

1. Molecules of the anthocyanin series, containing cyanidin as their basis, can be used as acid-base indicators.

2. Upon receipt of this indicator, no additional procedures are required to obtain it, except for the extraction of juice from the red fruit of fodder beet *Beta vulgaris* subsp. *vulgaris* var. *crassa*.

3. This indicator is more accessible than the universal Bogen indicator, both from a financial and production point of view. Although it gives a less accurate result in terms of color difference, this result can be interpreted by various methods, including instrumental (titrimetric), obtaining a more and more accurate result.

4. In terms of price-quality ratio, beetroot juice is much more affordable than a universal indicator.

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УДК 159.9.07

**ВЗАИМОСВЯЗЬ ЭМОЦИОНАЛЬНОГО И СОЦИАЛЬНОГО ИНТЕЛЛЕКТА У
СТУДЕНТОВ-МЕДИКОВ ПЕРВОГО КУРСА**

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Аннотация

Введение. Студентам, которые обучаются в медицинском вузе, требуется овладеть рядом качеств и свойств, необходимых для успешной реализации своего потенциала и амбиций в будущей профессиональной деятельности, а также в процессе обучения в вузе. Среди этих характеристик выделяются показатели уровня социального и эмоционального интеллекта. Для специалистов практического здравоохранения способность к эмпатии и пониманию, управлению чужими эмоциями, саморегуляция, а также развитые навыки взаимодействия являются профессионально-важными качествами. На выраженность этих качеств особенно влияют показатели уровня социального и эмоционального интеллектов. **Цель исследования** – выявить взаимосвязь эмоционального и социального интеллектов у студентов-медиков первого курса. **Материал и методы.** Исследование проводилось посредством методик «Эмин» Д.В. Люсин; опросника «Социальный интеллект» Н. Холла (модификация методики под редакцией Г. Резапкиной). Статистическая обработка результатов осуществлялась с помощью программы STATISTICA 10 с использованием критерия r-Спирмена. **Результаты.** У группы присутствует положительная умеренная связь между показателями самосознания, саморегуляции и самомотивации и показателем общего эмоционального интеллекта. **Выводы.** Некоторые компоненты социального интеллекта могут определять уровень выраженности эмоционального интеллекта.

Ключевые слова: социальный интеллект, эмоциональный интеллект, студенты медицинского вуза.

CORRELATION BETWEEN EMOTIONAL AND SOCIAL INTELLIGENCE AMONG FIRST-YEAR MEDICAL STUDENTS

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Abstract

Introduction. Students who study at medical university need to have a number of qualities and properties that are necessary for the successful realization of their potential and ambitions in work. These characteristics include levels of social and emotional intelligence. For practical healthcare professionals, the ability to empathy and understanding, managing other people's emotions, self-regulation, as well as developed interaction skills are professionally important qualities. The manifestation of these qualities is especially influenced by the level of social and emotional intelligence. **The purpose of the study** is to identify the relationship between emotional and social intelligence in first-year medical students. **Material and methods.** The study was conducted using the following methods: "Emin" D.V.

Lyusin; questionnaire "Social Intelligence" by N. Hall (modification of the method edited by G. Rezapkina). Statistical processing of the results was performed in STATISTICA 10 software using the r-Spearman criterion. **Results.** The group has a positive moderate relationship between the indicators of self-awareness, self-regulation and self-motivation and the index of general emotional intelligence. **Conclusions.** Some components of social intelligence may determine the level of expression of emotional intelligence.

Keywords: social intelligence, emotional intelligence, medical students.

INTRODUCTION

The concept of "social intelligence" appeared in the history of psychology relatively recently, approximately in the 1920s, thanks to the scientific works by Thorndike and Barnes, and the concept of "emotional intelligence" appeared a bit later, namely, in the period from 1966 to the 1990s of the 20th century. After that, the problem of social intelligence has become widespread among foreign scientists: X. Gardner, G. Eisenck, J. Guilford, G. Allport and others, and also among Russian psychologists: N.A. Kudryavtseva, N.A. Aminov, E.S. Aleshina, A.L. Yuzhaninova and others. The problem of emotional intelligence has been studied by such authors as J. Mayer and P. Salovey, D. Goleman, R. Bar-On, D.V. Lusin, etc. [1]. However, the problem of correlation between the concepts of social and emotional intelligence remains open [2].

At the present time, despite the numerous scientific studies of emotional and social intelligences, there is still very little research in the field of medical education at the stage of professional formation of future specialists in practical health care.

This issue of the relationship between emotional and social intelligences in medical students is topical because the relationship between social and emotional intelligence plays one of the main roles for future professionals of practical health care in the process of professional formation [3].

The purpose of the study is to identify the relationship between emotional and social intelligence in first-year medical students.

MATERIAL AND METHODS

The sample of the study is 33 first year paediatric faculty's students of medical university, in the age range of 17 to 23 years, where males are 30, 30% (i.e. 10 persons) and females 69.70% (i.e. 23 persons).

The research was conducted by means of the following psychodiagnostic techniques: Social Intelligence questionnaire by N. Hall (modification of the method edited by G. Rezapkina), emotional intelligence diagnostic technique "Emin" by D.V. Lyusin. A correlation analysis using r-Spearman criterion was performed in this study. Methods of descriptive statistics were used to analyze the data obtained.

RESULTS

The W-Shapiro-Wilk test for normality of distribution showed that there is no normality of distribution in the sample for all variables, only the variables of interaction skills and self-motivation have normality of distribution.

If the significance level is higher than 0.05, the data distribution is normal. Only the indicators of self-motivation and interaction skills have a significance level

greater than 0.5, the other characteristics have a significance level either equal or less than 0.5.

Table 1

Descriptive statistics of variables of emotional and social intelligence

Variables	Median	Lower quartile	Upper quartile
Self-awareness	5.00	3.00	6.00
Self-regulation	3.00	2.00	4.00
Empathy	5.00	4.00	5.00
General emotional intelligence	92.00	75.00	98.00

Table 2

Descriptive statistics of variables of emotional and social intelligence

Variables	Mean, M	Standard deviation, SD
Self-motivation	4.27	1.15
Interaction skills	2.55	1.46

The tables show the components of social intelligence. Self-regulation is at an average level, and self-awareness and self-motivation are at a level slightly above average, the level of general emotional intelligence is at a level close to high. Self-awareness ranges from 3.00 to 6.00, but the median value for this indicator is 5.00, which, according to the methodology, corresponds to a high level of this trait. Self-regulation is in the range from 2.00 to 4.00, the median is 3.00 points, according to this, this indicator for the group is at an average level. Self-motivation ranges from 3.12 to 5.42, with an average value of 4.27, in the group the indicator is expressed slightly above the average level. Empathy is slightly above average, since the lower quartile is 4.00, the median is 5.00. The indicator of general emotional intelligence in the group is in the range from 75.00 to 98.00, with a median value of 92.00, so we can conclude that, in general, the indicator of general emotional intelligence is at a level close to high level.

Table 3

The results of the correlation analysis

Variables	Self-awareness	Self-regulation	Empathy	Interaction skills	Self-motivation
General emotional intelligence	0.38	0.43	-0.12	0.23	0.46

The results obtained are shown in Table 3. The group has a positive moderate relationship between the indicators of self-awareness, self-regulation and self-motivation and the indicator of general emotional intelligence. This means that at a high level of general emotional intelligence, the indicators of self-awareness, self-regulation and self-motivation will be at a higher level. There is a weak association between the indicator of general emotional intelligence and interaction skills, it can

mean that there is no correlation between these indicators. There is no correlation between the indicator of empathy and general emotional intelligence either. The observed correlations are significant at the level of $p < 0.05$, that is, they are statistically significant.

DISCUSSION

According to Slobodchikov's concept, participants correspond to 4 stages relative to his age periodization, this stage is called "individualization". The beginning of this stage, as a rule, means the entry of an individual into a period of common age formation for all, as well as individual and personal formation. Medical students, whose leading activity is professional self-realization, need to have a developed level of emotional and social intelligence for a more comfortable and successful professional activity.

The study of the nature of the mutual influence on the level of social and emotional intelligence is most often used for the selection in certain professional fields, since the indicator of social intelligence, according to the studied methodology, can be an indicator of readiness to carry out their professional activities in work related to management, service, communication, that is, almost at any place where interaction with other people is important, while the indicator of emotional intelligence may show readiness or predisposition to work with other people. Since the profession of a doctor fits the definition of a profession that includes interaction with people, the study of the relationship between indicators of social and emotional intelligence is optimally considered on a sample of first-year medical students, since many students tend to choose a professional field based on individual and personal characteristics.

CONCLUSIONS

1. According to the results of the correlation analysis of the level of general emotional intelligence and the components of social intelligence, there is a positive moderate relationship between the levels of self-awareness, self-regulation and self-motivation and the level of general emotional intelligence. There is a weak correlation between the level of general emotional intelligence and interaction skills, so there is no connection between these variables. There is no connection between general emotional intelligence and empathy score.

2. Since the observed correlations are significant at the level of $p < .05$, it means that results are statistically significant.

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УДК 613.4

ЛИЧНАЯ ГИГИЕНА И ЕЁ СОБЛЮДЕНИЕ СРЕДИ СТУДЕНТОВ УГМУ

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Аннотация

Введение. Мы живем в мире, где бактерий и микробов больше, чем людей. Безусловно, есть и полезные бактерии, но, к сожалению, вредоносных больше. И мы, как разумные люди, должны защищаться от них путём соблюдения правил личной гигиены. В статье рассмотрена проблема несоблюдения правил личной гигиены среди студентов УГМУ. Изучены уровень знаний студентов о гигиене и удовлетворенность студентов личной гигиеной и указаны пункты соблюдения правил личной гигиены. **Цель исследования** – определить какая часть студентов 1 курса лечебного факультета следит за своей гигиеной, имеют ли они такую возможность и степень их осведомленности о правилах личной гигиены. **Материал и методы.** Были использованы различные методы исследования, среди которых было: анкетирование студентов УГМУ, изучение статей и дополнительной литературы, а также анализ всей полученной информации. **Результаты.** По исследованиям было выявлено, что большая часть студентов следит и удовлетворены состоянием личной гигиены. Возможности и осведомленность имеются у большинства опрошенных студентов. **Выводы.** Большинство студентов УГМУ следят за своей гигиеной и полностью осведомлены о правилах личной гигиены. Студентам следует соблюдать правила личной гигиены, потому что это самый лучший способ сохранить себе здоровье и защитить себя от многих болезней.

Ключевые слова: личная гигиена, здоровье, чистота, бактерии.

PERSONAL HYGIENE AND ITS OBSERVANCE AMONG USMU STUDENTS

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