

Psychological health indicators of future psychologists with different levels of anxiety

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We divided the sample into three groups according to severity of motivation:

Group 1 - the prevalence of low motivation (avoidance of failure) -18% of the sample
Group 2 - the average level of motivation (motivation is not expressed) - 34% of the sample;
Group 3 - high level of motivation (motivation to achieve) - 48% of the sample.

Conclusion

Investigation of future psychologists with varying levels of personal anxiety as personality dispositions are closely related. The predominance of one or another motivational tendency is always accompanied by differences in degree of difficulty of selecting targets and the level of both, situational and personal anxiety. The increase of anxiety in adolescence, as stressful, can lead to emotional stress, reduced ability to adapt. Therefore, the study of psychological and physiological health indicators of future psychologists with varying levels of personal anxiety in the organization of academic work shows that it is necessary to organize measures aimed at changing attitudes of students to the educational process in the university environment.

Results

We obtained the severity of motivation (achievement and avoidance of failure) and its relationship with anxiety (situational and personal):The group №1, with a predominance of failure avoidance motivation revealed that avoidance of failure leads to an increase in the level of situational and personal anxiety. Found a positive relationship between motivation and situational ($r = 0,480$; $p < 0,01$) and personal ($r = 0,678$; $p < 0,01$) of anxiety. This is due to the need to avoid failure, punishment, which leads to an increase in anxiety;The group №2, with the unexpressed motivations observed average level of personal and situational anxiety; The group №3, It was found low situational and personal anxiety with a predominance of achievement motivation. The observed negative correlation between the level of motivation and personal anxiety ($r = -0,977$; $p < 0,01$) shows that with an increase in achievement motivation, trait anxiety is reduced.

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Introduction

In the modern period of development of psychological science and practice, at this stage of the formation of higher psychological education, takes into account not only the professional quality of future specialists and psychologists. Reasonably it is regarded as the personal qualities (personal qualities, in turn, predetermined by age peculiarities) of students-psychologists have a very important role in the development of them as professionals engaged in socially useful activities in society.

Traditionally, the anxiety is called human tendency to experience anxiety, ie, negative emotional experience associated with anticipation of real or imaginary danger. Anxiety, unlike fear, does not object. Its object is the negation of any object. A single object - a threat rather than a threat. The main psychological parameters that distinguish anxiety from other states, acts as an assessment of the situation and containing the risk awareness of the possibility of failure

Methods

Level of personal and situational anxiety of Y. Khanin and Spielberg, the motivation to achieve and avoid failures of A.A. Rean.