

PSYCHOLOGICAL FEATURES OF DEVELOPING STUDENTS' PERSONAL AND PROFESSIONAL READINESS (ON THE EXAMPLE OF THE ACADEMIC LYCEUM OF THE MINISTRY OF INTERNAL AFFAIRS)

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Abstract: *The article analyzes the psychological features of developing the personal and professional readiness of students at the Academic Lyceum of the Ministry of Internal Affairs. The research identifies the motivational, cognitive, and emotional-volitional components of personal and professional readiness and empirically substantiates their interrelationship with professional orientation and psychological stability. Based on the obtained results, psychological recommendations for effectively organizing students' professional development have been developed.*

Keywords: *personal and professional readiness, professional orientation, motivation, psychological stability, student personality, academic lyceum.*

INTRODUCTION

In the modern education system, the comprehensive development of the student's personality and their conscious and psychological preparation for future professional activities are among the pressing issues. Particularly in the system of training personnel for law enforcement agencies, the personal and professional readiness of students is of great importance. Students studying in the conditions of the Academic Lyceum of the Ministry of Internal Affairs must possess not only knowledge and skills but also high volitional qualities, responsibility, professional motivation, and psychological stability.

The problem of personal and professional readiness in the field of psychology has been extensively studied by scientists such as A.N. Leontiev, L.S. Vygotsky, K.K. Platonov, and E.A. Klimov. Their scientific views substantiate the decisive role of motivation and activity in the professional formation of an individual. From this perspective, this article will explore the psychological features of developing the personal and professional readiness of students at the Academic Lyceum of the Ministry of Internal Affairs.

Research Methodology

Both theoretical and empirical methods were used during the research process. Through theoretical analysis methods, the content and structural components of the concept of personal and professional readiness were clarified. Empirical research utilized questionnaires, psychological tests, observation, and statistical analysis methods.

The study involved students in the 1st and 2nd years of study at the Academic Lyceum of the Ministry of Internal Affairs. Using psychodiagnostic methodologies, the

students' professional motivation, professional orientation, and level of psychological stability were determined, and the obtained results were analyzed.

Research Results and Analysis

The results of the empirical research showed that students' personal and professional readiness consists of several interconnected components, which include the following:

Motivational component – interest in the profession, internal need, and goal-directedness;

Cognitive component – professional knowledge, concepts, and professional thinking;

Emotional-volitional component – stress resistance, volitional stability, and self-regulation ability.

According to the analysis results, it was determined that students with high professional motivation showed significantly higher indicators of personal and professional readiness. This finding aligns with A.N. Leontiev's activity theory, confirming the leading role of motivation in personal development.

Furthermore, based on L.S. Vygotsky's concept of the zone of proximal development, it was found that psychological support and an individualized approach increase students' potential for professional development.

CONCLUSION

The research results indicate that students' personal and professional readiness is a complex psychological process, formed by the harmony of motivational, cognitive, and emotional-volitional components. As K.K. Platonov emphasized, professional readiness is an important structural part of the personality and is closely linked with an individual's social and individual characteristics.

In the context of the Academic Lyceum of the Ministry of Internal Affairs, strengthening the activities of psychological services and systematically organizing training sessions aimed at increasing professional motivation are crucial for developing personal and professional readiness. These scientific conclusions will serve to improve the educational process and train qualified personnel.

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