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## COMPONENTS OF THE FUTURE SPECIALISTS READINESS'S FOR PROFESSIONAL ACTIVITY

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### **Abstract**

*In the article the necessity of increased attention of scientists and teachers to the problem of future specialists availability for professional activity, because the modern labor market is characterized by the increasing complexity of requirements to specialists and, consequently, to the work of higher education institutions that prepare them. Despite the availability of knowledge and skills acquired in high school, young professionals need some time to adapt to the specific conditions of professional activity. The leading role for this are played formation of young professional readiness for professional activity.*

*The aim of the article is to study the nature of future specialist readiness to professional activity and the support of its constituents. The subject of the research is the content and structure of future specialist readiness for professional activity.*

*In the course of the study were used methods of analysis, synthesis, induction and deduction - when considering the nature of the future specialist's availability for professional activity; abstraction and generalization - in determining the components of future specialist readiness for professional activity.*

*The article reveals the essence of the concepts of "readiness", "professional readiness", "readiness for activity". Substantiates the main scientists approaches to the treatment problem of ready to various aspects of business. The relationship between readiness for professional activity and personal activity are disclosed. The essences of psychological readiness, preparedness for various aspects of educational and professional activities are considered. We analyzed the division ready for long-term and situational. The structure of the readiness of its components and characterized the main integrative components of future specialist readiness for professional activity.*

*Based on the analysis of research defined the concept of "future specialists readiness for professional activity", which find it difficult to form,*

*an integral characteristic of the person, is a comprehensive reflection of a number of important personal traits and professional qualities. Future specialist readiness favors the foundation of professional training, defines professionalism, allows people to fulfill oneself in a specific activity, and promotes self-improvement, self-development specialist.*

*Based on the theoretical analysis of the problem of readiness it is justified that the future specialist's readiness for professional activity includes the following components: psychological readiness, theoretical readiness, practical readiness, readiness to further improve itself as a specialist.*

**Key words:** *higher education; readiness for activity; readiness for pedagogical activity; readiness to further improve itself as a specialist; readiness for professional activities; practical preparedness; professional training; psychological readiness; the structure of readiness for professional activity; theoretical readiness.*

**Relevance of research.** The modern stage of society development puts professionals to the work, and that means that there are fundamentally new requirements to the higher educational institutions, which train them. It is usually necessary a lot of time for young professionals after graduation to adapt to the conditions of professional activity. Despite on the fact that in terms of work the adaptation underruns on the base of the principle knowledge and skills that are acquired in higher educational establishments, the leading role is played by the presence of young professionals' readiness for professional activity.

**Analysis of the recent researches and publications.** The analysis of the psychology-pedagogical researches proves that the readiness for any activity have been covered by the following scientists: M. Dyachenko, I. Gavrysh, L. Kadchenko, L. Kondrashova, M. Kulakova, A. Linenko, O. Mishchenko, R. Nyu, V. Stasyuk, S. Tarasova, D. Uznadze and others. Especially D. Uznadze investigated the mindset as a readiness for a certain form of response; M. Dyachenko and L. Kandybovych dealt with psychological problems of readiness to work; G. Kovalchuk was interested by the problem of the formation of the psychological readiness.

The readiness for the different aspects of pedagogical activity has become the subject of research made by such famous scientists, as I. Gavrysh, L. Kadchenko, L. Kondrashov, A. Linenko, O. Mishchenko, R. Nyu, V. Slastonin and others. V. Stasyuk was interested in the problem of the economists' professional readiness.

The scientific analysis of educational research of scientists in the field of professional training shows that the problem of developing the fu-

ture professionals' readiness for the professional activity remains relevant and requires further research, in particular, to clarify the content and structure of such readiness.

The **purpose** of this article is to study the core of the future specialists' readiness for professional activity and justification of its components.

**Summary of the main ideas.** In the dictionary of S. Ozhegov, the term "readiness" is defined as a condition in which everything is done, everything is ready, and the term "readiness" is interpreted as "activity" which is directed to learning, providing the necessary knowledge [20, p.490].

Such definition is found in a large definition dictionary of the modern Ukrainian language edited by V. Busel, where the concept of "ready" is seen as that "... one has made the necessary preparation, prepared for something ... Previously thought over, prepared, composed ... That has happened, gained experience, reached the mastery [1, p.194]. "

In the "Psychological pedagogical dictionary" edited by V. Mezherikova, the term "professional readiness" is interpreted as a subjective state of the individual who considers himself capable and qualified to a particular professional activity and seeks to implement it, and sees a professional training as an accelerated obtaining of the skills, necessary to perform specific work, which may be gained in a professional educational institution with the relevant license [25, p.362].

The psychological encyclopedia defines the "readiness for action" as the process of activating all the psychophysiological systems of the human body, which are necessary for the effective performance of specific actions [24, p. 89].

As we can see, the term "readiness" is understood as an active state in psychology, while the pedagogical encyclopedia treats the term "professional qualifications" as a combination of specific knowledge and skills, qualities, work experience and norms of behavior that ensure the success of a specific profession [21, p.550].

In the scientific literature, the term "readiness" is interpreted in different ways. Firstly, the readiness is investigated by scientists on the psychological level, and it is concerned as the subject's guideline and the mental state, due to which certain activity is conducted. Thus, D. Uznadze defines the concept of "mindset" as an "integral state of the subject" [31, p.150]. The mindset as a readiness for a certain form of response is determined by external and internal conditions of information perceiving and its awareness or misrecognition. The scientist believes that mindset may characterize social actions, and behavior therefore [31].

There are interesting thoughts on the mindset and readiness that we may find in studies of M. Dyachenko and L. Kandybovych. They consider that mindset and psychological readiness are the conditions that differ from each other. The mindset means the actualization of the mental phenomena formed under the previous experience. Within the concept of the readiness, the mental formation occurs under the influence of aims, requirements and circumstances. That is why, in scientists' opinion, the states of mindset and readiness match only in some cases. Readiness is active state of a person with a mindset for a certain behavior and mobilization of forces to perform the tasks [4].

Thus, in the first studies the readiness for any activity is associated with the behavior. Later scientists (M. Dyachenko, M. Kandybovych) study readiness on the neurophysiological level and consider it as a qualitative indicator of self-regulation of human behavior [4].

In modern scientific literature, readiness is related to any activity in general and professional activity in particular that is important in the context of this study.

A review of scientific literature on the readiness issue enables to conclude that mainly psychological readiness for various activities and commitment to educational activities are examined in the studies. In particular, the psychological science considers the term "readiness" as a mindset (D. Uznadze, M. Dyachenko, LI Kandybovych), and a personal quality (K. Platonov), as well as a complex personal formation (Y. Gilbukh).

The encyclopedia interprets a state of mental readiness as a complex dialectical structure, which is a personal quality that is characterized by complex of intellectual, emotional, motivational and volitional components of the human psyche in their relations with external conditions and future tasks.

Ie. Uliatovska, who examined the training of future teachers who will enhance the self-learning of younger pupils, treats a state of readiness as one that is mostly caused by psychological traits specific for each individual. The state of psychological readiness is influenced by the special conditions under which the activity is performed. These conditions include the content of the tasks, their complexity, novelty, creativity, conditions for their implementation; peculiarities of stimulating actions and results; appraisal of possibilities for achieving them; self-esteem of a personal readiness; previous psychological state; health and physical health; personal experience in mobilizing forces to solve complex problems [33, p.43].

While studying psychological and pedagogical literature, we found out that the concept of "readiness for professional activity" is studied insepa-

rably with the concept of “personal activity”. Thus, according to V. Petrovskiy, personality is the activity of the subject’s “self” that defines the integration of internal and external aspects of subjectivity: established regulations of behavior (dispositions, attitudes, orientations, personality’s semantic structures) and activity in accordance to the initial inclinations [22, p. 17].

According to the definition made by Ie. Subbotskiy, the activity is an individual’s fundamental characteristic and the individual changes the environment and thereby forms himself/herself [30, p. 127]. N. Leites identifies the activity as a measure of the subject’s interaction with the environment. According to B. Esipov, activity is conscious, volitional, purposeful execution of mental and physical work necessary for learning knowledge, abilities, skills, including their use in further practical activities [6, p. 67]. M. Dyachenko and L. Kandybovych define the activity as a combination of experiences, behaviors, activities, communication, self-management [23, p. 80]. As we see, scientists consider the activity as an individual’s characteristic necessary for his/her readiness for professional activity.

Review of scientific literature gives reasons to affirm that scientists consider readiness in different spheres of pedagogic activity: psychological readiness of future teacher, ideological and ethical readiness of graduates of pedagogical higher educational institutions, readiness of students for conduct of out-of-class awareness-raising work at school, readiness of future teachers for administration of pedagogical process, readiness of the teachers for adoption of advanced pedagogical experience etc [8; 9; 14; 15; 19].

Problem of readiness for pedagogical activity is studied thoroughly by V. Slastyonin, who determines readiness as the “special mental state characterized by availability of the subject’s image of the structure of certain action and constant directionality of consciousness to its performance. It contains various guidelines and awareness of pedagogical task, model of probable activity, determination of special ways of activity, estimation of own abilities in their correlation with difficulties and necessity of achievement of certain result [29, page 78.] ».

Readiness for different aspects of pedagogical activity is the subject of study of such famous scientists as L. Kondrashova, L. Kadchenko, O. Mischenko, Yu. Senko, I. Gavrysh [9; 7; 28]. Thus, L. Kondrashova considers readiness for pedagogical work to be a “sophisticated personalized formation containing ideological ethical and professional pedagogical views and believes, professional direction of mental processes, self-possession, pedagogical optimism, aiming for pedagogical work, ability to overcome difficulties, self-assessment of the results of their work, necessity of professional self-education providing for high results of pedagogical work» [9, p. 13 – 14].

Rather close definition of readiness for pedagogical activity can be found in research study of L. Kadchenko who considers that it is a “sophisticated personalized formation providing for high results of pedagogical work and containing professional and ethical views and believes, professional directionality of mental processes, professional knowledge and skills, tune for pedagogical work, ability to overcome difficulties, self-esteem of the results of this work, necessity of professional self-improvement [7, p. 13 – 14]».

The interesting point of view belongs to Yu. Senko, according to him readiness for pedagogical activity is a «growth of future pedagogue that is the foundation of his/her professional competence [28, page 68] ». The author considers that the readiness and competence are the levels of professional skill.

We consider it necessary to draw attention to the research studies of I. Gavrysh, who proves that various treatments of readiness are conditioned by difference of scientific approaches and specificity of certain professional activity. In this connection the author emphasizes two main approaches to treatment of the phenomenon of readiness: functional and personalized ones. Functional approach is based on consideration of readiness as the general psychophysiological state of person as pre-start activation of psychic functions. Personalized approach involves treatment of readiness as forceful state of a person expressed in ability of productive implementation of knowledge and skills and gives the person opportunity to orientate himself/herself quickly, to implement taken decision quickly, to create an artistic atmosphere [2, page 21 – 22].

In scientists' opinion psychological readiness functions as a constant characteristic of person, it means that it is active permanently and there is no necessity to form it always depending on each new task. Previously formed readiness is a significant precondition of successful activity. It is called long-term, constant or general readiness. Temporary or situational readiness reflects peculiarities and requirements to person in a certain situation, constant readiness is a steady system of professionally important qualities of the person (positive attitude to profession, orderliness, diligence, self-command), his/her experience, knowledge and skills necessary for successful activity in many situations. Temporary and constant readiness's form a certain unity. Temporary readiness is the manifestation of constant one in a certain situation, and constant readiness is developed during a long period of time [4, page 20 – 21].

M. Levitov considers that there is a long-term and situational readiness depending on higher nervous activity, individual peculiarities of the person and circumstances of activity. He divides readiness as temporary

state of person into three types: usual, increased and decreased. In opinion of the scientist, the state of usual readiness is the state of a person before everyday usual work. Increased readiness is caused by novelty and artistic nature of work, unconventional stimulation, good physiologic well-being etc. The state of decreased readiness of person is caused by inadequate emotionality, it is characterized with distracted attention, absence of composure, erroneous actions [13].

We should mention that the majority of psychologists considers readiness as the personalized formation including motivational, psychological and characterological peculiarities of individual, and emphasizes in it ethical, psychological and practical components [11, page 7].

According to V. Ulich, the main integrative components of readiness to administrative activity are professional knowledge, professional directionality and personal qualities [32, page 9].

M. Dyachenko, L. Kandybovych, V. Ponomarenko, A. Puni and L. Nersesian consider that the components of readiness include components being universal ones for any type of professional activity (motivational, emotional, cognitive, operational, volitional and psychophysiological) [3; 26; 18].

I. Gavrysh considers structure of readiness for professional activity on general-purpose and profession graphics levels of analysis [2, page 25]. General-purpose level of research includes approaches of the scientists who consider readiness for professional activity from perspectives of labor psychology (M. Dyachenko, L. Kandybovych, A. Puni, L. Nersesian, V. Ponomarenko etc). Professional graphics level of analysis of structure of readiness for professional activity according to I. Gavrysh includes approaches of the scientists based on requirements set by profession to personal qualities, psychophysiological abilities of the person and requirements conditioned by certain specialty, profession to the person (V. Slastyonin, F. Gonobolin, V. Krutetskyi, N. Kuzmina, O. Scherbakov etc.) [2].

In our opinion, consideration of structure of readiness for professional activity on general-purpose and profession graphics levels of analysis is rather relative. Thus, on profession graphics level of analysis the structure of readiness based on the data of profession graphics according to the author's opinion includes the components characteristic of general-purpose level (psychological abilities, psychophysiological abilities of person). At the same time, it should be mentioned that scientific approach of I. Gavrysh gives opportunity to perceive the sophisticated phenomenon of readiness for professional activity more thoroughly.

Considering the scheme of readiness of students for professional activity of future teachers, V. Slastyonin emphasizes the following compo-

nents of readiness: psychological readiness (motivation of attitude of students to teacher's work), scientific and theoretical readiness (availability of certain scope of social, psychological and pedagogical, medical and biological, and special knowledge), creative readiness (existence of preconditions for mastering of pedagogical activity, formedness of professionally important personalized qualities, certain requirements to peculiarities of nervous system, mobility of nervous processes) [29].

O. Moroz is sure that readiness for pedagogical activity shall include the following components: didactic readiness (acknowledgement and psychological perception of own level of preparation according to professional functions of pedagogic activity); psychological readiness (necessity of pedagogic activity, perception of compliance of personalized qualities with requirements of activity, motivation of personalized aspirations); theoretic and practical readiness (knowledge, skills, world perception and general culture, pedagogical abilities, professional and pedagogical direction) [17].

Generalization on the ground structure of readiness for professional activity analysis gives opportunity to make a conclusion that the effective approaches have significant drawbacks. Thus, A. Puni, referring ideological, functional, ethical and special readiness to structural components, does not include to it motivational and target components [26, page 4].

L. Nersesian does not consider professionally important qualities of subject of professional activity, as he refers to structural components of readiness psychological directionality of person, integral psychophysiological component and character of actions structure [108].

I. Gavrysh considers structure of readiness in more system-related way referring to components of readiness of the teachers for innovative professional activity the motivational readiness, readiness for pedagogic goal-setting, informational readiness, process and activity readiness, critical professional thinking, creativity of professional thinking [2, p. 352].

Study of theoretical fundamentals of problem of readiness for professional activity formation gives reasons to make a conclusion that psychological readiness is a significant component of professional readiness and can be manifested in the form of steady orientations, motifs, features of character, and also in the form of psychological state. Professional and psychological readiness form unity and interact in the process of activity of the specialist.

Review of scientific literature on problem of readiness for professional activity formation showed that the most thoroughly studied issue is the structure of readiness for pedagogical activity. In this connection, we will explore the approaches of different scientists concerning structure of



readiness for pedagogical work. Thus, S. Yelkanov emphasizes the following components of readiness: general pedagogical qualities, professional qualities, individual psychological qualities [5].

Close points of view belong to O. Mischenko (professional knowledge, pedagogical skills, experience of motivational and axiological attitude to pedagogical profession, experience of creative pedagogical activity) and I. Ziaziun (humanistic direction of personality, professional knowledge, pedagogical abilities, pedagogical technique) [16].

In opinion of L. Kondrashova it is expedient to emphasize motivational, cognitive and operational, emotional-volitional and psychophysiological components of readiness for pedagogical activity [9].

In some way similar structure of readiness was formed by S. Manukova, who in addition to motivational and operational behavioral component also emphasizes worldview, cognitive and emotional-volitional components [15].

In opinion of H. Kovaliov readiness of person for future activity includes ethical psychological and professional types of activity. Ethical and psychological readiness has a complicated structure and includes the following components: recognition of social and personal significance of labor activity, love of labor, ability to work in collective [8].

Interesting point of view belongs to R. Nyu, who considering professional readiness of students of pedagogical higher educational institutions for conduct of out-of-class awareness-raising work at school draws special attention not only on abilities, personal qualities, volitional features of character, but also on professional knowledge and skills [19].

M. Kulakova emphasizes in the structure of readiness for professional activity personalized group of components (adaptive, emotional-volitional, mobilization and communicative ones) and professional group of components (planned comprehensive, motivational, control and estimation, administrative ones) [12, c.32].

M. Dyachenko determines the following components of future specialist readiness for professional activity: motivational (positive attitude to profession, interest to it); orientation (idea of peculiarities and conditions of professional activity, its requirements to person); operational (mastering of methods and techniques of professional activity, necessary knowledge and skills); volitional (self-control, autonomy during fulfillment of labor duties); estimation (self-esteem of the own professional readiness and compliance with its optimal professional examples [4].

Studying professional activity of teacher for development of creative skills of upper-form pupils on the lessons of biologic and mathematic

cycle A. Semenova emphasizes five components of readiness for professional activity, namely: motivational, mobilization, content, practical and emotional ones [27].

Ye. Uliatovska defines content sphere of teacher readiness for activation of independent cognitive ability of pupils with informational, communicative, constructive, organizational, development and mobilization components [33].

T. Shestakova emphasizes three main components in structure of readiness of future pedagogues for professional and pedagogical self-improvement: motivational and axiological, cognitive intellectual and operational pragmatist ones [34].

In opinion of A. Linenko, the components of readiness for professional activity are professional self-consciousness, attitude to activity or guideline (for situational readiness), motifs, knowledge of subject and ways of activity, skills and ability to implement them in practice, and also professionally valuable qualities of personality. The author is sure that upon transfer of long-term readiness to the new conditions and situations it is affected by external and internal factors. The first group includes novelty, difficulties, creative character of tasks, circumstances, behavior of the present ones; the second group includes self-esteem of preparedness of subject for activity, his/her psychophysiological state, ability to mobilize for fulfillment of future work, to control the own emotional stability and the level of own readiness [15, page 192].

A. Linenko considers consciousness to be a subjective condition of orientation of person in environment, while self-consciousness is orientation in own personality. Self-consciousness is the ascertaining attribute of consciousness formed together with its establishing. It promotes for formation of the system of values of the person, spiritual orientations that are then manifested in certain goals, recognition of the types of relations between people, and also in attitude to various phenomena of social reality [10].

The interesting one is the opinion of L. Dobrovolska, who is sure that readiness for professional activity includes such components: psychological component of readiness, practical component, readiness for further self-improvement in the capacity of specialist [3].

**Conclusions.** On the ground of analysis of scientific researches we consider readiness of further specialists for professional activity a sophisticated formation, integral characteristics of personality that is a complex reflection of the number of important personal features and professional qualities. Readiness of future specialists is the ground for

professional preparation, determines professionalism, gives opportunity for maximal realization in certain activity, promotes for self-improvement and self-development of specialist.

On the ground of theoretic analysis of the problem of readiness we consider that readiness of further specialists for professional activity includes the following components: psychological readiness, theoretic readiness, practical readiness, readiness for further self-improvement in the capacity of specialist.

Psychological readiness of future specialists for professional activity provides for existence of the system of incitements predetermining activeness of person, steady aspiration of success achievement and aspiration to escape failure; ability to establish contacts with other people quickly and easily, ability to cooperate and communicate; ability of objective self-esteem of the own action; ability to perform conscious organization and regulation of the own activity and behavior, ability to overcome difficulties during achievement of goal.

Theoretic readiness is connected with availability of cognitive abilities of future specialists, ability to receive new knowledge and skills quickly and easily, developed ability to overcome sudden obstacles, to find way out from substandard situations; availability of special knowledge; ability of future specialists of economic specialties to get oriented in flood of information and to choose the most essential one among it.

Practical readiness is the ability of future specialists to perform professional activity, ability to apply knowledge about ways of actions in practice, formedness of professional skills; ability to control fulfillment of set tasks, ability to maintain accounting and analysis, to prepare reports; diligent attitude to work, qualitative fulfillment of commissions or tasks in compliance with set tasks, discipline, punctuality and commitment.

Readiness for further self-improvement in the capacity of specialist provides for abilities of future specialists for creative work, ability to generate innovations, availability of productive creative thinking, ability of search during solution of difficult professional tasks.

We see the prospects of further scientific searches in study of problem of formation of future specialists' readiness for professional activity.

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## **СОСТАВЛЯЮЩИЕ ГОТОВНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ К ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

### **Аннотация**

*В статье обоснована необходимость усиленного внимания ученых и преподавателей к проблеме готовности будущих специалистов к профессиональной деятельности, ведь современный рынок труда характеризуется усложнением требований к специалистам, а соответственно и к работе высших учебных заведений, которые их готовят. Несмотря на наличие багажа знаний и умений приобретенных в вузе, молодому специалисту нужно время для адаптации к конкретным условиям профессиональной деятельности. Ведущую роль при этом играет сформированность у молодого специалиста готовности к профессиональной деятельности.*

*Целью статьи является исследование сущности готовности будущих специалистов к профессиональной деятельности и обоснование ее составляющих. Предметом исследования является содержание и структура готовности будущих специалистов к профессиональной деятельности.*

*В статье раскрыта сущность понятий «готовность», «профессиональная готовность», «готовность к деятельности». Обоснованы основные подходы ученых к трактовке готовности к различным аспектам деятельности. Раскрыта взаимосвязь между готовностью к профессиональной деятельности и активностью личности. Определена сущность психологической готовности, готовности к различным аспектам педагогической и профессиональной деятельности. Проанализировано разделение готовности на длительную и ситуативную. Определена структура готовности, ее составляющие и охарактеризованы главные интегративные компоненты готовности будущих специалистов к профессиональной деятельности.*

*На основе анализа научных исследований определено понятие*

*«готовность будущих специалистов к профессиональной деятельности», которую считаем сложным образованием, интегральной характеристикой личности, являющуюся комплексным отражением целого ряда важных личностных характеристик и профессиональных качеств. Готовность будущих специалистов выступает фундаментом профессиональной подготовки, определяет профессионализм, позволяет максимально реализовать себя в конкретной деятельности, способствует самосовершенствованию, саморазвитию специалиста.*

*На основании теоретического анализа проблемы готовности обосновано, что готовность будущих специалистов к профессиональной деятельности включает следующие составляющие: психологическую готовность, теоретическую готовность, практическую готовность, готовность к дальнейшему совершенствованию себя как специалиста*

**Ключевые слова:** *высшее образование; готовность к деятельности; готовность к педагогической деятельности; готовность к дальнейшему совершенствованию себя как специалиста; готовность к профессиональной деятельности; практическая готовность; профессиональная подготовка; психологическая готовность; структура готовности к профессиональной деятельности; теоретическая готовность.*

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## **СКЛАДОВІ ГОТОВНОСТІ МАЙБУТНІХ ФАХІВЦІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ**

### **Анотація**

*У статті обґрунтовано необхідність посиленої уваги науковців та викладачів до проблеми готовності майбутніх фахівців до професійної діяльності, адже сучасний ринок праці характеризується ускладненням вимог до фахівців, а відповідно і до роботи вищих навчальних закладів, які їх готують. Незважаючи на наявність багату*

знань і вмінь набутих у ВНЗ, молодому спеціалісту потрібен час для адаптації до конкретних умов професійної діяльності. Провідну роль при цьому відіграє сформованість у молодого спеціаліста готовності до професійної діяльності.

Метою статті є дослідження сутності готовності майбутніх фахівців до професійної діяльності та обґрунтування її складових. Предметом дослідження є зміст та структура готовності майбутніх фахівців до професійної діяльності.

У статті розкрито сутність понять «готовність», «професійна готовність», «готовність до діяльності». Обґрунтовано основні підходи науковців до трактування готовності до різних видів діяльності. Розкрито взаємозв'язок між готовністю до професійної діяльності та активністю особистості. Визначено сутність психологічної готовності, готовності до різних аспектів педагогічної та професійної діяльності. Проаналізовано поділ готовності на довготривалу та ситуативну. Визначено структуру готовності її складові та охарактеризовано головні інтегративні компоненти готовності майбутніх фахівців до професійної діяльності.

На основі аналізу наукових досліджень визначено поняття «готовність майбутніх фахівців до професійної діяльності», яку вважаємо складним утворенням, інтегральною характеристикою особистості, що є комплексним відображенням цілого ряду важливих особистісних рис і професійних якостей. Готовність майбутніх фахівців виступає фундаментом професійної підготовки, визначає професіоналізм, дає змогу максимально реалізувати себе в конкретній діяльності, сприяє самовдосконаленню, саморозвитку фахівця.

На підставі теоретичного аналізу проблеми готовності обґрунтовано, що готовність майбутніх фахівців до професійної діяльності включає такі складові: психологічну готовність, теоретичну готовність, практичну готовність, готовність до подальшого вдосконалення себе як фахівця

**Ключові слова:** вища професійна освіта; готовність до діяльності; готовність до педагогічної діяльності; готовність до подальшого вдосконалення себе як фахівця; готовність до професійної діяльності; практична готовність; професійна підготовка; психологічна готовність; структура готовності до професійної діяльності; теоретична готовність.