



PSYCHOLOGICAL PREPARATION OF STUDENTS FOR CLASSES

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Abstract

This article examines the key aspects of students' psychological preparation for academic activities. It emphasizes the importance of motivation, emotional stability, self-regulation skills, and the ability to organize thought processes. Particular attention is paid to the influence of the external environment and interaction with the teacher on the development of internal readiness for learning. It concludes that an integrated approach is essential for improving the effectiveness of the educational process and developing professionally significant qualities.

Keywords: Psychological preparation, motivation, self-regulation, emotional stability, educational activity, attention, students.

Introduction

Students' psychological preparation for classes is considered a crucial component of successful learning and the professional development of future specialists. The modern educational environment places high demands on an individual's cognitive, emotional, and motivational resources. Therefore, the ability to engage in the learning process with inner composure, interest, and confidence is becoming an integral part of the learning culture. Psychological readiness is influenced by individual characteristics, pedagogical conditions, and overall experience of interaction with the environment, making it a multilayered and dynamic phenomenon.

One of the fundamental elements of class preparation is academic motivation. It determines a student's level of engagement and resilience in the face of challenges. Motivation can be intrinsic, where a student strives for knowledge for personal growth, or extrinsic, related to demands, assessments, or social expectations. Psychological preparation emphasizes the development of intrinsic motivation, as it ensures a deep understanding of the material, the ability to independently seek information, and a critical approach to the phenomena being studied.

It's important for students to understand not only the content of future classes but also their significance for professional development. A clear understanding of learning objectives helps develop a strong attitude toward learning. Teachers and





educational institutions are encouraged to create conditions conducive to developing such understanding, for example, by outlining the practical significance of the topic in advance, discussing its connection to real-world problems, and stimulating interest in the subject area through research or professionally relevant examples.

The learning process always involves emotional experiences. During classes, students may experience anxiety, fear of making mistakes, fatigue, or internal resistance. The success of their learning process and their level of engagement in learning depend on how effectively they regulate their emotional state. Psychological preparation includes mastering self-regulation techniques that help maintain an optimal state.

Common emotional stabilization techniques include breathing practices, short relaxation exercises, positive self-support techniques, and rationalizing negative experiences. Regular use of these techniques makes emotional reactions more predictable and less destructive. Developing self-esteem is also helpful, as heightened perfectionism, fear of making mistakes, or fear of being judged by others often hinder free participation in the learning process.

Particular attention is paid to preventing emotional burnout, which can occur even in junior students. Monotonous academic assignments, a high work pace, numerous assessments, and a focus solely on results without regard for one's own needs lead to a depletion of resources. Psychological preparation in this case includes developing skills in planning academic workloads, the ability to alternate activities, recognize signs of fatigue, and promptly recuperate.

Cognitive readiness for class requires a certain structure of knowledge, skills, and abilities that enable a student to effectively engage in the learning process. Before class, it's helpful to review notes, highlight unclear questions, and familiarize yourself with key literature or brief overviews of the topic. This approach helps activate prior knowledge and facilitates the absorption of new information.

Psychological preparation in the cognitive aspect is also linked to the ability to manage attention. The modern information environment contributes to the development of clip-based thinking and a reduced ability to concentrate for long periods of time. Therefore, it is important for students to develop skills in concentration, attention shifting, and cognitive load management. Attention training exercises, clear planning of class work, and the conscious elimination of external distractions all help with this.

Developing critical thinking is crucial. Students must not only perceive information but also analyze it, compare facts, identify arguments, and draw conclusions. In class, this is demonstrated by the ability to ask questions, participate in discussions, and





apply knowledge to practical situations. Psychological preparation includes developing confidence in one's own opinions and the ability to accept criticism as a natural part of learning interaction.

Students' psychological readiness depends not only on their personal qualities but also on the learning environment. A comfortable learning environment, a clearly structured lesson structure, a welcoming group atmosphere, and predictable teacher expectations create the foundation for developing confidence and a positive attitude toward learning. If the external environment is stressful, the learning process becomes a source of tension for the student.

Space organization is crucial: a comfortable location, good lighting, minimal distractions, and the availability of necessary materials create a positive work environment. These elements are also crucial in distance learning, and students should be able to create the appropriate conditions themselves.

A key factor is the teaching style. A supportive teacher approach reduces anxiety and encourages student engagement. Clear expectations, openness to dialogue, and respect for students' individual needs create a positive environment in which learning is perceived as constructive and meaningful.

The study group is a vital element of the educational environment. Social relationships within the group influence students' emotional well-being, their sense of belonging, and their level of engagement in collaborative work. Conflicts, competition, and lack of support can reduce academic motivation and cause anxiety. At the same time, an atmosphere of collaboration, mutual respect, and communication helps students overcome challenges more easily.

Psychological preparation involves developing communication skills, the ability to listen to others, express one's own point of view, and work in a team. The modern economy places high demands on communication as a professional skill, so engaging students in joint projects, discussions, and group activities has not only academic but also personal value.

Self-regulation integrates cognitive, emotional, and volitional processes that enable students to manage themselves during learning activities. It includes awareness, the ability to choose a behavioral strategy, control attention, maintain motivation, and overcome obstacles. Developing self-regulation is a strategic goal of psychological preparation.

Effective methods include keeping a study diary, setting goals, reflecting on results, monitoring one's own state, and planning ways to improve it. Gradually, a habit of mindfully approaching learning develops, viewing it as a process in which the student takes an active role.





Developing a professional identity strengthens psychological readiness for learning. When students understand themselves as future specialists in a specific field, the learning process takes on a deeper meaning. Each lesson is then perceived as a step toward achieving professional competence.

Professional identity development is supported through internships, project participation, familiarization with professional standards, and interaction with industry practitioners. This stimulates intrinsic motivation and makes learning more meaningful and sustainable.

Students' psychological preparation for classes is a multi-layered process, encompassing motivational, emotional, cognitive, and social aspects. It is influenced by the student's personal qualities, the teaching environment, and the nature of group interactions. Comprehensive development of preparedness facilitates successful learning, increased academic engagement, and the development of professionally significant qualities. Systematic work in this area will create a product that will enable students to confidently navigate the modern information landscape, effectively interact with others, and consciously shape their professional future.

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