

The model of the psychological readiness of students to the professional activity: Theory and practice

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Abstract

© Medwell Journals, 2015. The urgency of the issue stated is determined by the necessity of development of the uniform principles by assessment of psychological readiness for professional activity in students of higher educational institutions regardless of their future specialization. Psychological readiness for professional activity allows the recent graduates to quickly adapt to the working conditions, influences the performance, promotes to the professional and personal development. The objective of the study is to substantiate the choice of the main components of the theoretical model of psychological readiness for professional activity. The study presents different approaches to analysis of the psychological readiness for activity and its structure. By design of the model of psychological readiness for professional activity at the stage of vocational training there have been used the conceptual provisions of B.F. Lomov on the structure of the human psychology as an integral organization incorporating the cognitive, regulatory and communication subsystems. On the basis of theoretical analysis of researches related to the study subject the definition of the psychological readiness as a system attribute of educational-professional activity has been formulated. The content of the model of psychological readiness for professional activity in students and its structure have been presented. The structure includes the units of professional "I-concept", motivation, personal qualities and properties and practically relevant properties and qualities. The substantiation of the empirical study of the specified model has been provided, the results have been described. The results obtained may be used by the practical psychologists in the sphere of education.

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Keywords

Diagnostics, Model, Professional activity, Psychological readiness, Structure, Subject of the educational-professional activity