

## PSYCHOLOGICAL READINESS OF HIGH SCHOOL STUDENTS TO TAKE THE UNIFIED STATE EXAM

**Ivanov Dmitrii Victorovich,**

*candidate of psychological sciences,  
associate professor of the department of pedagogy  
and psychology Samara State University of  
Social Sciences and Education<sup>1</sup>*

**Berdibayeva Sveta Kydyrbekovna,**

*Doctor of Psychological Science, professor,  
Al-Farabi Kazakh National University<sup>2</sup>*

**Yerlankyzy Aida,**

*3rd year student,  
Department of General and Applied Psychology,  
Al-Farabi Kazakh National University<sup>2</sup>*

**Abstract.** The article is devoted to the analysis of the psychological readiness of high school students to take the Unified State Exam. As a result of the analysis, the content of the concept of "psychological readiness to take the Unified State Exam" is determined as a complex of emotional, motivational and cognitive personality characteristics manifested in the attitude to perform specific appropriate actions, resource mobilization and adaptation to the examination situation.

**Key words:** unified state exam, psychological readiness, cognitive activity, level of motivation, ability to cope with stress

**Аннотация.** Статья посвящена анализу психологической готовности старшеклассников к сдаче Единого государственного экзамена. В результате анализа содержание понятия «психологическая готовность к сдаче ЕГЭ» определяется как комплекс эмоциональных, мотивационных и когнитивных характеристик личности, проявляющихся в установке на выполнение конкретных соответствующих действий, мобилизации ресурсов и адаптации к экзаменационной ситуации.

**Ключевые слова:** единый государственный экзамен, психологическая готовность, познавательная деятельность, уровень мотивации, способность справляться со стрессом.

**Аннотация.** Мақала жоғары сынып оқушыларының Бірыңғай мемлекеттік емтиханды тапсыруға психологиялық дайындығын талдауға арналған. Талдау нәтижесінде «Бірыңғай мемлекеттік емтиханды тапсыруға психологиялық дайындық» ұғымының мазмұны нақты сәйкес әрекеттерді орындауға, жұмылдыруға деген көзқараста көрінетін жеке тұлғаның эмоциялық, мотивациялық және когнитивтік сипаттамаларының кешені ретінде анықталады.

**Түйін сөздер:** бірыңғай мемлекеттік емтихан, психологиялық дайындық, танымдық белсенділік, мотивация деңгейі, күйзеліске төтеп беру қабілеті.

The Unified State Exam is one of the most important stages in the life of every high school student. Successful passing of the Unified State Exam has an impact on the further life of the graduate, on the choice of a future profession. Many high school students perceive the unified state exam as a difficult life situation, the preparation for which has been going on for many years causes and becomes the cause of chronic stress. Therefore, the question of the need to provide psychological assistance to future graduates in the process of preparing for the Unified State Exam is relevant today.

It is important for a modern school to know what can contribute to the preparation of students for the Unified State Exam. That is why the level of psychological and pedagogical support for development and training in educational institutions is characterized by special attention of researchers to the creation and development of various models to increase readiness to take the Unified State Exam.

In modern studies by I.A. Artasov, I.Ya. Kuzminova, Ya.V. Solovyov, A.V. Khutorsky, general issues related to the organization of the introduction and functioning of the Unified State Exam as a test phenomenon in modern Russian education are highlighted.

The research of such scientists as G.S. Berezhnaya, V.G. Border, I.V. Dolgoplova, N.A. Kozhanova, S.D. Karakozov, A.Yu. Likhacheva is devoted to the problem of readiness to pass the Unified State Exam. In their works, psychological readiness for the Unified State Exam is characterized as an integral education in terms of structural components, functions, connection with external and internal factors, and methodological and practical recommendations for improving its level are developed.

The psychological readiness of high school students for the Unified State Exam is considered in the works of E.A. Miticina, V.I. Morosanova, M.Y. Chibisova, P.V. Andreev as a complex multicomponent education, the level of formation of which is expressed in the level of formation of each component.

The relevance of this issue, the need for scientific research on the psychological readiness of high school students to take the Unified State Exam is in conflict with the insufficient number of developed programs for all graduate students in preparation for the Unified State Exam.

High school age, or early adolescence, is the period from 14-15 to 16-17 years old, characterized by a transition from physiological maturity to social maturity. Its main content is the inclusion in a full-fledged adult life, the assimilation of norms and rules that exist in modern society. The central psychological process in youthful self-awareness is the formation of personal identity, a sense of individual identity, continuity and unity [1].

Adolescence is characterized by rapid growth and development of the entire body. Intensive body growth is observed, skeletal ossification continues, and muscle strength increases. Despite the fact that the control of the cerebral cortex over instincts and emotions is improving, the processes of arousal still prevail over the processes of inhibition. The adolescent's body shows great fatigue due to drastic changes in it [2].

Intensive physical development causes an increase in energy, a desire for mobility and active activity, a variety of things and undertakings, and the lack of necessary experience and the ability to correctly calculate their strengths and capabilities often extinguish this energy and activity, and leads to the fact that without completing one thing, teenagers are taken for another.

In cognitive activity, adolescents no longer have enough external descriptiveness of the studied phenomena and facts. They strive to delve into their essence, to deeply comprehend the causes and effects contained in them. Therefore, the defining direction in learning is the development of thinking, intelligence, logical memory and creative abilities.

The behavior of adolescents is based mainly on those rules, the need for which is meaningful and accepted by them internally. The external regulation of their behavior is already burdening them. The guys develop their own principles of behavior. Above all, they value justice, sincerity and respect for moral requirements. They are very critical of hypocrisy, unscrupulousness and selfishness. On this basis, adolescents develop moral criticality towards people, including teachers, as well as elements of self-esteem and self-criticism [3].

During this period, the high school student's self-confidence decreases sharply, and frequent worries and fears about his future appear. According to A.N. Leontiev, adolescence (high school age), like no other period, is characterized by extreme unevenness of development both at the interindividual level and at the intraindividual [4].

The content of this period is determined primarily by social conditions. On the one hand, young people continue to worry about the problems of adolescence (the right to autonomy from elders, problems of relationships with peers, grades) on the other hand, they are clearly faced with adult issues and tasks of choosing a profession and further education, the system of their personal values and guidelines, responsibility for decisions made. This cannot but affect the teenager's sense of self and his mood.

Intellectual and cognitive activity reaches a sufficiently high level of development. Abstract thinking, logical memory, and the desire for a deep understanding of the essence and cause-and-effect

relationships of the studied subjects and phenomena occupy the predominant importance in it. Cognitive interests, inclinations and abilities are clearly defined, more diligent study of favorite subjects and insufficient attention to other subjects. At the same time, shortcomings and weaknesses of academic work in previous years of study may be revealed, which may make it difficult to master new knowledge, and may give rise to disbelief in one's own strengths and abilities [5].

Older adolescence is one of the most difficult ages for the development of an individual's personality. The influence of the adolescent crisis complicates the work of a psychologist with students due to the desire to understand themselves in more depth, to understand their feelings, moods, opinions, relationships. The unified state exam only reinforces the worries and worries of a teenager [6].

Thus, an important condition for the formation of psychological readiness for the Unified State Exam is the age characteristics of high school students taking the unified state exam. Age is a quantitative and qualitative characteristic that explains the logic of many processes in human life and especially in adolescents. Among the features of adolescence, we have identified physiological (morphological restructuring of the body, intensive mental development, adaptation to the external environment of physiological systems, the nervous system and motor apparatus develop in a single complex), personal (striving for knowledge, initiative, perseverance, perseverance in achieving goals and the ability to overcome obstacles on the way to it) and psychological (hypersensitivity to the assessment of outsiders, arrogance and categorical judgments in relation to others, contradictory behavior: shyness is replaced by swagger, independence borders on vulnerability, emotional instability and sudden mood swings, struggle with generally accepted rules). These features will help in working with adolescents: developing a high school counseling program, within which the following conditions must be met:

- Support the aspirations of high school students for activity, training to competently assess their strengths and to make the efforts necessary to complete the task they have begun.
- Development of the need-motivation sphere of adolescents using elements of entertaining educational and extracurricular activities.
- Assistance in solving intractable problems and difficulties faced by adolescents [7].

For the work of a teacher-psychologist in the framework of psychological preparation for the Unified State Exam, the main concept is the psychological readiness of a high school student, which the psychologist defines as a certain emotional attitude, internal psychological attunement to certain behavior, focus on appropriate actions, actualization and adaptation of personality capabilities for successful actions in an exam situation [8].

Also, the transition period from early youth to late adolescence is characterized by the completion of preliminary self-determination and the desire for self-realization is formed [9]. Professional self-determination is an important point of personal self-determination. During this period, the student may have certain difficulties caused by physiological or personal characteristics that may contribute to a decrease in the level of psychological readiness for the Unified State Exam. Thus, the structure of the formation of psychological readiness for the Unified State Exam is based on an analysis of the difficulties faced by students when passing exams [10].

To form psychological readiness in high school students and create a favorable situation, a teacher-psychologist needs to know the structure of a student's psychological readiness. P.V. Andreev considers psychological readiness as a complex personal education and identifies the following components in it: cognitive, manifested in the level of knowledge of graduates about the USE procedure, in the level of development of cognitive processes (attention, memory, thinking); motivational, related to the level of development of educational motivation, motives of personal and professional self-determination; emotional, expressed in the level of experiencing anxiety about the upcoming exam; behavioral, manifested in the strategy of behavior in a stressful situation, in the level of stress tolerance [11]. Let's look at them in more detail.

1. The motivational component reflects the goals, needs, desires and values of a person that motivate him to act. It is a system of values, beliefs, goals and motivations of a person that affect his willingness to perform certain actions and achieve specific results. It includes both internal and

external motives that can stimulate a person to act. This component determines what is meaningful to a person, what inspires and holds them, and what values they value in their lives.

2. The emotional component includes a person's emotional reactions to situations related to willingness to perform certain actions. It includes the level of stress, anxiety, and describes the emotional state of a person while performing certain tasks or before performing them. The emotional state can significantly affect the abilities and decisions made during the task, so it is important to be able to manage and regulate your emotions for the successful completion of tasks.

3. The cognitive component reflects the intellectual processes associated with assessing the situation, planning and decision-making. It refers to the mental processes that precede the completion of a certain task. It includes planning, forecasting, decision making, concentration and problem solving skills. This component also includes awareness of goals and objectives, analysis of the situation and the ability to assess their own capabilities. The level of cognitive readiness can significantly affect the successful completion of a task and the ability to adapt to changing conditions, so it is important to develop appropriate cognitive skills to achieve the desired result.

4. The behavioral component is associated with the implementation of plans and decisions made, as well as with the implementation of specific actions. It includes the ability to control your emotions, make decisions and take actions in accordance with your goals. The behavioral component also includes a willingness to take risks, tolerance for uncertainty, and the ability to deal with problems effectively. The level of behavioral readiness can significantly affect the realization of goals and success in various spheres of life, therefore it is important to develop appropriate skills and personality qualities for effective functioning in various situations [11].

Thus, the components of psychological readiness describe various aspects that affect the readiness of a high school student to perform certain actions or solve tasks. The emotional component reflects the level of stress, anxiety, describes the emotional state of a person during or before performing certain tasks, the cognitive component is associated with knowledge and skills, and the behavioral component describes the ability to act and manage their emotions in various situations. The motivational component includes the goals, needs, desires and values of a person that motivate him to act. It is a system of values, beliefs, goals and motivations of a person that affect his willingness to perform certain actions and achieve specific results. These components interact and influence each other, determining the level of readiness of a high school student to take the Unified State Exam.

The highlighted components of psychological readiness are closely related to M.Y. Chibisova's definition of psychological readiness. The emotional component of psychological readiness determines a positive emotional attitude, which is necessary for successful passing the exam. Internal psychological attunement to a certain behavior is associated with the behavioral component of psychological readiness and means that a person is able to control his emotions and behavior during the exam. The focus on appropriate actions is related to the cognitive component: the availability of the necessary knowledge, skills and abilities increases the likelihood of successful passing the exam. Updating and adapting the capabilities of high school students to successfully pass the Unified State Exam involves the complex interaction of all components of psychological readiness [12].

Knowledge of the components of psychological readiness is necessary to take into account the specifics when working with high school students, as well as to develop and test programs for its formation. A high school student with a high level of procedural and cognitive components can pass the Unified State Exam significantly below his capabilities, since no attention was paid to working with the personal component.

The formation of a state of psychological readiness helps a high school student to successfully fulfill his duties, correctly use knowledge, skills, experience, personal qualities, maintain self-control and rebuild activities in the event of insurmountable obstacles.

To successfully pass the Unified State Exam, high school students need:

- Motivation for learning;
- Striving to improve the level of knowledge and skills;
- Confidence in your abilities;
- The ability to effectively manage stressful situations and maintain concentration;

- Availability of the necessary educational material and skills necessary to successfully pass the exam;
- Social support from family, teachers and peers, which helps to strengthen the confidence and motivation of a high school student [13].

The formation of psychological readiness cannot depend only on the work of a school psychologist and teachers, it is also worth noting that the student's personal interest must be present [14].

The process of forming a state of psychological readiness for activity is a sequence of interrelated procedures and actions:

- Awareness of their needs, the demands of society, the team, or the task set by other people;
- Awareness of the goals of completing tasks, the solution of which will lead to meeting the needs or completing the task;
- Comprehension and assessment of the conditions in which upcoming events will take place, updating the experience associated with solving problems and meeting requirements of this kind;
- Determining, based on experience and assessment of the upcoming business conditions, the most rational and possible (auxiliary) ways to solve problems or meet requirements;
- Forecasting the manifestation of one's intellectual, emotional, motivational and volitional processes, assessing the ratio of one's capabilities, the level of claims and the need to achieve a certain result;
- Mobilization of forces in accordance with the conditions and the task, auto-suggestion of faith in the successful achievement of the goal [15].

A theoretical analysis of the psychological readiness of high school students for the Unified State Exam showed that adolescence has its own physiological (morphological restructuring of the body, intensive mental development, adaptation to the external environment of physiological systems, the nervous system and motor apparatus develop in a single complex), personal (striving for knowledge, initiative, perseverance, perseverance in achieving goals and the ability to overcome obstacles on the way to it) and psychological (increased sensitivity to the assessment of outsiders, arrogance and categorical judgments towards others, contradictory behavior: shyness is replaced by swagger, independence borders on vulnerability, emotional instability and sudden mood swings, struggle with generally accepted rules), which are important to know and apply in their work to a teacher-psychologist. Knowledge of the peculiarities of adolescence will help the psychologist to build harmonious communication with the child, arouse his interest in working together, and make up the most correct educational route [16].

An analysis of approaches to the concept of "psychological readiness" has shown that psychological readiness is considered in four psychological approaches that are necessary for successful passing the Unified State Exam. Knowledge of the components of psychological readiness is necessary for the development of support programs for high school students.

Thus, psychological readiness to take the Unified State Exam is a certain emotional attitude, internal psychological attunement to a certain behavior, focus on appropriate actions, actualization and adaptation of personality capabilities for successful actions in the exam situation.

The main components of the psychological readiness of high school students to take the Unified State Exam are:

- The emotional component includes the emotional reactions of a high school student to situations related to willingness to perform certain actions, including stress and anxiety levels. The level of the emotional component should reflect the level of emotional state (anxiety) of high school students. In our article, the level of the emotional component is measured using the psychological technique Spielberger-Khanin Anxiety Scale, which allows you to measure the level of stress and anxiety of high school students [11].
- The behavioral component is related to the implementation of plans, decision-making and implementation of specific actions. It describes the ability to act and manage your emotions in various situations. The behavioral component should be formed in high school students at a level that will allow them to effectively control their emotions, make decisions and take actions in accordance with

their goals, as well as cope with problems, risk and uncertainty. In our article, the diagnosis of the behavioral component is carried out using the questionnaire "Style of self-regulation of behavior" by V.I. Morosanova, which is an important diagnostic tool for studying the behavioral component of psychological readiness to take the Unified State Exam [17].

- The cognitive component refers to the knowledge, skills and abilities necessary to successfully solve the tasks assigned to a high school student on the exam. The high level of the prevailing type of thinking of a high school student will help a teacher-psychologist to develop effective programs taking into account the individual characteristics of students, which will help to form psychological readiness for the Unified State Exam. In our work, the diagnosis of the cognitive component is carried out using the method of "Type of thinking" by G.V. Rezapkina, which allows you to identify the prevailing type of thinking of a high school student and determine the level of its formation in a high school student.

- The motivational component reflects the level of motivation and concentration of a high school student on achieving success in passing the Unified State Exam. A high level of motivation helps to maintain confidence and actively strive for successful completion of the exam. In order to assess that a high school student is ready to take the Unified State Exam, the level of motivation to achieve success must be at a high level, showing strong motivation, determination and focus on achieving high results in exams. In our article, the diagnosis of the motivational component is carried out using the T. Ehlers motivation questionnaire for achieving goals, for success, which allows us to assess the level of motivation of a high school student and his readiness to successfully pass exams [11].

Thus, a high school student with a developed psychological readiness has a developed skill of coping with stress and anxiety, which ensures his ability to control and manage his emotions. He can effectively cope with stress and pressure during preparation and exams, and also demonstrates the ability to self-regulate, maintaining a positive attitude and motivation even under conditions of increased stress. Such a high school student has emotional stability, the ability to comfort himself and tolerance for failure, which is important for successful preparation and passing exams.

In addition, the high school student is able to manage time and stress, has planning, organization and self-regulation skills, and is able to effectively use various learning strategies to achieve success.

A teenager has the skill of reflection: work on your knowledge, thinking processes, and learning strategies. Also, the high school student has a developed ability to plan, structure the material and create long-term training strategies. He can independently assess his strengths and weaknesses, which helps him effectively manage his studies and exam preparation. This contributes to the development of effective learning strategies and improving the quality of the educational process for successful completion of the Unified State Exam [18].

A high school student who is psychologically ready for the Unified State Exam will have high motivation and concentration on the goal, which reflects a developed motivational component. He will be confident in his skills, capable of self-motivation and presents himself as a responsible participant in the educational process.

It should be noted that the components of psychological readiness for the Unified State Exam are formed at a sufficient level when:

- Emotional component: a high school student is able to control and manage his emotions, has confidence in his abilities and is able to effectively cope with stress. The emotional component has an impact on the effectiveness of a high school student's educational activities. He is able to control and manage his emotions, as well as has confidence and the ability to cope with stress, can positively affect his ability to focus on his studies and successfully cope with challenges such as exams.

- Behavioral component: a high school student shows effective time management strategies, the ability to maintain concentration, apply adequate methods of educational activity and control emotions. Effective time management and the ability to maintain concentration are necessary so that a high school student can effectively use his knowledge and skills during the exam.

- Cognitive component: a high school student has the necessary knowledge, skills and abilities necessary to successfully solve the tasks assigned to him by the exam. The cognitive component is the basis of a high school student's learning activity. Having the necessary knowledge, skills and

abilities that are required to successfully solve the exam tasks is an important prerequisite for successful preparation.

- **Motivational component:** a high school student has clear goals and motivation to successfully pass the exam, strives to achieve success. The motivational component affects the diligence and focus of a high school student on achieving high results in exams. Clear goals and motivation for passing the exam can be considered as a powerful driving force that stimulates the student to achieve success [19].

The work on the formation of psychological readiness for the successful completion of the Unified State Exam involves the interaction of all components of psychological readiness. Effective exam preparation requires not only academic knowledge, but also the ability to manage your emotions, time, and motivation and learning strategies. Conscious interaction of all components of psychological readiness is a prerequisite for the successful completion of the Unified State Exam.

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