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## The core mechanisms of formation of students' emotional well-being in the context of international experience: a theoretical review

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**Abstract.** Emotional well-being is a complex structure that encompasses elements of a person's subjective perception of themselves and the surrounding world, as well as their emotional experience. It is a critical factor influencing academic performance, adaptation, and general mental health, especially for students integrating into a different cultural environment and navigating a complex educational environment. This study examines the mechanisms underlying the development of emotional well-being in students, considering international perspectives. Understanding differences in emotional intelligence is relevant to the cultural, social, and environmental factors that shape their experiences.

The article is devoted to the scientific problem of identifying universal and culture-specific mechanisms of emotional well-being in heterogeneous student groups. The relevance of the study is due to the growing global mobility of students and the need for supportive educational programs. The novelty of the study lies in its focus on integrating international perspectives to understand the dynamics of the formation of this phenomenon. The work aims to conduct an analysis and systematization of the main factors that shape students' emotional well-being. The scientific significance lies in the expansion of knowledge about the formation of emotional well-being, and the practical significance lies in the possibility for universities to develop academic activities that take into account the cultural context.

The study takes a theoretical and methodological approach, including comparative and systematic reviews, and is conducted in three stages: conceptualization, literature review, and synthesis of findings. The findings of the study provide a framework for understanding emotional well-being and enable the development of practical recommendations for enhancing student well-being.

**Keywords:** emotional well-being, subjective perception, mental health, cultural differences, academic adjustment.

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## **Introduction**

Today, in the era of postmodernism, digitalization, cultural integration and transition to a technologized information field, modern living conditions require from a person flexibility of thinking, adaptability, ability to quickly respond to the change of external circumstances, on the other hand discipline, time management, organization in conditions of uncertainty, as well as networking and communicativeness, that is, the skill to quickly find a common language, establishing ties with other people in any space, society despite gender, cultural, confessional and other factors. This all leads to the need for a more thorough study of the psychological, subjective, and emotional aspects of personal well-being, which in general constitute the overall mental health of a normally functioning individual in today's rapidly changing world, and especially of students integrating into the educational space or other cultural environment.

Emotions are an integral component of a psychologically and physically balanced, assertive, and emotionally mature individual in contemporary society. They form the core of the emotional-affective and emotional-personality domains, exerting influence over many vital aspects of human life (Meiselman et al., 2021). Emotions act as indicators or catalysts for internal processes linked to deeply held beliefs, worldviews, and interpersonal dynamics. They underlie fundamental human experiences such as friendship, curiosity, affection, connection, aspiration, and attraction. But emotions can also be the cause of sharp, explosive, affective, irrational, or even destructive behavior, in which a person is simply unable to rationally comprehend and control. In such cases, psychological defense mechanisms are activated unconsciously, all internal resources of a person are mobilized in connection with preparation for struggle and survival, and the brain enters an unconscious state, thus the body tries not to waste energy and time on thinking, but is aimed at solving the problem. This serves as a protection of a person from emotional consequences - often beyond his conscious understanding and sometimes accessible only through professional intervention or targeted therapeutic techniques (Chuyko et al., 2022).

Consequently, emotions, as natural psychophysiological responses to both internal states and external stimuli, are a critical element of overall emotional well-being. They play a particularly significant role in the lives of university students, facilitating motivation, social interaction, self-definition, and the shaping of interests and values (Hagenauer et al., 2017). Emotional responsiveness supports students in maintaining goal orientation, adapting rapidly to new environments, and navigating the processes of acculturation. Moreover, it fosters the development of both soft and hard skills essential for personal and professional growth, both during their academic journey and beyond. Strengthening emotional awareness, resilience, and self-regulation is therefore fundamental to sustaining high levels of emotional well-being throughout one's life.

Emotional well-being encompasses an individual's capacity to recognize, comprehend, express, and regulate their emotional experiences, as well as maintain constructive and balanced interpersonal relationships. It serves as a key indicator of psychological health, reflecting one's subjective evaluation of life, overall satisfaction, adaptability to change, resilience in the face of adversity, and emotional self-regulation (Park et al., 2023). Furthermore, emotional well-being integrates various dimensions of human existence, including physical health, social and psychological stability, ethical conduct, and moral consciousness.

This work aims to identify the main factors that shape the emotional well-being of university students, with a significant focus on identifying the influence of psychological, social, and cultural factors that contribute to the overall emotional well-being of students.

## **Methodology**

The research methodology is based on a critical and qualitative analysis of existing sources, as well as a study of the development of the topic aimed at studying the emotional well-being of university students from different cultural groups. Using a systematic synthesis and thematic categorization of previously published works, our study aims to identify patterns, gaps, mechanisms, and relationships in current knowledge. This research design together creates a theoretical basis for further empirical study of students' emotional well-being in a cross-cultural context.

## **Discussion**

One of the memorable, significant, transitional stages in a person's life is student life, aimed at obtaining a specialized high-quality education, training qualified and competent specialists in their field, and it is usually aimed at obtaining higher or specialized secondary education after completing general secondary education, as a result of many years of educational activity. This life period often overlaps with late adolescence and early adulthood – a time characterized by increased independence, detachment from the family environment, active social integration, the search for professional identity, and the establishment of one's role in society. Students are generally regarded as a unique socio-demographic group, commonly falling within the 17 to 25 age range, sharing common goals, academic interests, and a focus on professional development.

However, in today's context, the concept of a student has become more inclusive and diverse, no longer confined by traditional boundaries such as age, cultural background, or gender. The Bologna Process has improved the quality of education, ensuring the achievement of sustainable development goals at regional and international levels around the world.

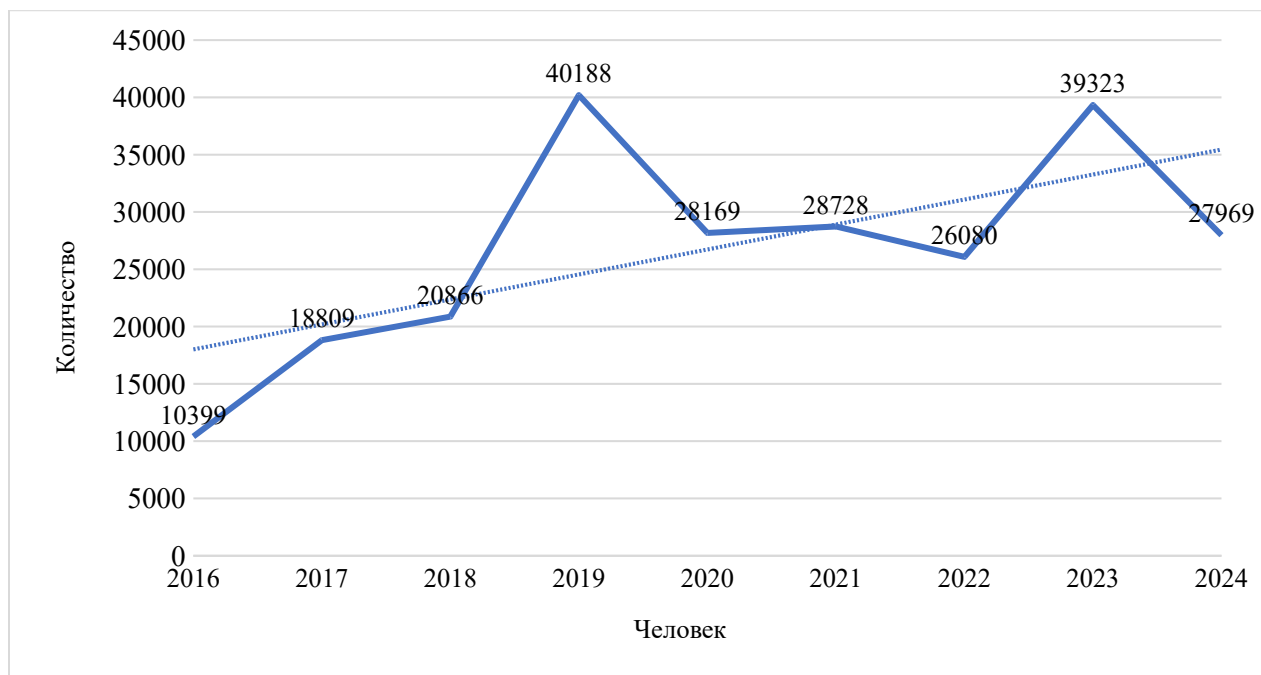
According to the Bureau of National Statistics (BNS), in the 2023-2024 academic year, there were about 600,000 students enrolled in higher education institutions in Kazakhstan, of which 53% were women and 47% were men (BNS, 2023) (Committee on Statistics of the Republic of Kazakhstan, 2023). At the same time, the number of universities across the country reached the maximum mark of 112, which indicated the continuous development and proper organization of the country's educational infrastructure.

Also, over the past few decades, the country has undergone many significant educational reforms that have brought Kazakhstan in line with global standards and strengthened its competitiveness as one of the regional centers of higher education in Central Asia. One of the most striking trends has been the increase in international student enrollment, attributed to policy shifts promoting internationalization, strategic global academic partnerships, and the expansion of multilingual programs in Kazakhstani universities.

Despite these advancements, the dynamics of foreign student mobility reveal a nonlinear pattern. Data from the Center for Monitoring the Implementation of the Mobile Learning Program indicate that, before 2019, Kazakhstan experienced a sharp rise in the number of

international students, growing more than fourfold compared to 2016 and peaking at 40,188. However, this upward trend was followed by a significant decline: a 29% drop in 2020 (to 28,169 students), and a further 9% decrease in 2022 relative to 2021 (Center for Monitoring Mobile Learning, 2022).

According to the most recent data from the Ministry of Education of the Republic of Kazakhstan (MoE RK), a modest recovery was observed in 2023, when international student numbers rose to 39,323, yet this was followed by another decline to 27,969 in 2024, indicating persistent volatility in the sector (MoE RK, 2024). This fluctuating trajectory is illustrated in Figure 1 below.



**Figure 1: Diagram of the dynamics of the number of foreign students**

Note: compiled based on data

Such instability of international interaction is explained by global political, socio-economic events taking place in the world, which have led to fluctuations in all aspects of human life, including educational activities. One of the key factors is the COVID-19 pandemic that swept the world, which started in the second half of 2019, followed by a quarantine for several months, which led to the development of online learning and working platforms, which at that time eliminated the need for offline learning. These unexpected and unpredictable situations created within the people of all countries a sense of uncertainty, insecurity, and visualized human vulnerability, directing the focus on the importance of physical and psychological health, care for loved ones, and social support; they also rallied the national spirit and strengthened cultural identification.

The period of studenthood can often witness complicated social and individual changes of a person, i.e., internal self-transformation, as forming self-consciousness, value perceptions, worldview, and sense of involvement in specific social processes. At this stage, students usually seek to establish their own professional aspirations, critically evaluate the correctness of their choices, and build a clear self-concept. Even though students are perceived by people as gaining

independence, searching and interacting with others (networking), there is another side: it is also characterized by increased educational loads, growing awareness of their own responsibility, emerging doubts in their abilities, internal and individual conflicts and the necessary level of preparation for the real conditions of mature and labor (educational) activity.

During this time period, students are exposed to a range of tests and demands related to endurance, flexibility, and continuous exertion. And this, in turn, mainly contributes to the development of the necessary competencies and to the internal preparedness for further responsibilities on the part of the student. But it is not always possible for everyone to successfully manage this task without problems. Variations in personality traits, psychotypes, coping skills, and emotional resilience help them withstand these difficult challenges. In most cases, the pressure of academic and social activities can negatively affect their emotional, subjective, or psychological well-being. Consequently, it is extremely relevant to examine the underlying factors that promote or undermine students' emotional well-being, taking into account the possibility of implementing dedicated assistance mechanisms.

Emotional well-being implies the general measurable emotional background of a person and their idea and perceptions of life and themselves. This concept includes subjective aspects of personality, that is, the nature and frequency of emotional experiences, but also reflective components are present in it, such as direction, sense of achievement, satisfaction, and assesses self-realization, quality of life, and frustration. EWB is inherently contextual, shaped by cultural background, personal experiences, and available social and psychological resources, which makes it dynamic and sensitive to both internal and external influences (Feller et al., 2018).

In recognition of the growing significance of emotional well-being in public health discourse, Feller S.C., and colleagues proposed in 2018 a comprehensive national strategy aimed at promoting EWB. They conceptualized emotional well-being as a holistic framework incorporating positive affect, life satisfaction, and a meaningful sense of direction. The authors also emphasized the need for a standardized definition and unified framework for measuring EWB, given the diversity of terms and constructs currently used across disciplines. Such standardization is essential for effective policy development, comparative research, and implementation of supportive interventions within educational and societal institutions.

The components of emotional well-being that make up its structure are considered to be positive affect, satisfaction with life, meaning and purpose, social connections, and emotional regulation (Park et al., 2023). Determinants of emotional well-being are mechanisms that shape it or factors that influence the level of emotional well-being of an individual. Currently, the integrative biopsychosocial determinism of phenomena is adhered to. Biological, individual-psychological, and socio-economic factors are distinguished (Table 1).

**Table 1**

**Mechanisms that shape the emotional well-being of an individual**

№	EWB factors	Components	Research
1	Biological	1. Neurochemical processes (providing activity of brain centers responsible for emotions with	Plomin R. et al. (2016); Martell C.R. et al. (2010);

		neurotransmitters serotonin, oxytocin, dopamine); 2. Genetic (hereditary) influence; 3. neuroplasticity of the brain; 4. Physical health.	Fancourt D., Steptoe A. (2020).
2	Individual-psychological	1. Psychological health; 2. personal values. 3. Personal and behavioral characteristics (temperament, character typology).	Lucas R.E., Diener E. (2008); Carver C.S., Scheier M.F. (2014); Sanchez-Danday A.Q. (2019).
3	Social	1. Social support and the family; 2. Cultural context (traditions, cultural syndromes, shared values, mentality, norms and expectations); 3. Social activity, social status.	House J.S. et al. (1988); Cooper H. et al. (1992); Triandis H.C., Gelfand M.J. (1998); Carver C.S., Scheier M.F. (2014); Wang B. et al. (2023).
4	Economic	1. Financial and physical security; 2. Quality of life.	Pinto S. et al. (2017); Kopasker D. et al. (2018).

Emotional well-being plays a crucial role in students' lives and learning activities, and in particular their academic success and personal development. Adapting to a new environment, maintaining relationships and coping with stress are dependent factors on its level. Cross-cultural studies show that students from individualistic cultures often report higher life satisfaction but may experience loneliness, while those from collectivistic cultures emphasize family cohesion and group support.

At present, there are many modern cross-cultural studies on the experience of different countries studying the well-being and welfare of student youth. Mainly from CIS countries in Russia and Kazakhstan, and from abroad in the USA, Italy, Japan and China, there are many cultural-comparative studies of local titular students with mobile foreign students. In particular, such phenomena and psychological phenomena as resilience, adaptation, procrastination, motivation and values, subjective and psychological well-being, cultural identity, features of emotion manifestation, perception and others are studied. One such study is Moskvitina's (2023) study of students' subjective perception of time, which involves about 200 Vietnamese and Russian students. According to the results of the study, it was found that Vietnamese students have a less pronounced perception of time as such and have a vague character; there is no division by the importance of the past and the future, and it is not accepted to openly show their emotions due to the reverence for cultural traditions and values.

Russian and Chinese students are compared in the works of Pilishvili T.S. and co-authors (features of subjective well-being, 2022), Koltunov E.I. and colleagues (stress experience and adaptation, 2022); the level of psychological well-being between Russian and Armenian students was also compared (Samokhvalova A.G., 2022). The empirical study of subjective well-being revealed marked cultural differences between Chinese and Russian students. Chinese students showed less favorable results on key components of SB, including general well-being, mood stability, importance of social ties, and satisfaction with daily activities, compared to

their Russian peers. On the other hand, they performed better on "tension and sensitivity" and "psychoemotional symptoms." In terms of happiness, both Chinese and Russian students fell within the range of medium-high scores, but Russian students scored higher overall. Chinese students also showed significantly lower results on the Global Self-Esteem scale and its components (attitude towards oneself, self-esteem, expected attitude from others, self-interest, self-acceptance, and self-concordance); they also evaluated their appearance less positively than Russian students.

The study of stress and student adaptation factors showed that Chinese and Russian students with lower levels of stress tend to exhibit values that are closely related to their cultural norms, and conversely, students who experience higher levels of stress are more likely to adopt values that deviate from the typical cultural standards of their home countries. It has also been observed that hedonistic values hinder the cultural adaptation of both Russian and Chinese students. The study found a relationship between variables such as adaptation to stressors and perception and experience of difficulties. As a result, groups were ranked according to intercultural characteristics and values that were thought to influence perception and response to stressors. The findings are consistent with existing studies of cultural value dynamics in Chinese and Russian students and provide insight into how stress and adaptation are influenced by cultural context.

When studying the general psychological state of students, the authors characterized the main dispersion and correlation relationships that determine the psychological well-being of students from Armenia and Russia. According to the results, it was found that the students of both groups have test levels below the norm, which shows a high level of negativity, authenticity, and self-efficacy. For Armenian students, psychological well-being is closely related to subjective well-being, independence from parents, physical health, and life satisfaction. They tend to have more pronounced life goals, a strong sense of direction, and an orientation towards self-development. Their perception of life is full of meaning and interest, and they actively set clear goals for the future. Russian students associate psychological well-being with good health, success in their studies and life, and satisfaction with romantic relationships. They are more satisfied with their current life, but also aim to increase their status and achieve success in the future. In both groups, the sense of meaning in life plays a significant role in the formation of PWB, although the sense of satisfaction with the present and aspiration for the future differ in the two cultures (Samohvalova et al., 2022).

Psychologists from Kazakhstan and Germany have conducted a study of the significant impact of stress and resilience on the psychological health of students studying abroad. Kazakhstani students, whether studying in another country or domestically, show marked similarities and differences in their psychological health. Both groups demonstrate average levels of resilience, and their perceptions of quality of life and overall well-being are comparable. And students studying abroad experience lower levels of chronic stress, while students from Kazakhstan have a stronger sense of coherence, reflecting differences in the way they adapt to their environment. For students studying abroad, resilience is central to their psychological health, closely related to finding meaning in stressful situations and achieving goals through constructive coping mechanisms. The ability to relax and maintain a sense of happiness also contributes significantly to their psychological health, with physical health indicators playing a smaller role. And for

home students, physical health is a dominant factor, including aspects such as physical fitness and healthy sleep patterns. (Baizhumanova et al., 2024).

Studying abroad facilitates the formation of new skills and neural connections. Moreover, the ability to learn new things, adapt to a definitely different environment and improve socio-communicative skills can only occur in an unfamiliar environment away from one's own home and comfort. Nevertheless, there is a downside when a person faces many difficulties. Examples are the studies of the countries of the Far West on the topic of mental health of students: the work of American researchers (Bathke A., Kim Y.H., 2016) from the University of Minnesota and the study of Zablotny J. (2024) from the Dutch University of Twente. They draw attention to the idealization of student life and the underestimation of academic stress, to which more than half (60%) of American students are subjected according to statistics. Also, in one year, 25% of students reported their psychological disadvantage, were diagnosed, and were under the care of specialists. These studies were conducted in only a few universities; hence, this gives reason to think about the global mental state of the learning youth.

International students (full-time or temporary exchange students) in the United States are more likely to experience stress, depressive tendencies, and alcohol dependence due to culture shock, maladaptation, language barriers, psychological pressure from others, social isolation, and lack of support. While American students go to study in other countries, mostly with classmates, acquaintances and with full support from their university, international students in the U.S., in most cases, do not have such support, and they are not offered free native English instruction as in England. All these circumstances cause mental overload, depression, homesickness, long acculturation, social alienation, decreased academic performance, and, as a rule, coping avoidance (Bathke et al., 2016).

Difficulties abroad are reflected not only in cultural, academic aspects, but also in everyday life. In other words, usually a student at home may not worry about spending money and routine household chores, but when he/she is alone in another country, he/she has to deal with cleaning, laundry, cooking, grocery shopping, as well as paying for housing. This requires a lot of effort along with studying: planning your entire day, watching your budget, finding new strategies to use your time and energy efficiently, and also working part-time, as living in another country can be financially costly and some students face this at a very early age (Ulukök et al., 2023).

As a consequence, a person's organism and brain initially experience severe stress and exhaustion, overstrain, but adapt with the passage of all stages of culture shock and acculturation (this stage varies due to circumstances, the presence of experience of intercultural communication, and typological characteristics of the individual). As a result, a person learns responsibility, time management, planning skills, budgeting, becomes mature, conscious, socially and emotionally flexible to communication, culturally enriched, breaks language barriers, and gains international experience, expands his/her horizons, values, interests, hobbies, and social circle (Chavajay et al., 2008).

Thus, studying abroad has both beneficial and negative effects on the student's well-being and personal growth. It provides a platform for personal and academic growth, exposure to culture, and developing resilience and independence through hardship. However, personality itself is multifaceted and everyone goes through their own unique life journey, coping with



challenges in different ways: some cope with ease due to many factors, many go through personal transformation and become more resilient, while others face stresses that lead them to a state of psychological malaise.

Consequently, it is of great importance to reflect and integrate global experience, to explain significant cultural processes. It is also important to note the need to maintain the emotional and psychological well-being of students abroad and to provide them with assistance and social support. Paying attention to and creating effective academic programs, practical recommendations aimed at maintaining the mental health of students play a significant role.

## **Results**

The results of the theoretical-methodological and cultural-comparative analysis of the mechanisms of emotional well-being of local and international students allow us to summarize the data and structure the components of emotional well-being. Also, the theoretical review shows the influence of various factors on students' emotional well-being and mental health, especially the combination of personal, social and cultural factors: resilience, social support, stress management, planning and communication skills, financial stability, character traits and others.

Local students tend to demonstrate higher levels of coherence and connection to their cultural environment, which has a positive impact on their psychological stability. In contrast, international students do not show very good results on the stress assessment scale, which the authors suggest may be related to cultural factors, but according to the results of other tests, they received higher scores in strategies for overcoming obstacles and developing successful coping strategies, which is interpreted as the need to navigate in a new cultural environment when faced with unfamiliar and new circumstances and environments for a person.

The results obtained from the review are confirmed by the original literary data, which prove to us that the ability to manage and control stress (stress resistance), learning the strategy of emotional regulation, stability and successful interaction with others are significant factors in the emotional (psychological) development of students. In addition, our results show that non-somatic (bodily) experiences of students can be predictors of academic performance and overall mental well-being.

## **Conclusion**

Thus, summarizing this work, the relevance and importance of research in the field of emotional well-being among student youth is substantiated. This study describes and characterizes the main emotional and psychological factors that affect the general psychological and mental health of students, as the basis for influencing their social and educational success. According to existing concepts, psychological health is determined as a phenomenon that includes life satisfaction, positive personality orientation, purposeful activity and general well-being. It is influenced by such factors as biological, psychological, social and cultural. This article also contributes to the understanding of the emotional well-being of students in early and late adolescence (maturity), providing new opportunities for further research, as well as

the development of methods, training, and support programs. By integrating cross-cultural insights, the study provides a framework for developing targeted support programs that improve students' EWB, contributing to a more supportive educational environment. Future research can explore the interaction of the determinants of EWB with longitudinal studies to track changes over time and the impact of global issues on student well-being.

### **Authors' Contributions:**

**Konysbay T.E.** – collecting and analyzing existing sources on the research topic, writing the text; responsibility for all aspects of the work.

**Aimaganbetova O.Kh.** – studying and solving issues related to the reliability of data or integrity of all parts of the article; approval of the final version of the article for publication.

**Khazratova N.V.** – critical revision of the content.

**Adilova E.T.** – significant contribution to the concept or design of the work.

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### **Халықаралық тәжірибе контекстінде студенттердің эмоционалдық әл-ауқатын қалыптастырудың негізгі механизмдері: теориялық шолу**

**Аңдатпа.** Эмоционалды әл-ауқат жеке тұлғаның өзін және қоршаған әлемді субъективті қабылдау элементтерін, оның эмоционалды тәжірибесін қамтитын күрделі құрылымы болып табылады. Ол оқу үлгеріміне, бейімделуіне және жалпы психикалық денсаулығына әсер ететін ең маңызды фактор, әсіресе студенттердің басқа мәдени ортаға интеграциялануы және күрделі білім беру ортасын шарлауы. Бұл зерттеу халықаралық перспективаны ескере отырып, студенттердің эмоционалдық әл-ауқатын дамытудың механизмдерін зерттейді. Эмоциялық айырмашылықтарды түсіну олардың тәжірибесін қалыптастыратын мәдени, әлеуметтік және қоршаған орта факторларына әсер етеді.

Мақала гетерогенді студенттік топтардағы эмоционалдық әл-ауқаттың әмбебап және мәдени ерекше механизмдерін анықтаудың ғылыми мәселесіне арналған. Зерттеудің өзектілігі студенттердің жаһандық ұтқырлығының өсуіне және білім беру бағдарламаларын қолдау қажеттілігіне байланысты. Зерттеудің жаңалығы оның осы құбылыстың қалыптасу динамикасын түсіну үшін халықаралық перспективаларды біріктіруге бағытталғандығында. Жұмыстың мақсаты – студенттердің эмоционалдық көңіл-күйін қалыптастыратын негізгі факторларды талдау және жүйелеу. Ғылыми маңыздылығы эмоционалдық әл-ауқаттың қалыптасуы туралы білімнің кеңеюінде, ал практикалық маңызы университеттердің мәдени контекстті ескере отырып, академиялық қызметті дамыту мүмкіндігінде.

Зерттеу салыстырмалы және жүйелі шолуды қамтитын теориялық және әдістемелік тәсілді пайдаланады және үш кезеңде жүргізіледі: концептуализация, әдебиеттерге шолу және нәтижелерді синтездеу. Зерттеу нәтижелері эмоционалдық әл-ауқатты түсіну үшін негіз береді және студенттердің эмоционалдық әл-ауқатын жақсарту үшін практикалық ұсыныстарды әзірлеуге мүмкіндік береді.

**Түйін сөздер:** эмоционалдық салауаттылық, субъективті қабылдау, психикалық денсаулық, мәдени айырмашылықтар, академиялық бейімделу.

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### **Основные механизмы формирования эмоционального благополучия студентов в контексте международного опыта: теоретический обзор**

**Аннотация.** Эмоциональное благополучие является комплексной структурой, включающей в себя элементы субъективного восприятия личностью себя и окружающего мира, его эмоциональное переживание опыта. Это важнейший фактор, влияющий на успеваемость, адаптацию и общее психическое здоровье, особенно у студентов, интегрирующихся в другую культурную среду и ориентирующихся в сложной образовательной среде. В данном исследовании изучаются механизмы, лежащие в основе формирования эмоционального благополучия у студентов, с учетом международных перспектив. Понимание различий в эмоциональной сфере имеет значимость в связи с культурными, социальными и экологическими факторами, которые формируют их опыт.

Статья посвящена научной проблеме выявления универсальных и культурно-специфических механизмов эмоционального благополучия в разнородных студенческих группах.

Актуальность исследования обусловлена растущей глобальной мобильностью студентов и потребностью в поддерживающих образовательных программах. Новизна заключается в том, что исследование ориентировано на интеграцию международных перспектив для понимания динамики формирования данного явления.

Цель работы – проведение анализа и систематизации основных факторов, формирующих эмоциональное благополучие студентов. Научная значимость заключается в расширении знаний

о формировании эмоционального благополучия, а практическая – в возможности разработки университетами академических мероприятий, учитывающих культурный контекст.

Исследование использует теоретико-методологический подход, включая сравнительный и систематический обзоры, и проводится в три этапа: концептуализация, обзор литературы и обобщение результатов. Результаты исследования обеспечивают основу для понимания эмоционального благополучия и позволяют разработать практические рекомендации для повышения благополучия студентов.

**Ключевые слова:** эмоциональное благополучие, субъективное восприятие, психическое здоровье, культурные различия, академическая адаптация.

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