

## FORMATION OF PROFESSIONAL READINESS OF FUTURE SPECIALIST TO PROFESSIONAL ACTIVITY

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**Introduction.** Students' training in higher education institutions should be as complete as possible to ensure the process of forming the readiness of a future specialist for professional self-development as a prerequisite for achieving a high quality of their professional activities. The analysis of sources and publications suggests that the problem of readiness for various types of professional activity is the subject of scientific interest of many scholars. In particular, problems of professional training of future specialists are disclosed in the researches of such contemporary authors as I. Zyazyun, L. Moroz, V. Slastonin, T. Shestakov, L. Shevchenko and others. Scientists emphasize the need for professional education to become ready for professional self-development as an important factor in successful professional activities.

**Aim.** To determine the psychological and pedagogical conditions of the process of forming the professional readiness of future specialists for professional activity.

**Materials and methods.** The analysis of literary sources suggests that the concept of «professional readiness» is the subject of research of many psychological and pedagogical works and scientific views and reflects the versatility of professional activity of specialists of different specialties. Professional readiness should be understood as the professionally important personal quality that arises as a result of the integration of motives, needs, values, professional self-awareness, systems of psychopedagogical, methodological and special knowledge, skills and abilities; the desire for creative self-realization, the desire to achieve high results in the performance of professional activities.

It is noted that the main criteria for the formation of the readiness of future specialists for professional activity is motivational-value, cognitive-informational, activity-productive. Indicators of the formation of readiness for the motivational and value criterion are interest in the profession, the desire to become a professional in the chosen profession; the formation of the need for professional self-improvement; awareness of the personal meaning and significance of the profession; cognitive interest in personality-professional growth; awareness of the importance of humanistic values in their own lives and professional activities.

The main indicators of the formation of the professional readiness of future specialist to professional activity in the cognitive-information criterion is awareness of the degree of their preparedness for professional activity; clarity of representations about the essence, content, features, components, mechanisms, stages of professional readiness; systemic and depth of theoretical knowledge; the ability to comprehend the situations of professional activity multifaceted, from different positions, highlighting certain aspects of analysis and establishing interrelationships between them; independence in the search for information on ways of self-improvement; activity during discussion of various problems of a professional nature, analysis of specific situations, results of practical activity.

Indicators of the formation of professional readiness of future specialists for the activity-result criterion is the ability to set the goal and objectives of professional development; the ability to select and use appropriate means for the search and assimilation of information; independence in work with literary sources, interest in the study of best practices, scientific achievements, research work; ability to carry out self-education activities.

**Conclusions.** In this regard, we believe that the main psychological and pedagogical conditions of the process of forming the professional readiness of future professionals to professional activities include: providing professional motivation for students; organization of educational activity of students taking into account their individual characteristics; formation of professional identity of future specialists; organization of person-oriented learning, introduction of active methods of teaching and self-education; subject-subjective interaction between students and teachers.