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ORGANIZATION OF AN EMPIRICAL STUDY OF THE PROBLEM OF DEVELOPMENT OF STATE ANXIETY SELF-REGULATION IN PSYCHOLOGISTS-TO-BE IN THE CONDITIONS OF LEARNING ACTIVITY

Summary

The article describes the process of organizing an empirical study of the problem of state anxiety self-regulation in future psychologists in the context of learning activity. It is determined that such a process was introduced through the organization of a psychological experiment. The experiment was implemented by four successive stages, detailed in the article: preparatory, organizational, basic, and final. It was found that such organization of the process of the empirical research contributed to the achievement of the goal, problem solution and verification of the formulated experimental hypotheses.

Keywords: anxiety, state anxiety, self-regulation, experiment planning, psychological experiment.

Introduction

Anxiety is the initial situational emotional response to various stresses, and therefore, it becomes part of the emotional experiences of people involved in any significant activity, including learning. This statement becomes especially significant in the context of the formation of psychologist's-to-be personality: The Standard of Higher Education of Ukraine in the field of knowledge 05 "Social and Behavioral Sciences", in the speciality 053 "Psychology" [12] states that one of the special (professional, subject) competencies of

psychologists-to-be is the ability to personal and professional self-improvement and self-development. That is why the development of skills and abilities to self-regulate state anxiety, as one of the components of professional competence, should become the basis for qualitative improvement of the system of training psychologists in higher education institutions. Self-regulation of state anxiety is one of the main components of a specialist-to-be "survival" in modern conditions; a decisive factor influencing their success in the process of life organization and creativity.

Theoretical analysis of the problem of state anxiety carried out in our previous works [2], allows us to define it as a temporary stable state that occurs in response to stress and objectively causes unrest, mental stress and is characterized by a complex structure, whose basic structural components are: cognitive, neurophysiological, and behavioral.

While studying the features of the state anxiety manifestation in psychologists-to-be in the process of learning, several important points were identified: situations that provoke state anxiety among psychologists-to-be were considered as causes of this condition [1]. Among the causes of state anxiety of future psychologists, there are situations related to knowledge testing, including exams, tests, modular tests, public speeches, etc. (T. Chelyshkova, N. Khasanova, O. Kondash, I. Volzhentseva, O. Faustova and Yu. Shcherbatykh) [1]; the source of anxiety is learning activity (O. Groysman, G. Ldokova, L. Ulanovska, O. Kuznetsov, V. Stonogina, S. Chopov) [1]; state anxiety has a negative impact on students' academic performance (N. Diomidova, O. Kuznetsov, V. Shapovalova). In the process of state anxiety occurrence in psychologists-to-be, there is a need to develop the ability to self-regulation; individual and stylistic features of self-regulation of educational activity regulate and determine state anxiety in psychology students (V. Morosanova, K. Fomenko, and others).

Such theoretical generalizations provided the blueprint for formulating a number of assumptions: the content and structure of state anxiety are related to the form of organization of learning and cognitive activities of psychologists-to-be and are different at rest (normal situations during lectures) and stressful exam situation; psychologists'-to-be state anxiety is characterized by nonlinear dynamics during degree learning; the content, intensity and structural features of state anxiety in a normal learning situation (for example, during lectures) and in a stressful situation (for example, during an exam) are related to the personal characteristics of psychologists-to-be; the level of state anxiety is determined by the ability of psychologists-to-be to self-regulate their own mental states; in the conditions of specially organized technology and the program on development of state anxiety self-regulation, it is

possible to essentially optimize the composition and structure of mental states which are actualized at psychologists-to-be in the course of degree learning.

The formulated assumptions allowed to carry out empirical research of the problem of development of state anxiety self-regulation in psychologists-to-be in the conditions of learning activity.

Aim, subject and research methods

The study aims to describe the stages of the empirical study of the problem of state anxiety self-regulation in psychologists-to-be in the context of learning activities.

The subject of research is the process of development of state anxiety self-regulation in psychologists-to-be in the conditions of educational activity.

Research methods: empirical research was conducted at the Municipal Institution of Higher Education "Khortytsia National Educational Rehabilitation Academy" of Zaporizhzhia Regional Council (Zaporizhzhia, Ukraine), Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council (Kharkiv, Ukraine), National University "Zaporizhzhia Polytechnics" (Zaporizhzhia, Ukraine), Bogdan Khmelnytsky Melitopol State Pedagogical University (Melitopol, Ukraine).

Research results

The planning of the organized empirical research included certain stages: preparatory, organizational, main, and final. There is a brief description of each of these stages.

At the *first, preparatory, stage* of the empirical research, an organizational and methodological approach to solving the problem of state anxiety self-regulation in psychologists-to-be was elaborated.

Thus, the following assumptions were tested in our empirical study:

1. The content and structure of state anxiety are related to the form of organization of learning and cognitive activities of psychologists-to-be and are different at rest (normal situations during lectures) and stressful exam situation.

2. Psychologists'-to-be state anxiety is characterized by nonlinear dynamics during degree learning. The increase in state anxiety is due to changes in the conditions of learning activities, intensification of independent learning work, inclusion in new forms of learning work, the actualization of professional choices at the final stage of the bachelor degree program.

The decline in state anxiety may be due to a crisis of professional self-determination, a decrease in the importance of higher education in certain periods of degree learning or in certain groups of psychologists-to-be.

3. The content, intensity and structural features of state anxiety in a normal learning situation (for example, during lectures) and in a stressful situation (for example, during an exam) are related to the personal characteristics of psychologists-to-be (coping strategies, basic beliefs, irrational attitudes, trust in the world, in people, in themselves; optimism, subjective well-being).

4. The level of state anxiety is determined by the ability of psychologists-to-be to self-regulate their mental states.

5. In the conditions of specially organized technology and the program on development of state anxiety self-regulation, it is possible to essentially optimize the composition and structure of mental states which are actualized at psychologists-to-be in the course of degree learning.

At the *second, organizational, stage*, a representative study population was formed. It consisted of 275 first- and fourth-year psychologists-to-be from four higher education institutions: Municipal Institution of Higher Education "Khortytsia National Educational Rehabilitation Academy" of Zaporizhzhia Regional Council, Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council, National University "Zaporizhzhia Polytechnics", Bogdan Khmelnytsky Melitopol State Pedagogical University. Diagnostic materials were collected during the 2019-2020 academic year.

At this stage, psychodiagnostic techniques relevant to the aim of the study were also selected. Methods to record the manifestations of state anxiety in psychologists-to-be were chosen.

The choice and substantiation of methods of research of *state anxiety* in psychologists-to-be were carried out based on our theoretical analysis of the problem and our preliminary research. The package of psychodiagnostic tools includes a number of psychodiagnostic techniques.

The State-Trait Anxiety Inventory (designed by Ch. Spielberger and customized by Yu. Khanin) [4]. The method is an informative means of self-assessment of the level of state and trait anxiety (as a stable personal characteristic). It was designed by Ch. Spielberger and customized by Y. Khanin [4].

Student Manifest Anxiety Scale (questionnaire by J. Taylor modified by G. Gabdreieva) [5]. Manifest Anxiety Scale by J. Taylor was modified by G. Gabdreieva. The

new technique was called the 'Student Manifest Anxiety Scale'. The methodology is focused on a specific research population and includes 30 statements that are relevant to the student's life (success, relationships with classmates, teachers, preparation for classes, response to control and evaluation methods) [9].

Manifest Anxiety Level Scale (questionnaire by J. Taylor modified by T. Nemchinov) [10]. The questionnaire aims to determine the level of anxiety and consists of 50 statements. The questionnaire modification is used in the process of both individual and group examination [10].

Questionnaire for the assessment of acute physical fatigue [8]. It is aimed at determining the degree of physical fatigue. The technique is used to diagnose this type of fatigue not only during heavy physical exertion but also in the process of performing work that involves intense dynamic and static loads. The questionnaire consists of 18 short statements, aimed at identifying both direct symptoms of physical discomfort and manifestations of mental instability and exhaustion; emotional and motivational assessments [8].

Maudsley Medical Questionnaire (by H. Eysenck) [11]. The method is aimed at determining the level of anxiety, frustration, aggression and rigidity. The methodology consists of 40 statements and has 4 scales: anxiety, frustration, aggression and rigidity. The results are processed by calculating the sum of points on each scale. The result indicates the level of manifestation of anxiety, frustration, aggression or rigidity [11].

Coping Inventory for Stressful Situations (by N.S. Endler and J.D.A. Parker, customized by T. Kriukova) [3]. This questionnaire was designed by Canadian scholars Norman S. Endler and James D.A. Parker in 1990 and customized by T. Kriukova in 2001. The method allows determining the following coping strategies of the individual: problem-oriented strategy; emotionally-oriented strategy; avoidance strategies; distraction; social distraction (search for social support).

World Assumptions Scale by R. Janoff-Bullman, modified by M. Padun, A Kotelnikova [7]. The methodology is a self-report consisting of 32 statements. Obtained data are processed according to the key and are interpreted within three basic judgments: the world is benevolent; the world is meaningful; the self is worthy. Some questions are inverted [7].

Inventory for Irrational Beliefs Diagnosis by A. Ellis [13]. The method is designed for general diagnosis in the field of beliefs in cognitive-behavioral therapy and other areas. This method examines four groups of irrational attitudes: "catastrophization", "self-responsibility",

"duty to others", "evaluation attitude"; it also determines the level of frustration tolerance of the individual, which reflects the degree of frustration and overall assessment of rationality of thinking [13].

Methodology "Style of self-regulation of learning activities - SSUD-M-2011" [6]. The questionnaire can be used for psychologists-to-be, but to a greater extent, it corresponds to the peculiarities of school students' self-regulation. The methodology is represented by scales of planning, modeling, programming, evaluation of results, flexibility, independence, reliability and responsibility, each of them is evaluated on a dichotomous scale and is represented by 9 statements.

The selection of methods and their corresponding empirical indicators took into account the requirements for reliability, validity, objectivity, representativeness, clarity, and unambiguous instructions for the diagnostic procedure, the ability to compare the results obtained using a particular method with the results of other researchers. Diagnosis took place both in groups and individually.

At the *third, main, stage*, the empirical study was conducted, during which indicators corresponding to the employed empirical procedures were recorded. Primary empirical data of psychodiagnostic were mathematically and statistically processed, using probabilistic logic and probabilistic models. Methods of mathematical and statistical data processing include:

- 1) descriptive statistics aimed at calculating the measures of the central trend (average) and scale (standard deviation) and checking the normality of the distribution of the indicators;
- 2) parametric Student's t-test to identify differences between two dependent variables – indicators of state anxiety during lectures and exams;
- 3) one-factor analysis of variance, which tested the hypothesis of the impact of a single factor on the dependent variable, in our case – the impact of the training course on the level of development of state anxiety in the totality of all its parameters;
- 4) Pearson's chi-square test to identify the peculiarities of the distribution of the studied population by the level of the studied features – state anxiety and its manifestations;
- 5) correlation analysis which is the calculation of linear correlation coefficients r_{xy} by K. Pearson, designed to identify consistently variable variables – indicators of state anxiety and its manifestations;
- 6) exploratory factor analysis, which compressed the array of source data to more economically describe them (with minimal loss of source information); it was possible to move from many source (external) variables to a small number of latent factors that determine these external variables;

7) multiple regression analysis, used to study the simultaneous and consistent influence of many independent (source) variables on one dependent with the subsequent construction of linear regression equations of type

$$Y = b + b_1x_1 + b_2x_2 + \dots + b_px_p + e,$$

where, Y is a dependent variable (in our study, it is factors of psychology students' state anxiety manifested at lectures and exams); b - free member; b₁, b₂, ... b_p – model parameters (in our study, they are psychological features that affect state anxiety); e – prediction error; multiple regression analysis enabled to predict the actualization of state anxiety based on a set of studied psychological characteristics. Data were mathematically processed and the results were graphically presented using the statistical software package Statistica 6.

Besides, this stage involved the introduction of technology for the development of state anxiety self-regulation in psychologists-to-be. In this context, the technology of development of state anxiety self-regulation in psychologists-to-be means a comprehensive system of technological procedures aimed at developing state anxiety self-regulation in psychologists-to-be.

The technology aims to develop state anxiety self-regulation in psychologists-to-be.

The technology of state anxiety self-regulation involved the implementation of successive stages: diagnostic, preparatory, main, final (control).

The main component of the preparatory and main stages of the technology of state anxiety self-regulation in psychologists-to-be was the program "State anxiety self-regulation". The program was aimed at expanding the knowledge of psychology students on the peculiarities of the application of methods of state anxiety self-regulation and at forming the skills of state anxiety self-regulation.

The program "State anxiety self-regulation" consisted of two modules: "Theoretical foundations of the problem of state anxiety self-regulation" and "The development of state anxiety self-regulation". The purpose of the first module "Theoretical foundations of the problem of state anxiety self-regulation" is to form a focus on activating in psychology students for the duration of the program; to provide students with information on methods of state anxiety self-regulation; to form in psychologists-to-be the awareness of the need to reduce state anxiety. The expected results of this module are the psychology students' attitude to the successful application of methods aimed at state anxiety self-regulation, the result-oriented performance of psychology students, knowledge of methods of state anxiety self-regulation formed in psychology students. The purpose of the second module "The development of state anxiety self-regulation" of the program is the external regulation of voluntary action by

psychology students on the use of methods of state anxiety self-regulation (e.g., with the help of a teacher); independent regulation of voluntary action by psychology students, i.e., when the exercise is accompanied by a certain volitional effort and a sense of self-confidence; voluntary regulation of actions by students-psychologists in the process of applying methods of state anxiety self-regulation. The expected result of this module is the formation of a certain dynamic stereotype (strengthening of temporary nerve connections in the cerebral cortex, the development of a certain system); automating the process of choosing methods of self-regulation in a particular situation, which can cause state anxiety.'

The main methods of developing state anxiety self-regulation during the program were: autogenic training, visualization, methods of progressive muscle relaxation, normalization of breathing, self-suggestion, techniques of positive thinking.

At the *fourth, final, stage* there was a qualitative analysis and interpretation of the obtained results. The research procedures were comprehensive. In the process of verification of hypotheses of the empirical research of the problem of development of state anxiety self-regulation in psychologist-to-be in the conditions of learning activity, it was revealed:

1) the structure and content of psychologists'-to-be state anxiety depend on the learning situation. The factor structure of state anxiety in psychology students in the exam situation and during lectures differs in content (in the conditions of lectures where knowledge is acquired, the cognitive component of state anxiety psycho-emotional manifestations dominates. In the examination situation, where psychologist's-to-be knowledge and competencies are assessed, the personal component of psycho-emotional manifestations dominates);

2) the nonlinear nature of the micro-age dynamics of state anxiety in psychology students in the conditions of lectures. Manifestations of state anxiety increase during study at a higher education institution, except for the third year, which can be considered as a specific period of reassessment of higher education importance, the crisis of professional identification of psychologists-to-be;

3) in the conditions of lecture, manifestations of state anxiety in psychology students are determined by some personal predictors: learning anxiety of psychology students is manifested with the actualization of pessimism, low self-esteem, less self-confidence, more frequent use of avoidance as a coping strategy, dominance of low trust in the world, attitudes about one's duty set by others, neglect of real solutions to the problem as a strategy to overcome stress. Psychology students' state anxiety at the exam is also due to a number of personal predictors: stress and anxiety at the exam due to low levels of subjective well-being and

frustration tolerance, reduced ability to self-regulate their mental state, self-doubt and neglect;

4) after the introduction of the technology and program for the development of state anxiety self-regulation, statistically significant differences in the indicators of state anxiety in psychologists-to-be of the experimental and control groups were revealed. Negative dynamics of state anxiety manifestations in psychology students of the experimental group during the implementation of the program was registered against the background of the absence of statistically significant changes in the control group.

Conclusions

Thus, on the theoretical basis, the empirical study of the problem of state anxiety self-regulation in psychologists-to-be in conditions of learning activities was organized in four successive stages: preparatory, organizational, main, and final. The obtained empirical results testify to the achievement of the research aim and the solution of the set tasks. This result was facilitated by the effective organization of the process of empirical research on the development of state anxiety self-regulation in future psychologists-to-be in the context of learning activities.

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