

Structure of psychological readiness of comprehensive school graduates for interaction with university educational environment

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The article presents data of theoretical and empirical study of the problem of psychological readiness of high school graduates to interact within university educational environment. It also presents the level structure of general psychological readiness to study at university. The article highlights the levels of emotional, cognitive, subjective-personal, and socio-psychological elements. The regression model of predictors of general psychological readiness of high school graduates to study at university was proposed on the basis of empirical research involving 126 eleventh grade students from comprehensive schools of the city of Saratov. The use of psychodiagnostic tools (the scale of socio-psychological adaptation of C. Rodgers and R. Diamond, Spielberger's questionnaire of personal and situational anxiety, Kondash's scale of situational anxiety and A.M. Prikhozhan's scale of personal anxiety, L.N. Kabardova's questionnaire of professional readiness) and methods of mathematical-statistical data analysis (descriptive statistics, step-by-step regression analysis) allowed to reveal that subjective-personal qualities are the most important qualities in the structure of psychological readiness of comprehensive school graduates. The article marginally represents cognitive elements, which can form the basis of complications of psychological adaptation at the primary stages of professional training. The role of emotional factors in formation of psychological readiness of high school graduates to study at university is contradictory: emotional stability contributes to high psychological readiness, but anxiety lowers it.

Key words: psychological readiness; comprehensive school graduates; university educational environment; interaction; structure of psychological readiness; predictors of psychological readiness.