

Category	Content units (n = 887)	% of the total number of statements	Category rating
Spheres of human activity	506	57	1
Space and time	213	24	2
Impact of the COVID-19 pandemic	67	7	4
Resources and coping efforts	49	6	5
Assessment of ongoing changes	168	19	3

on the use of psychoactive substances, including tobacco, alcohol, and cannabis. The universities participating in this study switched to distance learning due to the pandemic. The study was conducted in an online format in the form of testing. A total of 291 students from the Faculty of Social Sciences from Israel (n = 170; 151 women, 16 men, 3 others) and Russia (n = 121; 91 women, 30 men) completed an online questionnaire during the pandemic. The study found that during the first wave of COVID-19, the percentage of Israeli students who smoked cigarettes and drank alcohol was 23.6% and 32.6%. During the second wave of COVID-19, there was no significant increase in smoking associated with social isolation (20.2%) and alcohol use (26.1%). Among Russian students, the level of cigarette consumption during the pandemic remained stable (13.0% versus 13.3%) during the first and second waves of COVID-19; however, the percentage of Russian students reporting an increase in alcohol consumption decreased from 25.0% in the first wave of COVID-19 to 13.3% during the second wave of COVID-19 ($p < 0.01$). Over the entire period of the pandemic and social isolation, there was no significant increase in alcohol consumption among Israeli (10.8% versus 12.7%) and Russian (14.2% versus 9.6%) students [29]. Survey results for the first wave of COVID-19 show no significant difference in the values of fear and anxiety associated with substance use among Israeli and Russian students. However, the results of the second wave of COVID-19 indicate a change in the values of fear and alcohol consumption. Students who said they had not drunk alcohol in the past month showed lower levels of fear compared to those who drank alcohol. Russian students who drink alcohol have lower levels of fear than those who do not drink alcohol. Research shows that fear of COVID-19 is associated with levels of depression, exhaustion, loneliness, nervousness, and anger. In most cases, students from both countries reported a decrease in problematic psycho-emotional states, especially in Russia. For the students, most psycho-emotional problem states were stable with some minor improvements.

Kazakhstan. Several studies have been carried out in Kazakhstan. One of them is the

work of students at a Medical University in the city of Astana. It considers "Online-Learning due to COVID-19 Improved Mental Health Among Medical Students" for the Medical Science Educator journal.

The aim of their study was to examine the mental state of medical students moving to online education, in comparison with the mental state of students who studied in the traditional way. Students at Astana Medical University from the 1st to the 5th year in the 2019 and 2020 academic years took part as respondents. The study was conducted in two phases, the first phase in October 2019 and the second phase in April 2020. Burnout syndrome, depression, anxiety, somatic symptoms, and satisfaction with academic performance were studied. The findings showed that the prevalence of burnout, depression, anxiety, and somatic symptoms decreased after the transition from the traditional teaching method to online learning. However, during the period of online learning, the process of burnout associated with isolation from colleagues and face-to-face communication increased, which tells us about the negative impact of online learning on the communication and interpersonal relationships of students. The most frequent symptoms of depression and anxiety and dissatisfaction with academic performance were observed in students, who indicated a decline in academic performance during the pandemic. Students who lived alone during the quarantine were more prone to depression during quarantine. In conclusion, it should be noted that during the quarantine period after the transition from the traditional method of teaching to online education, the mental state of medical students stabilized, despite the difficult conditions of the pandemic [32]. It is also noted that one of the global services significantly affected by the coronavirus disease (COVID-19) pandemic is the medical education sector [33].

The spread of the virus had long-lasting consequences, and the closure of universities had a positive impact, which led to the emergence of innovative methods in the form of online education, providing continuous education for students [34]. The implications of these changes in the development of medical students and their

mental health remain to be elucidated [35]. Fear of the new coronavirus, social exclusion, job loss, and increased information flow, in contrast to the lack of information and knowledge about the pandemic, created and exacerbated feelings of insecurity, depression, and anxiety [37]. By order of the rector of the Medical University of Astana (No. 30 dated 03/13/2020), from March 16, 2020, training was transferred to online training [32]. Online learning is the use of electronic technology and media to support and improve both learning and teaching, which includes communication between learners and teachers using online content [38]. At the University, the online learning process was organized using a modular object-oriented dynamic learning environment (Moodle), an online learning management system, and various platforms such as Zoom, Skype, and WebEx for video conferencing.

The authors of the article note that the study of medicine, in which the development of practical skills is a significant part of the course, was not previously provided for through online training. However, the COVID-19 pandemic has forced the medical education system to temporarily switch to online education. Before quarantine with COVID-19, students at the Astana Medical University (AMU) were trained in the system of the traditional teaching method, and the forced measure to switch to online learning became a new challenge for students. In the context of the data presented, the authors sought to compare the indicators of the mental state of medical students (burnout syndrome, depression, anxiety) during traditional and online education. The authors of the study concluded that a study conducted among Kazakhstani medical students showed significant changes in the mental state of students in the form of burnout, depression, and anxiety after switching to online education because of social isolation from COVID-19. Thus, it was found that burnout and the prevalence of depression, anxiety, and somatic symptoms among students were lower during the online learning period compared with the same rates during the traditional learning method. Academic satisfaction was higher during the online learning period compared to the traditional learning

method. However, negative changes in academic performance during the online learning period were associated with symptoms of depression and anxiety, as well as academic dissatisfaction. The study provides evidence that online learning has not only contributed to the fight against the spread of the virus during the pandemic but also positively influenced the mental health of students [32].

In the article «Distance Learning in Kazakhstan: Assessing Parents' Satisfaction with the Quality of Education during the Coronavirus», the authors draw a parallel between the quality of online education and the social component of the whole family. The positive thing about online education was thought to be the idea that parents would be more aware of their children's learning habits and therefore be able to play a positive role in their learning.

For example, children hoping to be successful in online learning benefit from focus and resilience, and evidence shows that parents can significantly support their children in developing these habits [36]. This presupposes a home in which parents can contribute to the education of their children. Unfortunately, for many children, their home is not a supportive or safe environment. Globally, social exclusion has led to an increase in domestic violence [37]. In these circumstances, parental involvement may not have a beneficial effect.

Thus, the risk of moving to online education is further inequality between children of families who are emotionally capable and prepared and children of families who do not. One possible way to assess the likelihood of positive outcomes is to examine the educational level of the parents, as research has shown that this factor has a significant impact on the academic performance of children (UNESCO, 2000) [38]. Even with the best intentions, parents with lower levels of education face additional barriers to supporting the emotional well-being of their children, and online education environments, which may require more active parenting from parents, can exacerbate these inequalities. Another question remains whether the economic and social impact of the Covid-19 pandemic could impair the ability

of parents to adjust their level of participation appropriately to ensure positive outcomes and whether this ability will vary depending on the level of parenting balance.

The study used mixed methods to explore issues related to the transformation of the educational process in Kazakhstan and the satisfaction of the parent community with distance / online learning during the pandemic. A survey and in-depth interviews were conducted among the parents.

In April 2020, using the free online application Google Forms, a Kazakhstan-wide survey of parents (aged 18 and older) was conducted, in which 31,300 people took part.

The survey consisted of the following main components:

- (1) socio-demographic characteristics of the respondents;
- (2) assessment of the readiness of the education system for distance / online learning;
- (3) assessment of the quality of the educational process;
- (4) an assessment of individual barriers that parents noted as affecting the learning process.

Representatives of all regions of Kazakhstan took part in the survey [36].

As a result of the study, the authors of the article obtained results that social exclusion has a direct impact. According to Chart 3, over 43% of respondents agree or strongly agree that social isolation (duration of quarantine, homeschooling) has a strong impact on the motivation of their children to learn. According to the answers in the interview:

Children don't have normal communication. Lessons of 10–20 minutes, during which it is impossible even to talk and ask questions. There is no grading system. Because of this, the motivation of children is reduced. (Woman, 26 years old, Mangystau region)

Unwillingness to study without a teacher. (Woman, 36 years old, Kostanay region)

I believe that the pandemic has certainly affected all areas of people's lives. We were all not ready for this. It is difficult for children to move abruptly from a regular educational process to distance learning. Children do not want to

study in an apartment. (Woman, 42 years old, East Kazakhstan region) [36].

Based on the current state of quarantine in Kazakhstan, the latter note that families that follow the rules of social isolation more closely observe a greater negative effect because of social isolation. Families that continue to spend time in society and allow their children to socialize may be better able to maintain a positive emotional background but still benefit from all public health norms. Parents said in interviews that their decisions about how strictly to adhere to social isolation regimes depend on the extent to which their children can cope with social distancing.

Discussion

The study found that students from four countries appear to be a relatively homogeneous group in terms of predisposition to stress during the period of social isolation during the period of distance learning associated with the pandemic. High levels of perceived stress and anxiety can be interpreted as an adaptive response to the extremely volatile and unpredictable nature of the COVID-19 pandemic. The prevalence of the risk of depression seems to be the most worrying factor, as it is even higher than the prevalence of anxiety. Our results highlight the need for schools, universities, and other educational institutions to provide specialized programs and regular psychological support for students. The research shows that a pandemic like COVID-19 increases psychological stress; and the consequences of social isolation led to emotional distress, depression, irritability, insomnia, anger, and emotional exhaustion among other health and mental health conditions [30]. These results of various studies conducted among students from different countries showed that the level of fear and anxiety in general increased. This result is a negative factor that destroys a person because of social isolation. However, research has shown that social exclusion has improved distance learning, increased Internet communication, opened new opportunities in education, and improved the quality of life in general.

Conclusion

Since the emergence and recognition of the disease by WHO, the public health situation represented by the COVID-19 pandemic has worsened and begun to threaten the well-being of all humanity around the world. In addition to the fact that the disease affects physical health, there is evidence of the harmful psychological impact and multiple social consequences of the COVID-19 pandemic, which in the future will cut off human mental health. According to a UNESCO report, more than 1.6 billion students worldwide are out of school due to the COVID-19 pandemic, and more than 91% of students are transferred to distance learning, leading to a rapid transition to digitalization around the world, which could deliver to different consequences for students of different ages. Recent studies have shown that social isolation, being at home, and online learning affect the physical and mental health of young people [31]. PTSD, anger, fear, sadness, nervousness, and emotional distress have been identified among Chinese students in a recent study [32] that found that more than half of high school students suffered from depression, and nearly a third suffered from anxiety symptoms. Of course, the history of mankind will long remember the consequences of the coronavirus, and everything connected with it. From the younger to the older generation, they received an indelible psychological trauma during the period of social isolation. Some did not have enough communication with friends and family, and others were left alone in their homes, without the possibility of live communication. All that

was available was the Internet, thanks to social networks, society learned a lot of information and was at the epicenter of the events associated with the pandemic. Based on all the above studies, we can confidently say that in a short period of social isolation, students of different ages and nationalities, even though they had all the conditions for gaining knowledge and distance communication, fell into depression, experienced fear, and stress was dissatisfied with imprisonment with loved ones, consumed food and harmful substances (alcohol and smoking). All these factors have a destructive character on society. Today, the virus is still there, and we do not know when the end will come, so we, as researchers, will further investigate the subsequent psychological changes, adaptations, and changes in students.

An important role in the field of educational safety and the conduct of the educational process in optimal conditions is played by medical personnel in schools and psychological rooms, which can identify subjects at risk of psychoemotional disorders, depression, and anxiety and promote methods of adaptation to stress and, in general, good mental health. Online learning should integrate with psychologists and therapists to devote time to promoting mental health, reducing student anxiety, and reducing anxiety. It is recommended to develop and promote educational online packages of activities to help students cope with stress, anxiety, and depression associated with home quarantine and the academic demands of online education. Increased attention should be paid to students with pre-existing mental health problems.

References

1. Paulo Goberlânio de Barros Silva, Carlos Alysson Lima de Oliveira, Marcela Maria Fontes Borges, Danna Mota Moreira, Phillipe Nogueira Barbosa Alencar. Distance learning during social seclusion by COVID-19: Improving the quality of life of undergraduate dentistry students. - URL: <https://onlinelibrary.wiley.com>. (Accessed: 23.06.2021).
2. Wang G., Zhang Y., Zhao J., Zhang J., Jiang F. Mitigate the effects of home confinement on children during the COVID-19 outbreak. *Lancet*. 2020; 365: p1.
3. Brooks S.K., Webster R.K., Smith L.E., et al. The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *Lancet*. 2020; 395 p.912-920.

4. Carson, J., Eyre, H., & Lavretsky, H. (2020). Dear mental health innovators: The COVID-19 honeymoon is almost over. *Psychiatric time*. - URL: <https://www.psychiatristimes.com/article/dear-mental-health-innovators-covid-19-honeymoon-almost-over> (Accessed: 23.06.2021).
5. Holmes, E. A., O'Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., Arseneault, L., et al. (2020). Multidisciplinary research priorities for the COVID-19 pandemic: A call for action for mental health science. *The Lancet Psychiatry*, 7(6), 547–560. - URL: [https://doi.org/10.1016/S2215-0366\(20\)30168-1](https://doi.org/10.1016/S2215-0366(20)30168-1) (Accessed: 23.06.2021).
6. Gritsenko, V., Skugarevsky, O., Konstantinov, V., Khamenka, N., Marinova, T., Reznik, A., & Isralowitz, R. (2020). COVID 19 fear, stress, anxiety, and substance use among Russian and Belarusian university students. *International Journal of Mental Health and Addiction*, 1. - URL: <https://doi.org/10.1007/s11469-020-00330-z>. (Accessed: 23.06.2021).
7. Bender, S., Florentine, E., & Isralowitz, R. (2020). Medical students on the front line of COVID 19. *Journal of Loss and Trauma*, 1–3. – URL: [hyperlink https://doi.org/10.1080/15325024.2020.1808362](https://doi.org/10.1080/15325024.2020.1808362). (Accessed: 23.06.2021).
8. Barzilay, R., Moore, T. M., Greenberg, D. M., DiDomenico, G. E., Brown, L. A., White, L. K., & Gur, R. E. (2020). Resilience, COVID-19-related stress, anxiety and depression during the pandemic in a large population enriched for healthcare providers. *Translational Psychiatry*, 10(1), p.1–8.
9. McKay, D., & Asmundson, G. J. G. (2020). COVID-19 stress and substance use: current issues and future preparations. *Journal of Anxiety Disorders*, 74, 102274. - URL: <https://doi.org/10.1016/j.janxdis.2020.102274> (Accessed: 23.06.2021)
10. Sara Domínguez-Salas, Juan Gómez-Salgado, Montserrat Andrés-Villas, Diego Díaz-Milanés, Macarena Romero-Martín and Carlos Ruiz-Frutos. *Psycho-Emotional Approach to the Psychological Distress Related to the COVID-19 Pandemic in Spain: A Cross-Sectional Observational Study*. - URL: https://scielo.isciii.es/scielo.php?pid=S157825492021000100006&script=sci_arttext (Accessed: 23.06.2021).
11. Gallè, F., Sabella, E.A., Da Molin, G., De Giglio, O., Caggiano, G., Di Onofrio, V., Ferracuti, S., Montagna, M.T., Liguori, G., Orsi, G.B. Understanding Knowledge and Behaviors Related to CoViD–19 Epidemic in Italian Undergraduate Students: The EPICO Study. *Int. J. Environ. Res. Public Health* 3481, 2020, p17.
12. Zhong, B.L., Luo, W., Li, H.M., Zhang, Q.Q., Liu, X.G., Li, W.T., Li, Y. Knowledge, attitudes, and practices towards COVID-19 among Chinese residents during the rapid rise period of the COVID-19 outbreak: A quick online cross-sectional survey. *Int. J. Biol. Sci.* 1745–1752, 2020, p.16.
13. Abdelhafiz, A.S., Mohammed, Z., Ibrahim, M.E., Ziady, H.H., Alorabi, M., Ayyad, M., Sultan, E.A. Knowledge, Perceptions, and Attitude of Egyptians Towards the Novel Coronavirus Disease (COVID-19). *J. Community Health*, 2020.
14. Santos P.L., Graminha SSV. Comparative study of family environment characteristics of children with high and low academic performance. *Paidéia*. 2005; 15: p.217-226.
15. Kirschner P., Van Vilsteren P., Hummel H., Wigman M. The design of a study environment for acquiring academic and professional competence. *Stud Higher Educ*. 1997; 22: p.151-171.
16. Rocha, K.B., Pérez, K., Rodríguez-Sanz, M., Borrell, C., Obiols, J.E. Propiedades Psicométricas y Valores Normativos del General Health Questionnaire (GHQ-12) en Población General Española. *Int. J. Clin. Heal. Psychol.* 2011, 11, p.125–139.
17. Stone N.J. Designing effective study environments. *J. Environ Psychol.* 2001; 21: p. 179-190.
18. Баранова В.А. Опыт жизнедеятельности и ресурсы преодоления трудностей социальной изоляции в период пандемии COVID-19 и студентов. - URL: <https://orcid.org/0000-0003-0481-6501> (дата обращения: 23.06.21).
19. Магомедов-Эминов М.Ш. Феномен экстремальности. – М: «Психоаналитическая ассоциация», 2008.
20. Ениколопов С.Н., Казьмина О.Ю. Медведева Т.И., Бойко О.М. Динамика психологической реакции на начальном этапе пандемии COVID-19. URL: <https://www.psy.su/feed/8182/> (дата обращения: 23.06.21).
21. Луковцева З.В. Пандемия COVID-19 как социальный стрессор: факторы психолого-психиатрического риска (по материалам зарубежных исследований). // *Социальная психология и общество*. - 2020. - № 4. – С. 13-25.
22. Федоров В. Пандемия коронавируса. - URL: <https://www.rbc.ru/politics/18/11/2020/5fb3ce739a79478eb16a280f> (дата обращения: 23.06.2021).
23. Cacioppo J.T. The Lethality of Loneliness. Tedx Talk, Des Moines, retrieved 2013. Available at: https://www.youtube.com/watch?v=_0hxl03JoA0 (Accessed: 23.06.2021).

24. Рюмин О.О. Вопросы психологического обеспечения пилотируемых межпланетных полетов. // *Авиакосмическая и экологическая медицина*. – 2017. - № 4. – Т.51. – С. 15-20.
25. Лебедев В. И. Экстремальная психология. Психическая деятельность в психических и экологических замкнутых системах. Учебник. М.: ЮНИТИ-ДАНА, 2011. – 431 с.
26. Юсупова А. Позаботьтесь о своем экипаже. Взгляд космического психолога на самоизоляцию. – URL: <https://psy.su/feed/8100/> (дата обращения: 23.06.2021).
27. Харламенкова Н. Е., Быховец Ю.В., Дан М. Б., Никитина Д.А. Переживание неопределенности, тревоги, беспокойства в изоляции COVID-19. – URL: Available at: www.ipras.ru/cntnt/rus/institut_p/covid-19/kommentarii-eksp/har-1.html# (Accessed: 23.06.2021).
28. Reznik A., Gritsenko V., Konstantinov V., Mor Yehudai Shmaya Bender, Shilina I., Isralowitz R. First and Second Wave COVID-19 Fear Impact: Israeli and Russian Social Work Student Fear, Mental Health and Substance Use", *International Journal of Mental Health and Addiction*. Available at: <https://doi.org/10.1007/s11469-020-00481-z> (Accessed: 23.06.2021).
29. Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet*, 395(10227), p. 912–920.
30. Alharbi R., Alsuhaibani K., Almarshad A., Alyahya A. Depression and anxiety among high school student at Qassim Region. *Journal of Family Medicine and Primary Care* 2019; 8(2): r 504.
31. Zhang Z., Zhai A., Yang M., Zhang J., Zhou H., Yang C., Duan S., Zhou C. Prevalence of Depression and Anxiety Symptoms of High School Students in Shandong Province During the COVID-19 Epidemic. *Front. Psychiatry* 2020;11: 570096.
32. Aidos K. Bolatov, Telman Z. Seisembekov, Altynay Zh. Askarova, Raushan K. Baikanova, Dariga S. Smailova, Elisa Fabbro. Online-Learning due to COVID-19 Improved Mental Health Among Medical Students. - URL: <https://doi.org/10.1007/s40670-020-01165-y> (Accessed: 23.06.2021).
33. Rose S. Medical student education in the time of COVID-19. *JAMA*. Published online March 31, 2020:2131–2. - URL: <https://doi.org/10.1001/jama.2020.5227> (Accessed: 23.06.2021).
34. Sandhu P, de Wolf M. The impact of COVID-19 on the undergraduate medical curriculum. *Med Educ Online*. 2020; 25(1):1764740. - URL: <https://doi.org/10.1080/10872981.2020.1764740> (Accessed: 23.06.2021).
35. Mahase E. Covid-19: mental health consequences of pandemic need urgent research, paper advises. *BMJ (Clinical research ed)*. 2020; 369:m1515. - URL: <https://doi.org/10.1136/bmj.m1515> (Accessed: 23.06.2021).
36. Bokayev B., Torebekova Z., Davletbayeva Z., Zhakypova F. Distance learning in Kazakhstan: estimating parents' satisfaction of educational quality during the coronavirus. *Technology, Pedagogy and Education*, 30:1, 27-39.
37. COVID-19 pandemic and mental health consequences: Systematic review of the current evidence. – URL: <https://doi.org/10.1016/j.bbi.2020.05.048> (Accessed: 23.06.2021).
38. UNESCO's support: Educational response to COVID-19. – URL: <https://ru.unesco.org/covid19/educationresponse> (Accessed: 23.06.2021).

References

1. Paulo Goberlânio de Barros Silva, Carlos Alysson Lima de Oliveira, Marcela Maria Fontes Borges, Danna Mota Moreira, Phillipe Nogueira Barbosa Alencar. Distance learning during social seclusion by COVID-19: Improving the quality of life of undergraduate dentistry students. Available at: <https://onlinelibrary.wiley.com>. (Accessed: 23.06.2021).
2. Wang G., Zhang Y., Zhao J., Zhang J., Jiang F. Mitigate the effects of home confinement on children during the COVID-19 outbreak. *Lancet*. 2020; 365: p1.
3. Brooks S.K., Webster R.K., Smith L.E., et al. The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *Lancet*. 2020; 395 p.912-920.
4. Carson, J., Eyre, H., & Lavretsky, H. Dear mental health innovators: The COVID-19 honeymoon is almost over. *Psychiatric time* (2020). Available at: <https://www.psychiatristtimes.com/article/dear-mental-health-innovators-covid-19-honeymoon-almost-over> (Accessed: 23.06.2021).

5. Holmes, E. A., O'Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., Arseneault, L., et al. Multidisciplinary research priorities for the COVID-19 pandemic: A call for action for mental health science. *The Lancet Psychiatry*, 7(6), 547–560 (2020). Available at: [https://doi.org/10.1016/S2215-0366\(20\)30168-1](https://doi.org/10.1016/S2215-0366(20)30168-1) (Accessed: 23.06.2021).
6. Gritsenko, V., Skugarevsky, O., Konstantinov, V., Khamenka, N., Marinova, T., Reznik, A., & Isralowitz, R. COVID 19 fear, stress, anxiety, and substance use among Russian and Belarusian university students. *International Journal of Mental Health and Addiction*, 1 (2020). Available at: <https://doi.org/10.1007/s11469-020-00330-z>. (Accessed: 23.06.2021).
7. Bender, S., Florentine, E., & Isralowitz, R. Medical students on the front line of COVID 19. *Journal of Loss and Trauma*, 1–3 (2020). Available at: [hyperlink https://doi.org/10.1080/15325024.2020.1808362](https://doi.org/10.1080/15325024.2020.1808362). (Accessed: 23.06.2021).
8. Barzilay, R., Moore, T. M., Greenberg, D. M., DiDomenico, G. E., Brown, L. A., White, L. K., & Gur, R. E. Resilience, COVID-19-related stress, anxiety and depression during the pandemic in a large population enriched for healthcare providers. *Translational Psychiatry*, 10 (1), p.1–8 (2020).
9. McKay, D., & Asmundson, G. J. G. COVID-19 stress and substance use: current issues and future preparations. *Journal of Anxiety Disorders*, 74, 102274 (2020). - Available at: <https://doi.org/10.1016/j.janxdis.2020.102274> (Accessed: 23.06.2021)
10. Sara Domínguez-Salas, Juan Gómez-Salgado, Montserrat Andrés-Villas, Diego Díaz-Milanés, Macarena Romero-Martín and Carlos Ruiz-Frutos. Psycho-Emotional Approach to the Psychological Distress Related to the COVID-19 Pandemic in Spain: A Cross-Sectional Observational Study. Available at: https://scielo.isciii.es/scielo.php?pid=S157825492021000100006&script=sci_arttext (Accessed: 23.06.2021).
11. Gallè, F., Sabella, E.A., Da Molin, G., De Giglio, O., Caggiano, G., Di Onofrio, V., Ferracuti, S., Montagna, M.T., Liguori, G., Orsi, G.B. Understanding Knowledge and Behaviors Related to CoViD–19 Epidemic in Italian Undergraduate Students: The EPICO Study. *Int. J. Environ. Res. Public Health* 3481, 17 (2020).
12. Zhong, B.L., Luo, W., Li, H.M., Zhang, Q.Q., Liu, X.G., Li, W.T., Li, Y. Knowledge, attitudes, and practices towards COVID-19 among Chinese residents during the rapid rise period of the COVID-19 outbreak: A quick online cross-sectional survey. *Int. J. Biol. Sci.* 1745–1752, 16 (2020).
13. Abdelhafiz, A.S., Mohammed, Z., Ibrahim, M.E., Ziady, H.H., Alorabi, M., Ayyad, M., Sultan, E.A. Knowledge, Perceptions, and Attitude of Egyptians Towards the Novel Coronavirus Disease (COVID-19). *J. Community Health* (2020).
14. Santos P.L., Graminha SSV. Comparative study of family environment characteristics of children with high and low academic performance. *Paidéia*, 15: p.217-226 (2005).
15. Kirschner P., Van Vilsteren P., Hummel H., Wigman M. The design of a study environment for acquiring academic and professional competence. *Stud Higher Educ.*; 22: p.151-171 (1997).
16. Rocha, K.B., Pérez, K., Rodríguez-Sanz, M., Borrell, C., Obiols, J.E. Propiedades Psicométricas y Valores Normativos del General Health Questionnaire (GHQ-12) en Población General Española [Psychometric properties and normative values of the General Health Questionnaire (GHQ-12) among the Spanish population as a whole], *Int. J. Clin. Heal. Psychol.*, 11, 125–139 (2011) [In Spanish].
17. Stone N.J. Designing effective study environments. *J. Environ Psychol.*; 21: 179-190 (2001).
18. Baranova V.A. Opyt zhiznedeyatelnosti i resursy preodoleniya trudnostei sotcialnoi izolyatsii v pervyy period pandemii COVID-19 u studentov [Life experience and resources to overcome the difficulties of social isolation during the COVID-19 pandemic and students]. Available at: <https://orcid.org/0000-0003-0481-6501> (Accessed: 23.06.2021).
19. Magomedov-Eminov M.Sh. Fenomen ekstremalnosti [The phenomenon of extremity] (Psychoanalytic Association, Moscow, 2008, 218 p.)
20. Enikolopov S.N., Kazmina O.Y., Medvedeva T.I., Boiko O.M. Dinamika psihologicheskikh reakcii na nachal'nom etape pandemii COVID-19" [Dynamics of psychological reactions at the initial stage of the pandemic COVID-19]. Available at: <https://www.psy.su/feed/8182/> (Accessed: 23.06.2021).
21. Lukovtceva Z.V. Pandemiya COVID-19 kak socialnyi stressor: factory psihologo-psihiatricheskogo riska (po materialam zarubezhnyh issledovaniy) [Pandemic COVID-19 as a social stressor: factors of psychological and psychiatric risk (based on the materials of foreign studies), *Socialnaya psihologiya i obshestvo* [Social Psychology and Society], 11, 13-25 (2020).
22. Fedorov V. Pandemiya koronavirusa [COVID pandemic], Interview from 18/11/2020, 09:38 on RBC. Available at: <https://www.rbc.ru/politics/18/11/2020/5fb3ce739a79478eb16a280f> (Accessed: 23.06.2021).

23. Cacioppo J.T. The Lethality of Loneliness. Tedx Talk, Des Moines, retrieved 2013. Available at: https://www.youtube.com/watch?v=_0hxl03JoA0 (Accessed: 23.06.2021).
24. Ryumin O.O. Voprosy psichologicheskogo obespecheniya pilotiruemykh mezhplanetnykh poletov [Questions of psychological support of manned interplanetary flights], *Aviakosmicheskaya i ekologicheskaya meditsina* [Aerospace and environmental medicine], 4 (51) (2017).
25. Lebedev V.I. Extremalnaya psihologiya. Psihicheskaya deyatelnost' v tehnikeskikh i ekologicheskikh zamknutykh sistemah [Extreme psychology. Mental activity in technical and environmentally closed systems]. Textbook (YUNITI-DANA, Moscow, 2001, 431 p.).
26. Yusupova A. Pozabot' tes' o svoem ekipazhe. Vzglyad kosmicheskogo psihologa na samoizolyatsiyu [Take care of your crew.» The space psychologist's view of self-isolation]. Available at: <https://psy.su/feed/8100/> accessed 23.06.2021) – journal article
27. Kharlamenkova N.E., Bykhovets Y.V., Dan M.B., Nikitina D.A. Perezhivaniye neopredelennosti, trevogi, bespokoistva v usloviyah COVID-19 [Experiencing uncertainty, anxiety, and anxiety in the context of COVID-19]. Available at: www.ipras.ru/cntnt/rus/institut_p/covid-19/kommentarii-eksp/har-1.html# (Accessed: 23.06.2021).
28. Reznik A., Gritsenko V., Konstantinov V., Mor Yehudai Shmaya Bender, Shilina I., Isralowitz R. "First and Second Wave COVID-19 Fear Impact: Israeli and Russian Social Work Student Fear, Mental Health and Substance Use", *International Journal of Mental Health and Addiction*. Available at: <https://doi.org/10.1007/s11469-020-00481-z> p.4 (Accessed: 23.06.2021).
29. Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet*, 395(10227), 912–920 (2020).
30. Alharbi R., Alsuhaibani K., Almarshad A., Alyahya A. Depression and anxiety among high school student at Qassim Region. *Journal of Family Medicine and Primary Care* 2019;8(2): r 504.
31. Zhang Z., Zhai A., Yang M., Zhang J., Zhou H., Yang C., Duan S., Zhou C. Prevalence of Depression and Anxiety Symptoms of High School Students in Shandong Province During the COVID-19 Epidemic. *Front. Psychiatry* 2020;11: 570096.
32. Aidos K. Bolatov, Telman Z. Seisembekov, Altyнай Zh. Askarova, Raushan K. Baikanova, Dariga S. Smailova, Elisa Fabbro. Online-Learning due to COVID-19 Improved Mental Health Among Medical Students. Available at <https://doi.org/10.1007/s40670-020-01165-y> (Accessed: 23.06.2021).
33. Rose S. Medical student education in the time of COVID-19. *JAMA*. Published online March 31. 2020:2131–2. Available at: <https://doi.org/10.1001/jama.2020.5227> (Accessed: 23.06.2021).
34. Sandhu P, de Wolf M. The impact of COVID-19 on the undergraduate medical curriculum. *Med Educ Online*. 2020; 25(1):1764740. Available at: <https://doi.org/10.1080/10872981.2020.1764740> (Accessed: 23.06.2021).
35. Mahase E. Covid-19: mental health consequences of pandemic need urgent research, paper advises. *BMJ* (Clinical research ed). 2020; 369: m1515. Available at: <https://doi.org/10.1136/bmj.m1515> (Accessed: 23.06.2021).
36. Bokayev B., Torebekova Z., Davletbayeva Z., Zhakypova F. Distance learning in Kazakhstan: estimating parents' satisfaction of educational quality during the coronavirus. *Technology, Pedagogy and Education*, 30:1, 27-39.
37. COVID-19 pandemic and mental health consequences: Systematic review of the current evidence (2020). Available at: <https://doi.org/10.1016/j.bbi.2020.05.048> (Accessed: 23.06.2021).
38. UNESCO's support: Educational response to COVID-19. Available at: <https://ru.unesco.org/covid19/educationresponse> (Accessed: 23.06.2021).

Ж. К. Құрманғалиева

Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Нұр-Сұлтан, Қазақстан

COVID-19-ға байланысты әлеуметтік оқшаудану кезеңіндегі Испания, Ресей, Израиль және Қазақстан студенттерінің психо-эмоционалды жағдайы

Аңдатпа. Студенттер коронавирустық ауру (COVID-19) пандемиясы кезінде психикалық денсаулықтың нашарлау қаупіне өте осал болды. Бұл зерттеу студенттер арасында психикалық денсаулықтың

таралуы мен болжаушыларын анықтауға бағытталған. Пандемия, соның ішінде әлеуметтік оқшаулану, әлемнің барлық елдерінде жаңа SARS-CoV-2 вирусының немесе COVID-19 атауымен танылған коронавирусы таралуын болдырмау мақсатында жалғасуда. Мұндай ұзақ мерзімді әлеуметтік оқшаулану елеулі психо-эмоционалдық өзгерістер мен түрлі салдарға әкеліп соқтырады. Бұл теориялық зерттеу әр түрлі елдердің студенттерінің өмір сапасына қашықтықтан оқыту, қарым-қатынас пен әлеуметтік оқшауландудың салдары туралы жалпы түсінік беруге бағытталған. Теориялық шолуда түрлі жастағы Қазақстан, Испания, Ресей және Израиль студенттерінің оқшаулану кезеңіндегі психо-эмоционалдық жағдайын сипаттайтын зерттеулер бар.

Түйін сөздер: пандемия, әлеуметтік оқшаулану, COVID-19, психо-эмоционалды жағдай, қашықтықтан оқыту, студенттер.

Ж.К. Курманғалиева

Евразийский национальный университет им Л.Н.Гумилева, Нұр-Сұлтан, Қазақстан

Психоэмоциональное состояние студентов из Испании, России, Израиля и Казахстана в период социальной изоляции в связи с COVID-19

Аннотация. Студенты были очень уязвимы к риску ухудшения психического здоровья во время пандемии коронавирусной болезни (COVID-19). Данное исследование направлено на выявление прогностических факторов психического здоровья среди студентов. Социальная изоляция была введена во всех странах мира с целью нераспространения нового вируса SARS-CoV-2, известного как коронавирус COVID-19. Такая длительная социальная изоляция имела последствия в виде значительных психоэмоциональных изменений. Теоретическое исследование проводилось с целью выявления влияния дистанционного обучения (ДО) и последствий социальной изоляции на качество жизни студентов из разных стран. В теоретический обзор включены исследования, описывающие психоэмоциональное состояние студентов разного возраста из Испании, России и Израиля в период социальной изоляции.

Ключевые слова: пандемия, социальная изоляция, COVID-19, психоэмоциональное состояние, дистанционное обучение, студенты.

Information about authors:

Kurmangaliyeva Zh.K. – The 2nd year Ph.D. student in «Psychology», L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan.

Курманғалиева Ж.К. – «Психология» мамандығының 2 курс докторанты, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Нұр-Сұлтан, Қазақстан.