The results of Table show that the total interpersonal relationship score showed significant differences in gender, including the two dimensions of interpersonal conversation trouble and heterosexual communication trouble, especially the interpersonal conversation trouble, reaching a significant level of 0.001. The overall interpersonal score of junior high school girls is lower than that of junior high school boys, and the trouble in interpersonal conversation and opposite sex communication is significantly less than that of junior high school boys. Self-esteem generally varies not significantly in gender. Mental health and its gender differences in all dimensions reached significant levels and a total score of 0.001. The t value is negative, that is, which means that the mental health of junior middle school girls is significantly higher than that of junior high school boys. The junior middle school girls score higher than junior high school boys in four dimensions: emotional perception, self-emotional management, others' emotions and emotional utilization.

Second, the self-esteem level of junior high school students is in the top middle level. There is no significant difference in gender; the self-esteem level of junior high school students from towns is significantly higher than those from villages, only children than non-only-child students, and significantly higher than those of junior three.

Third, the mental health of junior high school students is in the middle level. The mental health of junior high school girls is significantly higher than that of junior middle school boys; those from towns is significantly higher than those from villages; and that of junior middle school students is significantly higher than that of grade one.

Fourth, there is a significant correlation between the interpersonal relationship, self-esteem and mental health of junior high school students.

Fifth, relationships can effectively positively predict self-esteem and mental health; self-esteem can be effectively directed forward to mental health; relationships and self-esteem can effectively positively predict mental health.

Conclusion. Relationship and self-esteem can effectively positively predict mental health and jointly explain 37.3% of the total mental health variation. Through data analysis, we gave advice to students, teachers and parents, just like: as a student you should, first of all to learn to self-love. Secondly, dig out and discover their own strengths. Finally, there should be something in the right direction. As a educators and parents: Respect for students, first learn to respect the students. Second, learn to trust the students. Finally, learn to find the advantages of praising students.

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SUBJECTIVE WELL-BEING AND LIFE MEANINGS OF BELARUSIAN AND CHINESE STUDENTS

The article considers cross-cultural differences in subjective well-being and life orientations of Belarusian and Chinese students. The relevance of the research for psychological science and practice is determined by the need to develop issues related to the structures

of well-being of various nationalities within the framework of a socio-cultural approach. The purpose of the work is to identify the features of psychological well-being and its connections with the value-semantic sphere of students' personality.

Keywords: subjective well-being, life-meaning orientations, happiness, positive experiences, students, cross-cultural aspect.

СУБЪЕКТИВНОЕ БЛАГОПОЛУЧИЕ И ЖИЗНЕННЫЕ СМЫСЛЫ БЕЛОРУССКИХ И КИТАЙСКИХ СТУДЕНТОВ

В статье рассматриваются межкультурные различия субъективного самочувствия и жизненных ориентаций белорусских и китайских студентов. Актуальность исследования для психологической науки и практики определяется необходимостью разработки вопросов, связанных со структурами самочувствия различных национальностей, в рамках социокультурного подхода. Цель работы – выявить особенности психологического благополучия и его связи с ценностно-смысловой сферой личности студентов.

Ключевые слова: субъективное благополучие, смысложизненные ориентации, счастье, позитивный опыт, студенты, кросскультурный аспект.

Introduction. Currently, in psychology, more and more attention is paid to the inner world of the individual, the problem of subjective well-being and happiness is becoming more and more urgent. Researchers put forward theories about the essence and components of well-being, researchers study many factors in an effort to identify the most important for finding well-being and inner harmony. Thus, the studies of E. Diener, K. Riff et al. they have shown that values and goals can contribute to life satisfaction and positive feelings of the individual [1].

In China, there is still a relatively consistent understanding of subjective well-being, which is basically described on top of the conceptual model of subjective well-being (SWB), such as happiness, subjective well-being, subjective quality of life, etc. According to W. Zhang and R. Zheng [2], happiness is an emotional state, which is a state produced by a certain individual who has satisfied his or her needs or achieved his or her ideals by certain means or methods, and it is influenced by various factors such as human needs, cognition or emotion, in addition to some external factors, and it is a more complex psychological state. In essence, it is a positive emotional experience generated by external stimuli, and this experience has positive energy. According to J. Wang and X. Ding [3], happiness is a true experience and reflection of the objective reality of people's present life, which is closely related to the objective reality and reflects people's actual needs and values. In other words, happiness is both objectively real and subjective because, firstly, it is carried by happy life events and has no meaning without these carriers; secondly, individuals have meaning only after experiencing these events. As we can see, the problem of positive functioning is a multi-factor construct characterized by a complex relationship of social, cultural, economic, psychological and spiritual factors. The subjective well-being of an individual, being an integral socio-psychological formation, is determined through the individual's system of ideas about himself, his life, relationships, and condition [4].

Therefore, this study is aimed at studying the relationship of subjective well-being with psychological factors, namely with life meanings.

Material and methods. Theoretical: analysis of psychological literature on the problem of research, comparison, synthesis. Empirical: Ryff scales of psychological well-being, D.A. Leontiev's life sense orientations test, E. Diener 's life satisfaction scale. Mathematical and statistical: Student's t-test, Spearman's Rank correlation. The primary data was processed using a statistical software package SPSS Statistics 25. The sample consisted of a total of 20 Belarusian students, 20 Chinese students from 18 to 26 years old (SD=21.25).

Results and their discussion. The research is based on the assumption that subjective well-being is a multidimensional structure that includes life satisfaction, psychological well-being. The study conducted a comparative analysis of the level and structural characteristics of subjective well-being of two groups of students.

Comparative analysis of the average indicators and standard deviations of the characteristics of life orientations are in the zone of close values. This means that representatives of all samples are characterized by a generally positive attitude towards life, they have goals, self-control is developed, they highly appreciate the ability to control lives.

Correlation analysis of the indicators of the methods among Belarusian students (figure 1) showed that the greatest numbers of connections at different levels of significance are established by indicators of competence (6 correlations), positive relationships (6 correlations). Thus, the competence of Belarusian students is associated with autonomy ($p<0,01$), self-acceptance ($p<0,01$) and positive relationships ($p<0,05$), and indicators of life satisfaction. Personal growth is only highly correlated ($p<0,05$) with life goals. The more you focus on personal growth, the more goals you have in life. The more goals in life, the more focus on personal growth as well. In addition to personal growth, these scales were also positively correlated with the Life Satisfaction Scale.
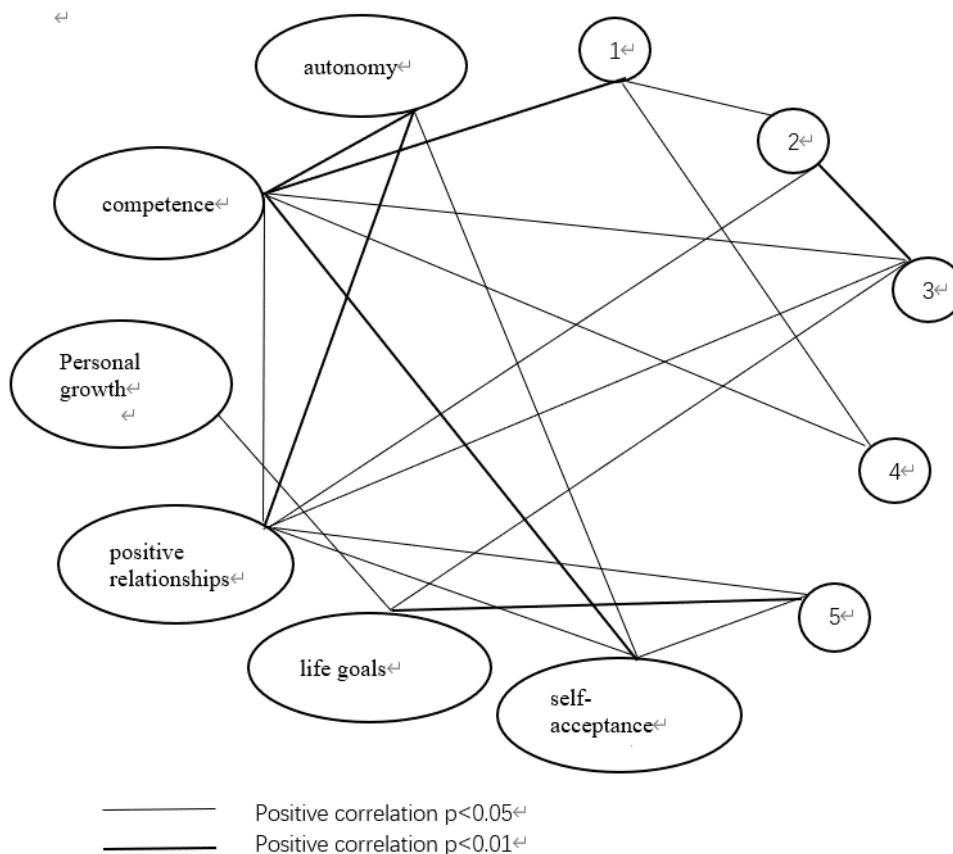

Figure 1 – Functional interrelations of indicators of methods conducted among

Belarusian students
1 – In most ways my life is close to my ideal.
2 – The conditions of my life are excellent.
3 – I am satisfied with my life.
4 – So far I have gotten the important things I want in life.
5 – If I could live my life over, I would change almost nothing.

As a result of studying the interrelationships of subjective well-being and life-meaning orientations, it was found that the majority of Belarusian students with a high level of subjective well-being have goals in the future that give meaningfulness and autonomy to life.

Correlation analysis based on the indicators of the methods performed among Chinese students showed a smaller number of correlations than among Belarusian students. Analyzing Figure 2, it can be seen that the largest number of connections at different levels of significance are set by indicators of autonomy and positive relationships. A group of scales of psychological well-being: autonomy, life goals, positive relationships and personal growth, positively related to each other. Thus, autonomy among Chinese students is associated with competence ($p < 0.05$), personal growth ($p < 0.05$), positive relationships ($p < 0.05$) and life satisfaction ($p < 0.05$). And positive relationships are significantly correlated with competence ($p < 0.01$), autonomy ($p < 0.05$), self-acceptance ($p < 0.05$) and life goals ($p < 0.01$).
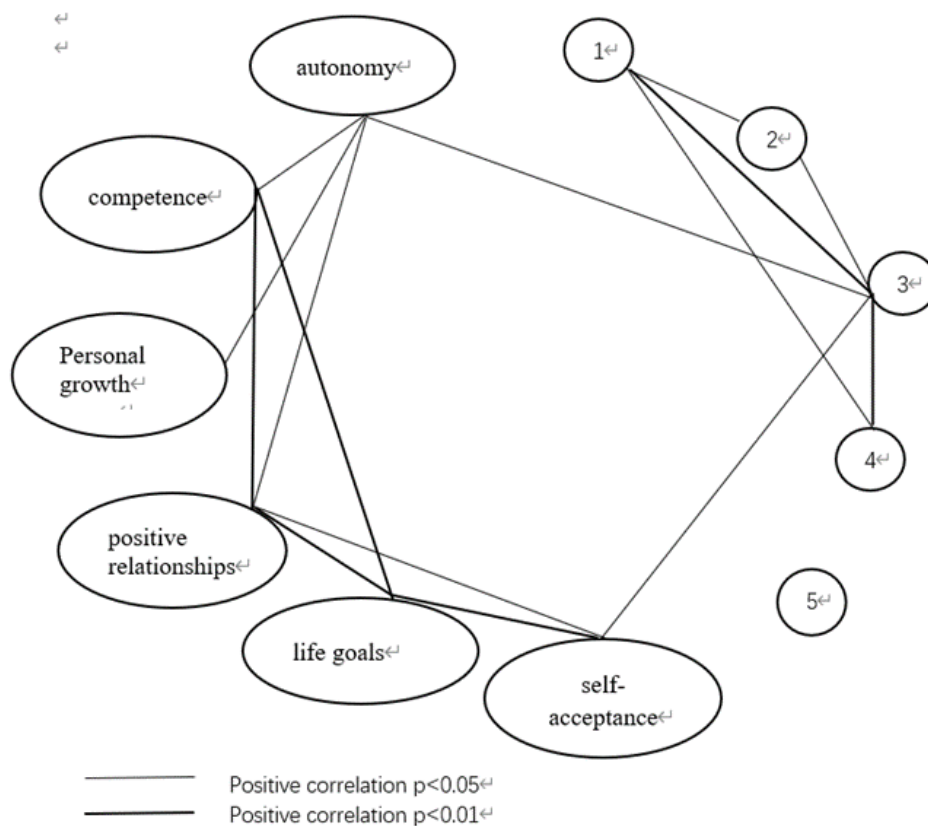

Figure 2 – Functional relationships of indicators of methods conducted among Chinese students

1 – In most ways my life is close to my ideal.
2 – The conditions of my life are excellent.
3 – I am satisfied with my life.
4 – So far I have gotten the important things I want in life.

It can be assumed that a positive attitude towards oneself and a sense of competence relate more to self-perception, and in order to maintain a positive image of oneself and one's skills, active activity is needed, which brings new interests in the life of Chinese students.

Conclusion. The results obtained indicate that psychological well-being is associated with life-meaning orientations by the fact that students' life-meaning orientations are aimed at self-realization, satisfaction, personal growth, which are the basic components of psychologi-

cal well-being of the individual. Belarusian students are characterized by an average level of subjective well-being, its most pronounced components are goals in life, autonomy and positive relationships. While Chinese students showed an average level of psychological well-being, the most pronounced of its components are autonomy, however, they tend to treat themselves and others positively, know and accept good and bad qualities in themselves, control their activities, create conditions to meet personal needs and engage in self-realization.

Value and meaning resources, the presence of which gives the subject a sense of support and self-confidence, a stable self-esteem and an internal right to activity and decision-making. The main variables of subjective well-being include life satisfaction, subjective happiness, life orientations, and value attitudes.

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COMPARATIVE ANALYSIS OF ASSESSMENT
OF PSYCHOLOGICAL WELL-BEING BY YOUNG MEN AND WOMEN

The article presents the results of a study of the psychological well-being of boys and girls. The questionnaire was conducted to investigate the academic stress, interpersonal stress, family pressure, emotional stress and career pressure of students from a senior high school in Henan, Jilin International Study University and Hunan University to study the psychological well-being status of young men and women. The article gives recommendations for improving psychological well-being.

Keywords: psychological well-being, the level of mental well-being of young men and woman.