

SUMMARY

Subject matter: The Study of Psychological Conditions of Overcoming the Effects of Stress of Unified State Exam at the High School

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The relevance of the study: The period of preparation for the upcoming exam is characterized by a sharp increase in mental health and mental stress, learning difficulties, changing the way of life, the emergence of the responsibility for decisions and their consequences, all this leads to a deterioration of general condition, decrease in efficiency, a violation of the psychological and physical well-being. That is why psychologists are paying more attention to problems of studying human adaptation reserves, psycho prophylaxis, developing the ability to overcome the stressful effects of the exam in high school.

The aim of the research is scientific justification for stress resistance as a factor of harmonization of integral individuality of high school students in preparation for the unified state exam.

Objectives:

1. To expand the essence of the research problems of stress as a factor in the harmonization of structures of integral individuality at high school age.
2. To determine the specificity in the development of stress-resistant and unsustainable to stress structures of integral individuality of high school students, to reveal its common and unique points.
3. To set the psychological factors that provide the conditions to overcome the stressful effects of the exam in high school.
4. To justify the psychological conditions of the development of high school students in the stress conditions of preparation and delivery of the exam.
5. To develop a program of psychological help to overcome the effects of stress due to exam in high school.

The theoretical and the practical value of the research is that the study expanded the understanding of the psychological factors that determine the harmonious development of structures of integral individuality of stress resistant high school students; moreover it defined psychological conditions of overcoming exam stress effects at high school; finally theoretical findings enrich the conceptual provisions of the theory of integral individuality and psychology of polymorphic individuality. The study determined the possibility of prevention of stress

unresisting behavior, through the development of multi-level properties of integral individuality of high school students; it defined psychological conditions for overcoming the stresses of the exam for high school students; the results of the study can be used in the development of basic and additional professional educational programs of Universities, courses in General psychology, psychology of stress, psychology of polymorphic individuality. Moreover, an innovative program of psychological assistance to overcome the stress of the exam for high school students is developed.

The results obtained: in the research the attempts are made to systematic study of structures of integral individuality of high school students unsustainable to stress in the conditions of unified state exam. As a result of the research a programme of psychological assistance to overcome the stress of the exam for high school students is carried out, aimed at supporting the development of structures of integral individuality with a low level of resistance to stress of high school students; a certificate of practical implementation of the results of the research is obtained.

Recommendations:

1. During the work on stress resistance it is necessary to take into account psychodynamic, personal, social and psychological levels of integral individuality.
2. Teachers are strongly recommended to put into practice the test tasks in training, using the recommended collections of tests for estimating the level of mastering the material and practice skills.
3. It is necessary to inform all participants of the educational process on the procedure of the exam, to familiarize students with the methodology of preparation for exams.
4. Teachers should form an adequate attitude to the upcoming exams, as well as the positive attitude towards the exam.
5. Psychologist should help create a positive emotional state of graduates, reduce examination fears, anxiety, as well as to educate the emotional self-control during the exam.
6. Psychologist should form the student's psychological characteristics and social skills necessary for effective preparation and, subsequently, successfully passing the exam.