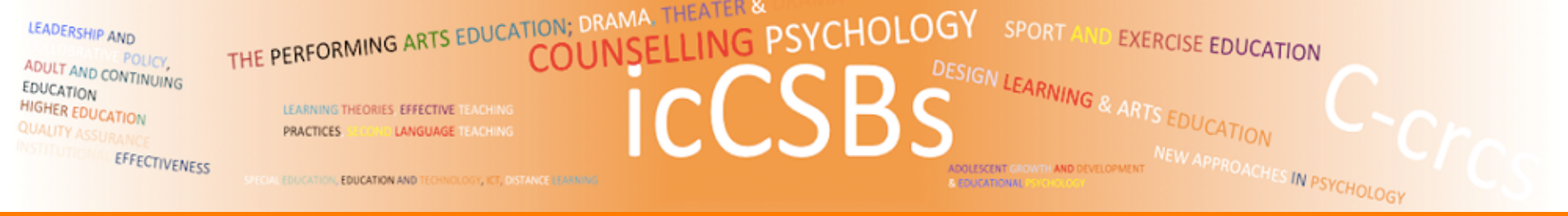


PSYCHOLOGICAL HEALTH INDICATORS OF FUTURE PSYCHOLOGISTS WITH DIFFERENT LEVELS OF ANXIETY

Toxanbaeva Nurgul Korgadzhanovna

Kazakh National University named after Al-Farabi, Al-farabi avenue 71, Almaty 480078, Kazakhstan
, Naubaeva Hapiza Tanirbergenovab, Zhetysu State University named after Ilyas Zhansugurov, Zhansugurov street 187a, Taldykurgan 040000, Kazakhstan
Zhubanazarova Nazirash Suleymenovna, Kazakh National University named after Al-Farabi, Al-farabi avenue 71, Almaty 480078, Kazakhstan
Mandykayeva Almagul, L.N. Gumilyov Eurasian National University, Mirzoyan street 2, Astana 010008, Kazakhstan
Bekova Zhanate , L.N. Gumilyov Eurasian National University, Mirzoyan street 2, Astana 010008, Kazakhstan

icCSBs 2014

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. Moreover, in the modern scientific and practical psychology is postulated a priori that the development of personal qualities of psychologists, especially at the stage of them as professionals, determines the formation of their professional qualities (L.I. Bozovic, I.V. Dubrovin, M.V. Ermolaeva, V.V. Zatsepin, E.A. Klimov, L.M. Mitin, A.M. Parishioners, L.S. Pryazhnikov, etc.). [2, 4, 6, 12, 15, 16, 18]. That's why you need to know and recognize the time, in the process of professional development of individual students of psychology; they may have difficulties in communicating and interacting with others and in understanding themselves. The problem of anxiety continues to be one of the most relevant in modern psychology. Among the negative experiences of human anxiety occupies a special place, leading to a decrease in efficiency, to difficulties in communication and reduction of resources for adaptation [1,3].

Methodology

- An investigation work was conducted aimed at identifying the characteristics of anxiety in adolescents with different levels of achievement motivation. The work was conducted at the University "Kainar". Total number of respondents - 62 people (future psychologists - 62 Students II-IV courses in age from 18 to 25 years). We studied the level of personal and situational anxiety to Charles Y. Khanin, and Spielberg, the motivation to achieve and avoid failures of A.A. Rean. Based on these results, 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.

Results

In the group with a predominance of the motivation of avoiding failure, adolescents have a high situational and personal anxiety and low confidence in their abilities, try to avoid critical tasks, which in turn speaks of the fear of possible failure, not on how to achieve success.

In the second group, motivational pole clearly not expressed. However, the results suggest that adolescents who identify themselves to a greater degree of motivation avoid failure than achieve. They have been personal and situational anxiety, avoidance of responsibility and lack of confidence in achieving the desired result.

The high level of motivation in the third group, indicates a positive adolescents in the implementation of goals, confidence in the successful completion of the work, responsibility, initiative, and the absence of anxiety.

Analyzing the level of anxiety has been found high trait anxiety in 44% of the sample. Young people, belonging to the category of high anxious tend to perceive a threat to their self-esteem and life in a wide range of situations and react very hard, pronounced the state of anxiety, which greatly complicates communication, creates a lot of communication barriers. About 20% of the studied adolescents have low levels of personal anxiety. Here you can talk about a relatively stable tendency to perceive a threat to their teens, "I" in a variety of situations and react to these situations increase situational anxiety. Behavior, relationships with others are governed by confidence in the success, the belief in the possibility of conflict resolution and achievement motivation.

•

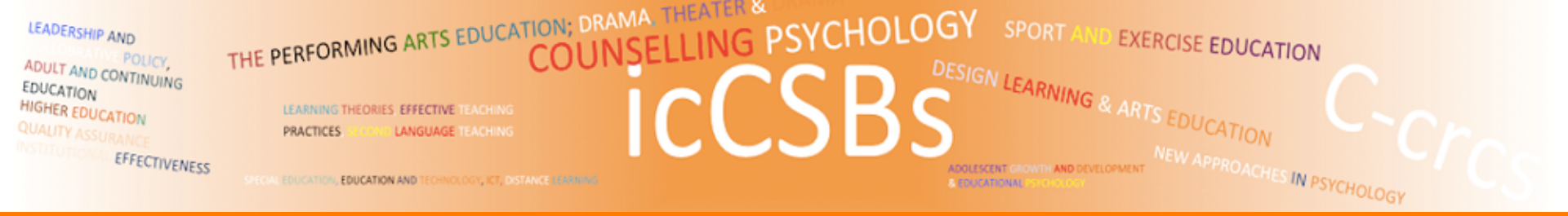
Results

Situational anxiety is characterized by stress, anxiety, nervousness. Such states arise as an emotional reaction to a stressful situation. Comparison of the results on both subscales an opportunity assess the individual significance of a stressful situation for students. Positive correlation was found (Pearson correlation) between the personal and situational anxiety ($r = 0,424$; $p < 0,01$).

Based on the above 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.

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 in order to create motivation to achieve.



PSYCHOLOGICAL HEALTH INDICATORS OF FUTURE PSYCHOLOGISTS WITH DIFFERENT LEVELS OF ANXIETY

Toxanbaeva Nurgul Korgadzhanovna

Kazakh National University named after Al-Farabi, Al-farabi avenue 71, Almaty 480078, Kazakhstan
, Naubaeva Hapiza Tanirbergenovab, Zhetysu State University named after Ilyas Zhansugurov, Zhansugurov street 187a, Taldykurgan 040000, Kazakhstan
Zhubanazarova Nazirash Suleymenovna, Kazakh National University named after Al-Farabi, Al-farabi avenue 71, Almaty 480078, Kazakhstan
Mandykayeva Almagul, L.N. Gumilyov Eurasian National University, Mirzoyan street 2, Astana 010008, Kazakhstan
Bekova Zhanate , L.N. Gumilyov Eurasian National University, Mirzoyan street 2, Astana 010008, Kazakhstan

icCSBs 2014