



# Sociological analysis of psychophysical readiness of students of the social and legal institute for future professional activities

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## Abstract

**Objective of the study** is to substantiate and develop a sociological questionnaire for analyzing the psychophysical readiness of students for future professional activity; to identify students' readiness for active work in the profession, based on the analytical material obtained.

**Methods and structure of the study.** A sociological analysis based on a questionnaire survey was conducted in 2024 among 2nd-3rd year students of the Social and Legal Institute of Siberian Federal University in Krasnoyarsk. The sample size was 70 people. A questionnaire was developed in advance, including 9 questions related to the analysis of students' psychophysical readiness for future professional activity. The developed sociological questionnaire was presented to students, who gave their written answers to the questions, on the basis of which a theoretical analysis of the psychophysical readiness of young people for active labor activity was carried out.

**Results and conclusions.** The conducted sociological analysis revealed students' attitudes toward the need to develop psychophysical readiness for future professional activity; their understanding of the concept of 'psychophysical readiness'; the means and forms of developing psychophysical readiness identified by respondents; the general readiness of students for systematic physical education and sports activities to maintain psychophysical potential in the process of life.

**Keywords:** *sociological analysis, psychophysical readiness, students, professional activity, survey.*

**Introduction.** The modern process of forming the professional education of future specialists includes two basic tasks: the formation of solid, professionally significant competencies in the chosen field of work and the psychophysical readiness of young people to maintain the necessary rhythm and performance in their future professional activities. In this regard, proper physical and mental readiness, which is developed through educational and practical classes in the discipline 'Physical Culture and Sports' at the university, is of particular importance in the professional training of young students.

This theoretical position determined the objective of this work, which is aimed at analysing the psychophysical readiness of senior students for active labour activity in their future profession and making appropriate methodological adjustments to the process of

applied physical education of young students at the university.

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to students, who gave their written answers to the questions, on the basis of which a theoretical analysis of the psychophysical readiness of young people for active labor activity was carried out.

**Results of the study and discussion.** Upon completion of the sociological analysis based on the developed questionnaire, which included 9 key questions to be answered by respondents, theoretical conclusions were formulated to determine the psychophysical readiness of students of the social and legal institute for their future professional activities.

In our article, we adhere to the following definition: 'psychophysical readiness of students' is a state characterised by the formation of psychophysical potential for the effective and sustained performance of a specific professional activity.

Analysis of the results of a survey of 2nd-3rd year students majoring in social sciences and law led to the following analytical conclusions: more than 60% of respondents do not have a clear understanding of what 'psychophysical readiness' is; 42% of respondents believe that there is no need to develop and main-

Table 1. Results of a survey of social and legal students on their psychological and physical readiness for future professional activity

No.	Questionnaire questions	Respondents' answers in %
1	2	3
1.	<b>Psychophysical readiness is:</b> - developed physical qualities; - physical activity; - healthy lifestyle.	24% 46% 64%
2.	<b>Psychophysical readiness is necessary in the future profession:</b> - not necessary; - it is necessary to maintain psychophysical readiness; - psychophysical readiness developed at the university is sufficient.	24% 58% 18%
3.	<b>Physical education and sports were cultivated in the family:</b> - no; - parents sent children to sports clubs.	42% 36%
4.	<b>Participate in physical education and sports:</b> - yes, participate; - continue to study at the present time; - no, they did not.	56% 18% 24%
5.	<b>The most popular sports among respondents:</b> - athletics; - sports games; - swimming; - sports dancing.	8% 10% 8% 8%
6.	<b>What physical qualities do you need in your future profession:</b> - agility and coordination; - speed; - general endurance; - all physical qualities are important.	34% 18% 44% 34%
7.	<b>What psychological qualities are necessary for your future profession:</b> - assertiveness; - conviction; - composure.	62% 60% 82%
8.	<b>What psychophysical qualities do you need to improve for your future professional activity:</b> - physical qualities; - psychological qualities.	92% 96%
9.	<b>What physical activities do you prefer when developing mental and physical readiness:</b> - sports games; - martial arts; - athletic gymnastics.	8% 12% 88%



tain psychophysical readiness; 42% of respondents did not participate in physical education and sports in their families; only 18% systematically engage in physical education and sports; 44% believe that general endurance will be an important physical quality in their future profession, and 34% of students indicated that all physical qualities are important; 82% of respondents identified 'composure' as an important psychological quality in their future chosen profession, 62% identified assertiveness, and 60% identified conviction. In addition, 92% of respondents believe it is necessary to develop professional and practical physical qualities more consistently, and 96% believe the same about psychological qualities. 88% believe that athletic gymnastics is the basic means of developing psychophysical readiness.

All this allows us to conclude that students have acquired certain theoretical and practical knowledge and skills for developing psychophysical readiness at the university. At the same time, sociological analysis has shown what adjustments teachers need to make to the content of students' psychophysical training in the process of physical education at university.

**Conclusions.** The analysis of the psychophysical readiness of students at the Social and Legal Institute, based on a questionnaire survey, made it possible to form a 'profile of students' psychophysical readiness,' which includes the definition of psychophysical readiness, which respondents understand as a healthy lifestyle (64%); 42% of respondents believe that there is no need for psychophysical readiness in their future profession; 42% have not been systematically involved in physical education and sports; 44% of respondents believe that general endurance is the leading physical quality in psychophysical readiness; 82% of students consider composure to be an important psychological quality in their future profession; 88% of respondents identify athletic gymnastics as the main means of developing psychophysical readiness.

Thus, in general, students have a common understanding of psychophysical readiness and are aware of the need to develop psychophysical readiness for their future professional activities. At the same time, the results of the questionnaire show specialists and teachers what they need to pay attention to when developing the proper psychophysical readiness of students in educational and practical physical education classes at the university.

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