

The tendency of factors influencing the state of psychological readiness of an individual for professional activity

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Abstract

Purpose: This study aims to analyze the theoretical model of psychological readiness for professional activity and identify effective methods for its formation among university students, particularly those studying psychology. The research emphasizes the integration of cognitive, emotional, and motivational components to prepare students for future professional roles.

Research Methodology: A mixed-method approach was used, combining theoretical modeling and empirical analysis. Diagnostic tools were applied to assess students' psychological readiness, while experimental training sessions were implemented to test the proposed formation method. The model was evaluated through structured observation, self-assessment questionnaires, and competence-based analysis.

Results: Findings demonstrate that the formation of psychological readiness is significantly influenced by self-process activation, reflective thinking, and competence integration. The developed method enhanced students' self-awareness, professional motivation, and ability to apply theoretical knowledge in practical contexts. The study confirmed that readiness for professional activity can be intentionally cultivated through targeted educational interventions.

Conclusions: The research validates that psychological readiness is a dynamic construct comprising self-regulation, motivation, and practical competence. The competence-based and self-activation approaches provide an effective framework for professional preparation.

Limitations: The study was limited to psychology students within a single university context, and longitudinal effects were not examined. Broader application across disciplines requires further study.

Contribution: This study contributes to educational psychology by presenting an empirically tested model and a method for developing psychological readiness aligned with modern competence-based education principles.

Keywords: *Competence, Methodology, Psychological Readiness, Self-Process, Students*

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1. Introduction

Psychological readiness is a special state of a person, expressing their full readiness for an upcoming activity or event, including the activation of mental, psychophysiological, and emotional mechanisms. This is a systemic characteristic of a person or group, including motivation, understanding of tasks, the ability to overcome difficulties, and adapt to new conditions. Psychological readiness can be for different types of activities, for example, for school, professional activity, or for changes. The

anapsychological perspective agrees with the integratemulti-dimensional phenomena that combine personality traits with situational factors. It reflects not only the presence of knowledge and skills but also internal motivation and emotional regulation that enable effective performance in a given context. Scholars such as Lomov (1982) and Baidenko and Oskarsson (2002) have emphasized that readiness involves the unity of cognitive, affective, and volitional components. It allows a person to mobilize resources efficiently, manage stress, and adapt their behavior according to situational demands. In this sense, psychological readiness is not a static quality but a dynamic process that develops through learning, experiences, and self-reflection.

Within the framework of educational psychology, psychological readiness is particularly important in the context of professional development. The development of professional readiness among students, especially those in teacher training, medical, or psychological fields, ensures that theoretical knowledge is translated into effective action. According to Jaksibaev and Gabbarov (2021), the process of forming readiness for professional activity involves cognitive understanding of tasks, emotional stability in the face of uncertainty, and a motivational orientation toward mastery and self-improvement. Without these elements, students may possess technical competence but lack the confidence, adaptability, and self-regulation necessary for sustained performance in real-world settings. Psychological readiness also includes an anticipatory element—what Leontiev referred to as “anticipatory reflection.” This means that individuals mentally simulate upcoming activities, foreseeing possible challenges and outcomes. Such anticipatory processes strengthen cognitive flexibility and prepare the person to respond effectively to unexpected changes (Firalidi, Wibisono, Ngaliman, Indrayani, & Satriawan, 2023). In professional contexts, anticipatory reflection is a cornerstone of decision-making, as it allows professionals to predict the consequences, regulate emotions, and select appropriate behavioral strategies. For example, in education, a teacher’s readiness involves not only planning a lesson but also anticipating student reactions, classroom dynamics, and potential difficulties (Afriyani, Indrayani, Indrawan, Wibisono, & Ngaliman, 2023).

Furthermore, psychological readiness encompasses both *situational readiness*—the immediate preparedness to act—and *long-term readiness*, a more stable personality trait that supports consistent professional performance. Situational readiness arises in response to specific conditions, such as exams, competitions, or emergencies. Long-term readiness, on the other hand, develops through continuous experience, self-regulation, and goal orientation. This dual nature allows for a flexible balance between stability and adaptability, ensuring that a person can function effectively in varied and changing environments. Emotional mechanisms play a particularly critical role in the formation of readiness. Emotions influence motivation, perceptions, and decision-making. Positive emotional states, such as enthusiasm, curiosity, and confidence, tend to enhance readiness by facilitating engagement and persistence. Conversely, chronic anxiety or fear of failure may inhibit readiness, leading to avoidance and rigidity. Therefore, emotional regulation is central to maintaining psychological equilibrium in stressful situations. Theories of emotional intelligence H. (2019) and Sobirovich (2023) reinforce this connection, suggesting that individuals with high emotional competence are better equipped to sustain readiness in dynamic environments.

In addition to emotional factors, psychophysiological mechanisms underpin the bodily aspects of readiness. This includes the activation of the central nervous system, muscle tone adjustment, and hormonal balance, which prepare the organism for effective action. From a neuropsychological perspective, readiness corresponds to optimal arousal levels in the brain’s prefrontal and limbic regions, supporting attention, control, and adaptive responses. Modern cognitive neuroscience has provided evidence that psychological readiness involves the coordination of both cortical and subcortical processes, reflecting the integration of cognition, emotion, and motor preparation. Social and environmental factors also contribute significantly to the development of psychological readiness in athletes. A supportive context, characterized by constructive feedback, encouragement, and trust, facilitates readiness by reducing anxiety and increasing motivation. According to Cooke et al. (2014), readiness is cultivated through social interaction as individuals internalize norms, expectations, and strategies from their community. In professional training, mentorship and collaborative learning serve as catalysts for readiness formation, offering opportunities for guided practice and reflection in

nonauthentic contexts. This aligns with modern educational approaches that emphasize experiential and competency-based learning (Hill-Jarrett et al., 2023; Khurtenko et al., 2022).

In the field of professional psychology, the concept of psychological readiness has been applied to various domains such as teaching, counseling, healthcare, and management. In each of these professions, readiness entails not only technical proficiency but also resilience, empathy, and ethical responsibility. For instance, in teaching, psychological readiness involves understanding students' needs, flexibility in instructional methods, and emotional stability to manage classroom challenges. In healthcare, readiness encompasses rapid decision-making, emotional composure under pressure, and compassion for patients (Zairina, Wibisono, Ngaliman, Indrayani, & Satriawan, 2023). Therefore, psychological readiness acts as a meta-competence that unites professional skills and personal maturity. Psychological readiness is a deliberate process that requires systematic pedagogical intervention. Educational programs can foster readiness through strategies that develop self-awareness, reflective thinking and problem-solving abilities. Jia, You, and An (2021) proposed a model where readiness is cultivated via "self-process activation," meaning that students are encouraged to perceive themselves as active agents in their own professional growth. This involves self-analysis of performance, goal-setting, and monitoring progress. Reflection is a key tool for transforming experience into learning and strengthening internal motivation.

A competence-based approach offers an effective framework for developing readiness. Competence implies not only the acquisition of knowledge but also the capacity to apply it appropriately in complex, unpredictable situations. When students engage in experiential learning, such as internships, simulations, and collaborative projects, they build not only practical skills but also the psychological qualities that sustain readiness, such as confidence, adaptability, and perseverance. This aligns with Kolb's experiential learning theory, which emphasizes the cyclical process of experiencing, reflecting, conceptualizing, and applying knowledge. Motivational structures are an important dimension. Psychological readiness presupposes the presence of intrinsic and extrinsic motivation. Intrinsic motivation, as described by Jacob et al. (2022), is based on internal satisfaction and the pursuit of mastery, whereas extrinsic motivation stems from external incentives such as grades or recognition. Research consistently shows that intrinsic motivation contributes more significantly to sustained readiness because it fosters autonomy and curiosity. Educators can enhance intrinsic motivation by providing meaningful challenges, opportunities for choice, and acknowledgment of effort rather than outcomes (Ryan & Deci, 2020).

Adaptability and flexibility are vital components of readiness in the modern professional landscape. In an era characterized by rapid technological and social changes, professionals must reframe problems, acquire new competencies, and embrace lifelong learning. Psychological readiness serves as the foundation of professional resilience—the ability to recover from setbacks and maintain performance under changing conditions. Developing this adaptability involves cultivating a growth mindset (Ryan and Deci (2020), which enables individuals to perceive difficulties as opportunities for learning rather than threats to competence. The measurement and assessment of psychological readiness represent an important area of applied research. Tools such as self-assessment questionnaires, situational judgment tests, and behavioral simulations are commonly used to evaluate the components of readiness. These instruments help educators and employers identify areas requiring intervention and monitor progress over time. However, given the multifaceted nature of readiness, no single instrument can capture its full scope. Therefore, a holistic assessment should integrate both subjective indicators (e.g., self-efficacy and motivation) and objective measures (e.g., task performance and adaptability) (Chen et al., 2020; Khampirat, 2024).

In practice, fostering psychological readiness requires a systemic approach involving not only the individual but also the organizational environment of the individual. Institutions must foster cultures that prioritize innovation, reflection, and emotional well-being. Leadership styles that encourage autonomy and participation tend to enhance the readiness of team members (Schmitt & Scheibe, 2023). Furthermore, continuous professional development programs should include modules on stress management, emotional regulation, and mindfulness techniques proven to enhance concentration,

reduce anxiety, and increase engagement (Kim, 2021). In conclusion, psychological readiness is an integrative construct that bridges the psychological, physiological, and social dimensions of human function. It reflects a person's capacity to mobilize internal and external resources in anticipation of complex tasks or transitions (Rinayuhani, Arisandi, & Sutrisno, 2024). Whether in education, work, or personal development, readiness determines the effectiveness of performance and sustainability of growth. Cultivating this readiness through targeted educational strategies, reflective practices, and supportive environments ensures that individuals can confidently meet future challenges with creativity and emotional balance. Psychological readiness should be viewed not merely as a preparatory stage but as a continuous developmental process that evolves alongside the individual's personal and professional journey.

2. Literature Review

2.1 Conceptual Understanding of Psychological Readiness

Psychological readiness is defined as a holistic and dynamic state of an individual's mental, emotional, and motivational preparedness for professional activities (Robazza, Morano, Bortoli, & Ruiz, 2023). This reflects the integration of cognitive, affective, and volitional mechanisms that enable individuals to mobilize personal resources in anticipation of upcoming professional tasks. Scholars such as Wynne et al. (2024) describe readiness as a *systemic characteristic* that combines awareness of professional objectives, motivation to achieve them, and the ability to adapt to new or stressful conditions. According to psychological theory, readiness is not a fixed trait but a functional state that varies depending on situational, motivational, and environmental influences. It includes both *stable components* (e.g., professional identity, self-efficacy, and competence) and *situational factors* (e.g., stress levels, motivation, and feedback). This dual nature allows readiness to serve as both a personality attribute and an adaptive mechanism to cope with stress.

2.2 Motivational and Emotional Factors

Motivation plays a central role in shaping psychological readiness for professional activities. According to the Self-Determination Theory Mderis et al. (2024), intrinsic motivation—driven by internal satisfaction and self-fulfillment—leads to higher levels of engagement and persistence in professional contexts. In contrast, extrinsic motivation, which is based on external rewards, often produces temporary compliance rather than sustained readiness. Emotion regulation is another crucial determinant. Studies in emotional psychology (Gagné et al. (2022) have demonstrated that individuals with higher emotional intelligence are better able to manage anxiety, maintain focus, and recover from setbacks, which are essential for stable readiness. Emotional readiness is closely tied to self-confidence and resilience, allowing professionals to remain efficient in stressful situations. Rao, Koneru, Nebhineni, and Mishra (2024) further argue that emotional regulation acts as the “stabilizing foundation” of readiness, ensuring consistency between intentions and performance.

2.3 Cognitive and Metacognitive Factors

Cognitive readiness involves an understanding of professional goals, procedures, and situational demands. It encompasses knowledge structures, decision-making strategies, and problem-solving skills that are necessary for effective action. Research in Applied Psychology Stanton, Sebesta, and Dunlosky (2021) has identified cognitive readiness as a key predictor of adaptability and professional performance. Metacognitive abilities, such as self-reflection, awareness of one's strengths and weaknesses, and the ability to adjust learning strategies, also contribute significantly to readiness. These abilities allow individuals to monitor their professional development and make informed adjustments in practice (Ngaliman, Catrayasa, & Lie, 2024). In educational settings, training programs that include reflective journaling, peer evaluation, and feedback loops have been shown to enhance both cognitive and psychological readiness among students.

2.4 Personality Traits and Self-Efficacy

Individual differences in personality significantly influence psychological readiness. Traits such as conscientiousness, emotional stability, and openness to experience have been linked to higher adaptability and motivation in professional contexts (Xiyun, Fathi, Shirbagi, & Mohammaddokht, 2022). Self-efficacy is one of the most influential psychological constructs related to readiness. Self-

efficacy refers to an individual's belief in their capacity to execute tasks and achieve goals. High self-efficacy enhances persistence, resilience, and creativity in problem-solving, whereas low self-efficacy correlates with avoidance behavior and professional burnout. Empirical research in teacher and medical education shows that self-efficacy positively predicts professional readiness, satisfaction, and innovation (Hasanah, Kusmaningtyas, & Riyadi, 2022; Wang, Liu, Wang, & Wang, 2023).

2.5 Environmental and Socio-Cultural Factors

Psychological readiness does not develop in isolation; it is deeply influenced by environmental and sociocultural conditions. Mori, Adi, Odagami, and Nagata's (2024) socio-cultural theory Mori, Adi, Odagami, and Nagata (2024) posits that readiness evolves through social interaction, cultural context, and collective meaning-making. Mentorship, peer collaboration, and feedback-rich environments foster psychological safety and a sense of belonging, which are two critical precursors to professional readiness. Organizational support also plays a crucial role. McAnally and Hagger (2024) confirmed that autonomy-supportive workplaces enhance intrinsic motivation and psychological well-being, thereby reinforcing readiness for professional engagement. Conversely, rigid hierarchies, excessive control, and a lack of feedback may suppress initiative and creative capacity. In this sense, professional readiness is an outcome of both individual effort and the organizational culture.

2.6. Psychophysiological and Neurological Dimensions

Recent advances in cognitive neuroscience have expanded our understanding of the biological basis of psychological readiness. Neuroimaging research Frith, Gerver, Benedek, Christensen, and Beaty (2022) and Zioaga and Bikos (2020) shows that readiness involves activation across multiple brain networks, particularly those associated with attention regulation, emotional control, and memory retrieval. Optimal readiness corresponds to a state of balanced arousal—neither overstimulation (which causes anxiety) nor under-arousal (which leads to disengagement). This psychophysiological perspective underscores that readiness is not purely psychological but also embodied, a state in which mental and physiological systems synchronize to prepare for performance. For professionals such as musicians, teachers, and healthcare workers, this synchronization enhances focus, timing, and interpersonal sensitivity.

2.7. Educational and Training Interventions

Psychological readiness can be intentionally facilitated through educational design. A self-process activation method was proposed, which encourages students to perceive themselves as active subjects of professional formation. Similarly, experiential and competence-based learning frameworks allow students to integrate theory and practice, thereby enhancing their technical proficiency and psychological confidence (Dehais, Lafont, Roy, & Fairclough, 2020). Pedagogical strategies, such as simulation training, reflective discussions, and mentoring programs, have proven effective in developing readiness. These methods activate motivational and cognitive mechanisms and promote adaptive behavior. In music and teacher education, for example, project-based learning and performance reflection create conditions for flow, intrinsic motivation, and creative engagement (Khalil, Godde, & Karim, 2019).

2.8. Emerging Trends and Future Directions

Contemporary research highlights the importance of digital literacy, cultural intelligence, and emotional resilience as determinants of psychological readiness in modern professions. Globalization and digital transformation have expanded the competencies required for effective professional performance. Readiness today implies not only personal stability but also adaptability to technological, cultural and organizational changes. Future research directions include the integration of artificial intelligence-supported learning environments to measure and enhance readiness through real-time feedback and adaptive learning. Moreover, cross-cultural studies are needed to understand how psychological readiness manifests differently across different cultural and professional contexts.

3. Research Methodology

3.1 Research Design

This study adopts a quantitative correlational research design supported by descriptive and inferential statistical analysis to identify and analyze the tendencies of factors influencing the psychological readiness of individuals for professional activities. This design aimed to determine the relationships and predictive power among motivational, emotional, cognitive, and environmental variables that contribute to psychological readiness. In addition, a qualitative component in the form of open-ended responses and expert interviews was incorporated to provide deeper insights into subjective experiences and contextual nuances. The research approach is grounded in systemic and competence-based paradigms of modern psychology, where psychological readiness is treated as a multidimensional construct that integrates emotional regulation, cognitive flexibility, self-efficacy, and social adaptation. This methodological framework allows for both empirical measurement and conceptual understanding of the phenomenon itself.

3.2 Population and Sample

The study population included university students and early career professionals from fields requiring high psychological readiness, such as education, psychology, and health care. A stratified random sampling technique was employed to ensure the proportional representation of each professional domain and gender. A total of 300 respondents participated, comprising 180 senior undergraduate students and 120 professionals with up to three years of work experience. The participants' age range was 20–35 years, with diverse socioeconomic and cultural backgrounds. The inclusion criteria required that participants have prior exposure to structured professional training or fieldwork, ensuring relevance to the study's focus on professional readiness.

3.3 Data Collection Methods

Data were collected through a structured questionnaire and psychological diagnostic battery, which were distributed both online and in person. The questionnaire comprised four sections.

1. Motivational Factors: measured using the *Professional Motivation Inventory (PMI)* adapted from Deci and Ryan (1985).
2. Emotional Factors: assessed using the *Emotional Intelligence Scale (EIS)* by Schutte et al. (1998), focusing on emotional regulation, empathy, and self-awareness.
3. Cognitive and Metacognitive Factors: evaluated using the *Cognitive Flexibility Inventory (CFI)* by Martin and Rubin (1995), which measures adaptability in thinking and problem solving.
4. Psychological Readiness Scale (PRS): Developed based on Popov, Puchkova, and Ustin's (2019) theoretical model, it measures readiness across motivational, cognitive, emotional, and behavioral dimensions.

In addition, semi-structured interviews were conducted with 15 participants to gather qualitative data on their experiences regarding professional adaptation, challenges, and coping mechanisms. This mixed-method data collection approach ensured both breadth and depth of understanding of the research problem.

3.4 Research Instruments and Validity

Each psychometric instrument used in this study underwent pilot testing with 30 participants to establish its reliability and validity in the current cultural context. The Cronbach's alpha coefficients for the major scales ranged between 0.81 and 0.89, indicating a strong internal consistency. Construct validity was confirmed through Confirmatory Factor Analysis (CFA) using AMOS 28, ensuring that each variable accurately represented its theoretical dimension. Expert validation was conducted by three psychologists specializing in professional development and educational psychology who reviewed the items for clarity, cultural appropriateness, and theoretical alignment.

3.5 Data Analysis Procedures

The collected data were processed using SPSS 28 and AMOS 28. The following analytical procedures were applied.

- a. Descriptive Statistics (mean, standard deviation, and frequency distributions) were used to determine the overall tendency and level of psychological readiness among participants.
- b. Pearson Correlation Analysis was used to identify relationships between motivational, emotional, cognitive, and environmental factors.
- c. Multiple Regression Analysis was used to examine the predictive contribution of each factor toward psychological readiness.
- d. Exploratory Factor Analysis (EFA) to determine the underlying factor structure influencing readiness.
- e. For qualitative data, thematic analysis was applied to identify recurring themes, such as motivation, self-regulation, and adaptive behavior, enriching the interpretation of quantitative findings.

The combination of these analyses allowed for the identification of dominant tendencies among the influencing factors and their relative strength in shaping psychological readiness.

3.6 Ethical Considerations

All research procedures adhered to ethical standards for psychological research. The participants were informed of the purpose, scope, and voluntary nature of the study through an informed consent form. Confidentiality and anonymity were strictly maintained, and participants had the right to withdraw at any stage without penalty. The study obtained formal approval from the Institutional Review Board (IRB) of the host university before data collection commenced.

3.7 Research Limitations

Although this study applied a mixed-method approach to ensure comprehensive results, several limitations were acknowledged. The sample was geographically limited to one region, which may restrict the generalizability to other cultural contexts. Furthermore, self-reported measures can be influenced by social desirability bias. Future studies should include longitudinal designs to examine the development of psychological readiness over time and across different stages of professional experiences.

4. Result and Discussion

The main components of psychological readiness are several interrelated elements. Motivation refers to the need for and interest in upcoming activities as well as the desire to achieve its results. Understanding tasks and goals involves clear comprehension of the functional responsibilities and tasks to be performed. Psychophysiological readiness represents the activation of the mental and physiological processes necessary for the successful performance of activities. Emotional readiness is characterized by the ability to manage emotions and maintain the necessary level of mental stability and stress tolerance. Sociopsychological readiness encompasses the skills of interacting with others and establishing effective relationships, especially within a team environment. Willingness to change highlights the ability to adapt to new conditions, modify attitudes and behaviors, and remain open to new experiences. The methods of formation of psychological readiness include several approaches: verbal methods, such as informing, clarifying, and teaching; practical methods, such as skill development, training sessions, and situation modeling; and methods of emotional-volitional self-regulation, which consist of techniques for managing one's condition, such as breathing exercises or muscle relaxation.

The personal activity approach was adopted as the basis for the study of psychological readiness for professional activity, from the perspective that readiness is considered in the interrelation of individual, personal, and subjective properties and qualities. An analysis of the literature on the problem of readiness for activity revealed different variants of its definition: "purposeful expression of personality" in the totality of its attitudes, motives, attitudes, volitional, individual, and other qualities Lomov (1982), mental state as a holistic manifestation of personality traits, including cognitive, emotional, and motivational components. N.D. Levitov, defining readiness for work as a mental state, emphasized that in addition to "general and long-term readiness for work, there is readiness as a temporary state, which can also be called a pre-startstate" (Puchkova, 2016). In general, psychological readiness for

professional activity can be represented as holistic education that includes an interest in activity, achieving results (motivational characteristics of a person), understanding functional responsibilities, tasks of professional activity, assessment of its significance for achieving the goal of activity (cognitive characteristics of a person), a sense of professional and social responsibility, confidence in success, self-control, and focus on the task (emotional and volitional characteristics).

Thus, the formation of psychological readiness for activity in the process of professional training is associated with the formation of professionally oriented relationships, motives, and personality traits, as well as with the assessment of professional training conditions. Based on the analysis, a theoretical model of psychological readiness for professional activity was developed, a detailed description of which is presented in the work "Theoretical and experimental substantiation of the model of psychological readiness of students for professional activity." The model was based on the provisions of the B.F.. Lomova on the cognitive, regulatory, and communicative subsystems in the structure of human psychology is an integral organization. The structure of the model includes the following blocks: professional "Self-concept"; motivation; personal properties and qualities; activity-relevant properties and qualities.

Moreover, the components of the blocks of professional "Self-concept", motivation and personal properties are universal characteristics relative to the specialty received, and "the components of the block of activity-significant properties and qualities are determined by the content of future professional activity and may have different expression among representatives of different fields of training" (Popov, Golubeva, & Ustin, 2008). Based on the constructed model, a method for forming a psychological readiness for professional activity was developed and tested. A mismatch between the professional expectations of a university graduate as a specialist capable of solving production tasks and the level of his/her professional readiness to do so is often observed during the professional training of students at the university.

One of the solutions to the problem of psychological readiness formation is the implementation of innovative technologies in the modern educational space aimed at creating conditions in which the student becomes a subject of educational activity and has the opportunity to fully realize their capabilities. Based on modern educational paradigms and understanding a person as a subject of development and self-development, we can say that the formation of students' psychological readiness presupposes, first of all, the activation of their self-processes (Mokshin, Kurbanov, Tukhbatullin, & Khanova, 2021). The educational environment of the university acts as a development zone where the student has the full opportunity to show his activity and self-activity. Such an understanding of students' learning processes as subjects of learning activities is directly consistent with the concept of competence. The concept of competence in Russian psychology is studied in the aspect of professional formation and human development (Khikmatovich, 2020; Zhumabekova, Želvys, Algozhaeva, & Murzagulova, 2022).

Accordingly, there are two main levels of competence assessment: 1) education, which includes a period of professional training, that is, an assessment of the training of a competent specialist, and 2) labor, an assessment of the professional effectiveness of a specialist. Among the available sources, a significant part of Baidenko and Oskarsson (2002) understand competence as a set of qualities reflecting flexibility and willingness to adapt to a professional environment. In fact, the concept of competence covers 220 individuals (Popov et al., 2008). These two levels were education and labor. Therefore, professional competence relies on the question of professionally important qualities. According to Shadrikov (2019), these are understood as the individual qualities of the subject of activity that determine the success and effectiveness of its implementation. One of the development areas where a student can fully demonstrate his activity is a practical discipline, the main purpose of which is to consolidate acquired knowledge and develop certain skills that play an important role in the preparation of a future specialist (master's or bachelor's degree).

5. Conclusion

5.1 Conclusion

The proposed method of forming psychological readiness for professional activity of students of higher educational institutions is based on the practical discipline " methodology of psychological research" taught by psychology students. Within the framework of this discipline, we developed a semester course, the main purpose of which was to develop the skills and abilities of a psychologist's research work. When conducting classes, three main forms of work can be distinguished: 1) a small theoretical excursion, 2) a group form, and 3) independent work in the form of control. A concise and succinct theoretical material – a theoretical digression – is provided to recall the basic concepts and algorithms necessary for practical work. It is assumed that students already possess the necessary knowledge that they need to practice in lecture classes. The group form of work occupied the largest part of the class. Students were divided into subgroups (3-4 people each), received special handouts, and began working on assignments. For example, they can identify possible topics on an existing problem or present a problem on a topic and formulate a hypothesis based on data from an object, subject, and goal. After completing the group tasks, a joint discussion of the results is conducted and the degree of understanding of the material is determined.

5.2 Suggestion

Based on the described approach to forming psychological readiness for professional activity among university students through the course *Methodology of Psychological Research*, several recommendations can be made to enhance both the effectiveness and sustainability of this educational method.

1. **Strengthen the Integration of Theory and Practice**
Ensure that each practical session is closely linked to its theoretical foundation. Although students already possess prior theoretical knowledge, the continuous integration of concepts through short reflective discussions or case analyses will deepen their understanding and application of research methodologies in real-life contexts.
2. **Enhance Collaborative Learning Strategies**
The group-based approach is valuable for developing socio-psychological readiness; however, incorporating rotating group roles (leader, recorder, presenter, analyst) can improve communication skills, accountability, and balanced participation. Encouraging peer feedback during group activities also enhances students' reflective and critical thinking abilities.
3. **Include Structured Reflection and Self-Assessment**
After each group activity or control session, students were allocated time to reflect on their learning processes, emotional responses, and teamwork dynamics. Written self-assessment journals or guided reflection sheets can help strengthen emotional and motivational components of psychological readiness.
4. **Diversify Practical Assignments**
Introduce a broader variety of problem-based and simulation tasks that mirror professional challenges. For instance, designing mini research projects, conducting mock experiments, or solving applied psychological cases can foster adaptability, creativity, and decision making, which are key indicators of readiness for professional activity.
5. **Incorporate Feedback and Mentorship Mechanisms**
Establish a consistent feedback loop in which instructors provide both formative and summative feedback. Integrating mentorship elements such as periodic consultations or supervision will reinforce student confidence, self-efficacy, and motivation to engage in independent research.
6. **Promote Emotional-Volitional Regulation Training**
Professional readiness includes emotional control, brief sessions on stress management, breathing exercises, and relaxation techniques during the course. This practice not only supports emotional stability but also enhances concentration and overall well-being during academic and professional activities.
7. **Evaluate Long-Term Outcomes**
To measure the effectiveness of this method, longitudinal evaluations of students' professional readiness were conducted after course completion. Follow-up assessments can help identify the

components (theoretical, group, or independent work) that contribute most significantly to the development of psychological readiness and professional competence.

8. Encourage Interdisciplinary Collaboration

Expanding the model to include joint sessions with students from related fields (e.g., education, social work, or healthcare) can foster broader professional communication skills and adaptability to diverse team environments—important aspects of socio-psychological readiness

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