

THE PROBLEM OF READINESS FOR FUTURE PROFESSIONAL ACTIVITY

Tatiana Scherban

INTRODUCTION

Important changes are taking place in the educational systems of European countries, caused by scientific and technological progress, informatization of society, rapid development of various social networks. These processes cause the corresponding changes in the “educational vector” of Ukraine. The current state of Ukrainian higher education leads to a new look at the problems of training specialists, the problem of forming the intellectual and creative potential of the individual. Along with solving problems of educational character, the university should create conditions for the development of professional and personal maturity of students, and promote the development of his/her personality.

The main task of the higher education institution is to train specialists who are needed by society, that is, specialists who can compete in the labor market, who are competent, have the existing willingness to perform modern production functions.

The today’s specialist is characterized by such a concept as professionalism. The fundamental structural units of professionalism are: the system of knowledge, the methodology of professional thinking, practical experience; creative approach to solving professional problems, clear strategy and tactics of performing activities. Shcherban¹. In connection with the abovementioned, the problem of training a creative personality of a professional is becoming extremely important today. Optimization of the process of a modern specialist preparation is possible provided the joint work of all its participants: the state, employers and higher education institutions. Moreover, each participant performs both its own functions and functions combined with the common goal of quality higher education.

¹ Shcherban, T. D. (2004) *Psychology of educational communication*. Kiev: Millennium.

The need to train a specialist should be governed by the state. The state must determine what kind and how many specialists are needed. It is also the state that determines the quality of theoretical and practical training through the framework of qualifications, through the regulatory requirements for the specialty.

The program of training of future specialists can be improved with the help of employers and practitioners. It is they who know what competencies future professionals need. The collaboration of higher education institutions and practitioners will help to adjust students' theoretical and practical training. Today, this area remains the least developed and predicted.

With regard to forming readiness for the future profession, this is the task of higher education institutions. The university should not only provide a grounded, innovative theoretical knowledge, form strong practical skills, promote the overall development of the student's personality, but also constantly monitor the quality of educational service in teaching. The leading role in this process is played by the personality of the teacher, he/she not only organizes the training and development of the future specialist, but is also an example of professionalism for the student. Therefore, the important task that higher education institutions must solve today is the formation of professional and psychological readiness of graduates for future practical activities.

Research on the problem of professional readiness is closely linked to the process of professional training and professional development of a specialist. Thus, studies of many scientists are aimed at developing the theoretical and methodological foundations of vocational training, at studying the problems of the development of professional identity: professional consciousness (N. Kucherovska, G. Lozhkin, A. Samoilova, N. Shevchenko, etc.), professional thinking and reflection (G. Ball, M. Verban, N. Poviakel, N. Prorok, etc.), professional identity (E. Zeier, A. Markova, N. Chepeleva, L. Schneider, T. Tytarenko, etc.). The necessity of studying the problems of vocational training taking into account the intentional essence, as well as in the context of interactive, perceptual, communicative, existential, functional, mental processes of mental development of the personality is emphasized (O. Bondareno, O. Leontiev, S. Maksymenko, L. Mitina, L. Sneider).

However, the problem is so deep and varied that the carried out research cannot exhaust it. Thus, the psychological peculiarities of forming readiness for future professional activity while studying at a higher education institution remain insufficiently studied. The relevance of the outlined problem is also caused by its practical importance for improving the process of training future specialists.

The purpose of the study is to theoretically and empirically investigate the psychological features of readiness for future professional activity.

The object of study is the process of vocational training in a higher education institution.

The subject of the study – psychological features of the development of readiness for professional activity during study at a higher education institution.

According to the purpose, object and subject of the study, the main tasks are defined: to analyze the existing conceptual approaches to the study of the problem; to reveal the peculiarities of the development of professional readiness during higher education; to reveal peculiarities of psychological readiness during higher education.

1. Psychological features of the development of professional readiness for future professional activity

The study of professional competence should take into account the following issues: peculiarities of professional thinking, professional reflection, ability to solve professional-practical tasks, constant professional self-development.

Employers point to the imperfection of the existing specialist training program. This problem is primarily determined by the obscurity, uncertainty of the benchmark criteria that higher education institutions are guided by, preparing a specialist. The presence of developed professionographic requirements for professionals almost does not have an active influence on specialist's formation in the learning process.

One of the promising directions of study restructuring at universities is the psychological concept of specialist training. The most important value of a specialist, which characterizes the top of the subject's perfection as a creative personality, is professionalism. According to the culture of professionalism in all spheres of society, one can judge at what level of civilization and social and economic progress it is.

The fundamental structural units of professionalism are:

- specificity of knowledge of the activity subject and methodology of professional thinking formed on this basis;
- sufficient experience;
- the creative nature of incorporating the gained experience into the process of finding the best options for the task;
- a clear indicative image of the strategy and tactics of the implementation of activities.

Based on the isolated components of the structure, professionalism can be defined as a creative synthesis of qualitatively peculiar professional knowledge and practical experience of the individual, which determines the choice of the optimal strategy and tactics of activity and ensures high efficiency of its implementation.

The main task of the higher education institution is to form students' professional readiness for future practical activity. That is, professional readiness is the ability to act professionally, that is, to make informed, appropriate decisions. For this, personality requires theoretical knowledge (which corresponds to innovative technologies of the relevant field), practical skills and abilities. It should be noted that professional thinking is formed on the basis of professional readiness. Professional thinking is an important category because it determines professional decision making.

A professional task is the basis of a specialist's thinking activity. Any professional activity is a constant process of solving practical problems. It should be borne in mind that this process is variable and meaningful. If the professional situation is straightforward, i.e. it does not require finding the best way to solve it, it ceases to be a task. The peculiarity of professional tasks is that the vast majority of them are usually not algorithmic. Therefore, solving such tasks is a creative task and is connected with all spheres of activity: gnostic, constructive, organizational and communicative.

Similarly to the stages of solving the problem functions of professional thinking can be distinguished: analysis of practical professional situations, formulation of professional tasks, drawing up a solution plan, implementation and adjustment of the plan, evaluation of results. Rozyn²; Moroz³.

² Rozyn, V. M. (1997) *Visual culture and perception: how a person sees and understands the world*. Moscow: Editorial.

Therefore, the thinking of a specialist is practical, because it is directly involved in professional activity. It should be borne in mind that the orientation of thinking activity is determined by a practical task. Each task involves a contradiction between the sought and the given, that is, their inconsistencies are relevant and at the same time there is the potential for disclosing the desired through the given. During the process of solving a problem, a person correlates what is given and what is sought, and as a consequence, builds a scheme of his/her actions, a scheme that anticipates future results. This guiding basis of actions is called differently (the thinking model of the desired, the image of the future result, the conceptual scheme of the decision, the orienting basis of actions, etc.), but in each case it is about the internal thinking models that direct and regulate human actions.

We emphasize that such thinking models are constructed, taking into account the more general categories and ideas inherent in man, and are specified according to the given conditions and requirements of the task. The form of such models can be varied (visual images, specific ideas, verbalized concepts, etc.). Professional tasks should be considered as structural units of thinking activity.

Professional thinking is a form of practical activity that is implemented in specific conditions and situations. The main component of professional thinking of a professional is the decision-making process. It is in this process that the intellectual, emotional and volitional qualities of the individual are combined. The criterion of professional thinking is the system of categorical structures. Categorical thinking structures make it possible to analyze, understand the information received, categorize sensory data. Lyepyn'sh⁴.

M.H.Yaroshevskiy⁵ distinguished the categorical nature of thinking, because the object of thinking is represented in a system of categories that corresponds to the development of the scientific field. Categorical structures direct thinking to find the essential properties of the object and serve as a general source scheme. At the same time, the

³ Moroz, A. H. (1980). *Professional adaptation of a young teacher*. Kiev: Ministry of Education of the USSR.

⁴ Lyepyn'sh, E. K. (1986) *Categorical orientations of knowledge*. Riga: Zinatne.

⁵ Yaroshevskyy, M.H. (1998). The wrong opinion about the incompatibility of the natural-scientific way of thinking with the value-moral view of the essence of man. *Person*, 2, 46–48.

transfer of theoretical knowledge into practical activity occurs in stages through the transformation of theory into practical actions.

Thus, the theoretical knowledge obtained at the university. Kulyutkina, Sukhobskoy⁶ is transformed into a system that is consistent with the logic of solving professional problems. However, this knowledge is limited to specific disciplines, determined by their goals and objectives. They are the result of an analytical solution of scientific and theoretical problems, and have a generalized and abstract character.

According to the theory of L. S. Vygotsky, a person acquires concepts (interiorizes them) initially in the process of a detailed external dialogue with others, which gradually becomes an internal dialogue. In internal communication, verbal utterances are reduced, curtailed, turning into peculiar idioms, “condensations”, that are understood only by the person himself/herself. In order to reconstruct them, conditions should be created that would allow to externalize these individual ideas, as if to bring them out. Vygotsky⁷.The main condition for this is an external detailed dialogue with other people. Thus, for the development of an individual’s ability to self-manage his/her activities, the process of interiorization and the process of exteriorization are equally important. A person, engaging in interaction with other people, assimilates various functional positions and roles and, on this basis, transforms the “external” into the “internal”. However, in order to develop internal functions, a person must also move from “internal” to “external”, entering into active interpersonal interaction, enriching himself/herself with new functions and means of regulating actions.

Objective human activity should be preceded by internal (ideal), i.e. understanding the purpose of actions, expected results, planned actions, conditions for their implementation, etc. As S. L. Rubinstein⁸ wrote, the ratio of goals and conditions determines the task that must be solved by the action. Conscious human action is, to a greater or

⁶ Kulyutkina, Yu. N. and Sukhobskoy, H. S. (1990) *Teacher Thinking: Personal mechanisms and conceptual apparatus*. Moscow: Pedagogy.

⁷ Vyhotsky, L. S. (1982) *Collected Works: In 6 vols. V. 2*. Moscow: Pedagogy.

⁸ Rubynshhteyn, S. L. (1958) *About thinking and ways of its research*. Moscow: AN SSSG.

lesser extent, a conscious solution to a problem. Conscious actions, emphasized O. M. Leontiev, is a process, subordinated to a conscious goal, which leads to a predicted result. Along with the birth of the action, this basic “unit” of human activity, there is a basic, social by nature “unit” of the human psyche – a reasonable sense for the person of what his/her activity is directed at.

We emphasize: in the practical thinking of the personality there are always two counter processes. On the one hand, the individual constantly receives information about the real situation of the activity, the content of which allows him/her to build a sensually-specific idea of this situation. On the other hand – it maintains the directions of collecting such information, selectively treating it, systematizing it and generalizing it – all processes are regulated on the basis of those criteria structures inherent in the personality.

The process of transforming theoretical knowledge into empirical constructive schemes, directly correlate with specific practical situations, ensures the efficiency and effectiveness of this knowledge. Mastering theoretical knowledge by an individual and accumulating practical experience is a necessary but insufficient condition for professionalism. Only constant reflection, analysis and generalization of one’s own experience allows a person to develop as a professional. Rubynshteyn⁸.

Successful implementation of such a transformation is an important condition for the development of professionalism. Thus, theoretical knowledge reveals the essence and laws of objects and phenomena, perform the function of general principles that guide professional activities. However, their practical implementation by a person depends on specific conditions. In this case, it must be borne in mind that practical activity has its own special and specific laws. Professional problems that a specialist must solve are complex. For their successful solution, the individual first synthesizes (integrates) the knowledge gained in the process of studying theoretical disciplines, and then includes them in the categorical apparatus of professional thinking, that is, educational and subject information goes through a complex process of transformation, the inclusion of professional thinking in the categorical apparatus.

A significant feature of professional thinking is that the theoretical knowledge of the “categorical problem” in the process of solving

practical and professional problems is used automatically, abbreviated, reduced. This is due, firstly, to the general tendency towards transformation, coagulation, reduction of knowledge into certain “condensations”, which are directly the cognitive basis for making professional decisions, and, secondly, the impossibility of retaining in the minds of the whole set of concepts that determine the necessary solution.

It is at the university that students acquire professionally theoretical knowledge, professional and practical skills, learn to solve professional problems. In turn, vocational training contributes to the formation and development of professional thinking and professional reflection. All of the above makes up the content of students’ professional readiness.

The organization of high-quality professional training is impossible without practitioners; they are well aware of the subtleties, innovations, and features of the profession. So, the role of employers in the process of formation of professional readiness is especially important today. Practitioners should determine the criteria for theoretical and practical training. Each university should constantly monitor the quality of student training. Round tables, discussions with employers should become systemic and constant. Through these discussions, training can be improved. Practitioners determine the criteria, competencies (criteria of theoretical knowledge and practical skills) that universities should include in the curriculum, in the list of optional disciplines, in the content of subjects. Good results can be achieved by engaging practitioners in the training of future professionals as teachers and practice instructors.

2. Features of the development of psychological readiness for future professional activities

The problem of forming the psychological readiness of future specialists is the key to understanding the psychological mechanisms of effectiveness of professional activity and vocational training. The question of the psychological characteristics of the readiness of higher educational institutions graduates is the subject of research by many scientists (Virna Zh. P., Hordienko V. I., Diachenko M. I., Kandybovych L. A., Klymov E. A., Kuzmina N. V., Maxymenko S. D.,

Moliako V. A., Malkhazov O. R., Smulson M. L., Chepeleva N. V. and others). As the analysis of the literature on the problem showed, on the one hand, a considerable amount of results of various studies on the psychological features of formation and development of readiness for future professional activity has been accumulated, and on the other hand, the complexity, contradiction and insufficiency of practical and theoretical developments of this phenomenon are noted.

The analysis of professional activity shows that it is determined by various conditions, factors. The process of adaptation to the profession involves the development of optimal strategies for professional activity. Malkhazov⁹. One of the effective ways of improving the quality of professional activity is the development of the necessary psychological qualities of the individual.

Psychological readiness is the ability to mobilize one's personal potential in order to make professional decisions quickly and promptly in an ever-changing environment. The psychological readiness of the individual for professional activity is manifested primarily in his/her ability to organize, execute and regulate his/her activity. Strel'byts'ka¹⁰.

These are the characterological and personal characteristics of a person. Of great importance in psychological readiness are: interest and appropriate motivation for the profession; volitional efforts; positive emotions; character of personality. Psychological readiness is characterized by psychological qualities of character, communicative competence. On the basis of psychological readiness, a professional character is formed.

Studying this issue requires concerted action with employers. It is they who can expertly assess not only the level of professional training, but also indicate the psychological difficulties of the adaptation period of graduates of higher educational institutions. To answer this question for many years, we systematized sociological studies regarding the period of adaptation of graduates in various professional activities. For

⁹ Malkhazov, O. R. (2010) *Psychology of work*. Kyiv: Center for Educational Literature.

¹⁰ Strel'byts'ka, S. M. (2016) Psychological readiness for professional activity of future social workers at universities. *Collection of scientific papers of Kherson State University. Pedagogical Sciences*, 69(2), 147–151.

this, a questionnaire was developed for employers who determined the difficulties of young specialists. Then these difficulties were ranked. Of course, all these difficulties concerned the adaptation period of young specialists. Experts who evaluated the difficulties of entering the profession were reputable specialists in the relevant field, with at least 15 years of experience.

The following results have been obtained. In the 1st rank position, the experts included difficulties caused by the lack of ability to understand the behavior of others, their motives. Rank II includes difficulties in failing to take criticism and personal emotional imbalance. III rank – inability to organize their own activities, the activities of others. IV rank – difficulties in communication and inability to persuade others, conflict communication. Also, in interviews, experts – practitioners noted that young specialists find it difficult to adapt in the team, do not know how to interact with colleagues, and are characterized by conflict. According to experts, such difficulties are inherent in one third of young professionals who come to work for them. It should be noted that these difficulties are components of psychological readiness for professional activity.

The contradictions of the adaptation period of the young specialist, as we see, is manifested on a personal level as a contradiction between the new professional status and awareness of it. By this time, the main activity of the individual was training. And now everything happens differently, that is, the specialist must be a competent specialist. He/she must be able to independently organize and regulate his/her activities, be able to interact with others, that is, become the subject of a new professional activity for him/her.

Obviously, the young specialist needs adaptation time for the practical development of his/her new functions, for building relationships with others, with colleagues, with the administration, and the like. That is, as a subject of professional activity, he/she must be competent. To become competent is to acquire a new quality of personality, that not only possesses comprehensive knowledge and whose opinion is significant, authoritative, but has acquired a system of communication abilities, business cooperation abilities.

A young specialist from the first working days should be able to make and be responsible for his/her own decisions. Such a change in the main activity is usually accompanied by a change in the acquired

stereotypes and perceptions. It has been established that both the administration and the young specialists have a typical opinion that all the adaptation challenges of university graduates are determined by the lack of practical experience. Of course, this fact does occur, but it is important that the real causes of difficulties are deeper and more personal – the need to find an adequate line of behavior in a professional role, in understanding the essence of professional phenomena and facts. Because without highlighting for oneself the lines of behavior in the role of a specialist, the specialist will act by trial and error, intuitively, similarly to the actions of colleagues. That is, his/her professional actions will have a situational character, the specialist in his/her professional activity will operate with a narrow set of professional methods and communication skills confirmed by his/her own experience. Obviously, all these difficulties are based on the ability to communicate, the ability to interact with others in practical activities.

It has been proven that a person is able to reflectively relate to his/her activities as a result of mastery (interiorization) of social relations between people. After all, only in interaction with others, the personality can not only understand the other, to evaluate oneself through the eyes of this other, but also to acquire the ability to reflexively perceive oneself.

It should be generalized that after solving a professional task (and on the basis of it), the person must solve the communicative task of organizing practical activity. W. O. Kahn-KalikRubynshteyn⁸ notes that the communicative task is the consequence of the professional task, follows from the latter and is determined by it. That is, the communicative task is the same professional task, but translated into the language of communication.

Accordingly, professional communicative interaction is implemented according to the following algorithm: professional task and its solution; a system of methods chosen to implement the decision; a system of communicative tasks that are necessary for the implementation of actions; organization of professional interaction. Thus, in the structure of professional communication, we outline the stages: modeling; organization of communication; communication management; analysis of realized communication. It should be emphasized that professional communication is a complex and

internally contradictory combination of perceptual, communicative, interactive components.

All the features of professional communication are realized precisely by communicative competence. This concept of “communicative competence” has been carefully analyzed by Yu. M. Emelianov¹¹. The scientist defines this concept as a person’s ability to navigate communication situations based on knowledge and sensory experience. Communicative competence requires awareness of the individual: own needs and values; own perceptual skills, readiness to perceive the new; own capabilities; own feelings and emotional states; ways to personalize the environment; level of culture. Yu. M. Emelianov classifies the category of “communicative competence” in the ideological and moral concepts that govern the entire system of the individual’s relationship to the world and to oneself.

L. A. Petrovskaya¹² considers this concept more operationalized. The scientist emphasizes the importance of knowledge of social and psychological factors and the ability to use them in practice. Such competence involves understanding the motives, needs, strategies of behavior, both one’s own and others.

Effective professional and practical communication should implement the subject-subjective principles that reproduce the level of psychological positions of its participants.. Many scholars (V. Ya. Liaudis, A. M. Matiushkin, A. Ya. Ponomariov, O. K. Tykhomeyova, A. Kharash, etc.) point to such aspects of communication as its reproductive and productive sides. This reflects the transfer to the sphere of communication of the idea about two types of activity and, accordingly, of two types of tasks: creative – productive and reproductive – routine. Accordingly, reproductive communication uses standard procedures that can be algorithmized. Productive communication cannot be formalized because it is characterized by the emergence of new motives, goals, operations and procedures. Therefore, all of the above properties can be considered characteristics of communicative competence.

¹¹ Emel’yanov, Yu. N. (1985). *Active socio-psychological training*. Leningrad: LSU.

¹² Petrovskaya, L. A. (1989) *Communication competency: socio-psychological training*. Moscow: Moscow State University.

The study of communicative competence is associated with such a concept as communication style. Communication style is an integral characteristic of interaction, that is, these are individual-typological features of social and psychological interaction. Comparison of various classifications (S. L. Bratchenko, V. M. Miasyshchev, S. O. Shein) allows to distinguish a number of invariant characteristics and differentiate different communication styles on this basis. For example, such as: dialogical, altruistic, conformist, passive, authoritarian, monological, manipulative, conflicting, etc.

According to the manifestation of activity in communication, the passive style (in which the interaction between the parties of communication is superficial), we will consider as the output (initial) implementation of tendencies of communication. Then, we can obviously argue that there are two opposite tendencies in the development of communicative competence of the individual: to dialogical communication and to monologic communication.

The purpose of orientation to dialogical communication is to form cooperation in the activity. Such communicative guidelines reflect optimism, goodwill, demand, trust. Its carriers are characterized by: openness, empathy, desire to understand, respect, desire for self-development, high enough and adequate self-esteem, quick orientation in communication, developed sense of humor, etc.

Opposite to dialogical communication is the orientation to monologic communication. Such communicative guidelines reflect: self-centeredness, self-interest orientation; manipulation, sometimes aggressive behavior, desire for domination.

Therefore, readiness to communicate with others (colleagues, clients, management, subordinates) is the basis of psychological readiness for professional activity.

Considering the fact that it is the communication style that determines the psychological readiness, which serves as an integral characteristic of practical activity, which displays the moral and ideological attitudes of the person, the level of his/her sociability, the aim of our study was to identify communicative trends in young professionals and experienced workers. A thorough diagnosis of communication styles is provided by the method of "interpersonal diagnosis" T. Leary. The studied group consisted of 95 people (50 workers with more than 5 years of experience and 45 young

specialists). The results obtained in the following two groups of subjects served as material for comparison. The following results have been obtained.

In the group, with a work experience of more than 5 years, 7.0% of employees have a passive style of communication, dialogical communication or tendency to it have respectively 17.0% and 20.0% of the studied. 24.0% of respondents are characterized by the presence of monologic style, 32.0% tend to it. It should also be noted that 39.0% of employees consider their professional relationships as good, 44.0% as satisfactory and only 17.0% consider them destructive.

In the group of young specialists (work experience of up to 5 years) there are 3 subgroups of respondents: with work experience up to 1 year, with work experience from 1 to 3 years, with work experience from 3 to 5 years.

In the first group (with experience up to 1 year) the following results have been obtained: passive style – 28.0%. Conversational style and tendency to it was found in 15.0% and 29.0% respectively. 18.0% and 10.0% are characterized by the presence or tendency to develop a monologic style.

In the second group (with experience from 1 to 3 years) the numerical results are as follows: 22.0%, 16.0% and 30.0%, 17.0%, and 15.0%, and in the third group (with experience from 3 to 5 years) – 18.0%, 22.0% and 18.0%, 24.0% and 18.0%.

The results obtained indicate the following trends:

- stable communicative attitudes, which contribute to the successful solution of professional tasks, are formed only in a small number of graduates (15.0%), which is a drawback in the process of forming psychological readiness for professional activity at higher educational institutions;

- 28% of graduates have superficial communication guidelines. Note that they can easily change in any direction;

- a significant part of graduates has stable communicative attitudes that impede professional communication (18.0%).

It is also advisable to point out that during the adaptation phase, the vast majority of specialists with a well-established communicative tendency seek to implement it. The presence of a tendency for the development of dialogic communication does not yet indicate its development in specialists. During the first five years of practice, the

number of people characterized by passivity in communication decreases, but not enough (from 28.0% to 18.0%). This is evidence of the ineffectiveness of the adaptation period.

We believe that the highlighted trends prove that it is not necessary to rely on the natural course of adaptation processes by young specialists. It is necessary to create conditions for ensuring the effective entry of graduates into professional activities.

An important criterion for adapting to a professional activity is job satisfaction. Most of the respondents (72.0%) state that their actual practical work does not correspond to the imaginary one formed during their studies at higher education institution. The manifestation of negative, critical judgments about the actual performance of professional activity is alarming.

We determined job satisfaction through a survey with young professionals. We found a direct relationship between satisfaction, that is, adaptation and communication style (see Table 1). And with the acquisition of professional experience, this connection is enhanced. For professionals who have a tendency for a dialogical style of communication, the number of dissatisfied professionals decreases with the acquisition of practical experience. This proves that a person who is able to hear another one, better and more effectively builds business relationships in the team. Professional experience is also the experience of developing relationships. In such cases, the adaptation period for the young specialist is easier and faster, the individual easier joins the team, becomes part of it. As for specialists with a tendency toward monologic communication, one should point out the growing number of people dissatisfied with their professional activity. That is, the inability to build professional relationships is enhanced in accordance with the experience (up to 3 years). However, this figure is reduced for specialists with practical experience of up to 5 years. This is evidence that some specialists have learned to build relationships, adapt and “join” the team. However, among these specialists there are also individuals who have changed their professional activity. Of course, change will not teach to hear another, to conduct business discussions, to communicate properly. Therefore, style of communication, communicative competence influence satisfaction with professional activity. Yes, because communicative competence is the basis for building effective relationships in the work team. The

sociable young specialist adapts better to new activities, to new colleagues, to new conditions.

Table 1

**Number of specialists who are dissatisfied
with their professional activity**

Communication Trend	Professionals with experience (%)		
	up to 1 year	up to 3 years	up to 5 years
Dialogue style	18	15	12
Monologue style	27	43	36

The survey of young professionals made it possible to highlight the difficulties associated with professional activity dissatisfaction: social assessment of professional activity in modern conditions; peculiarities of their own character. The indicated reasons for the first group are the same for groups with different professional backgrounds. The reasons for the second group depend on communicative competence. It is they who determine dissatisfaction with the activities of those individuals who have a passive style of communication or tend to develop monological communication. Among those who are characterized by a dialogical style of communication or tend to develop it, the number of dissatisfied with their profession is much less.

Thus, the attitude of professionals to their profession is significantly dependent on their communication skills (more effective is the orientation to dialogical communication), and these indicators are least affected by professional experience.

It is in the student environment that young people master the stable life orientations necessary for full social and professional interaction, form a personal readiness for independent decision making, responsibility for actions, develop communicative competence. All these are components of psychological readiness for future professional activity.

CONCLUSIONS

Society has become more informative, technological, namely: information technologies become indispensable in all spheres of life, any information can be found on the Internet, everyone uses different gadgets, information and its technologies are developing rapidly every day.

All these changes cannot but affect the vocational training system of higher education institutions. The problem of vocational training is in the field of study of various sciences, especially psychology. In many ways, this problem is key to understanding the psychological mechanisms of job security.

The modern specialist is characterized by such a concept as professionalism. The fundamental structural units of professionalism are: knowledge of the subject of activity, methodology of professional thinking, practical experience, creative approach in the process of searching for optimal solutions to the problem; clear indicative image of strategy and tactics.

The main task of higher education is to train specialists who are competent, have a professional and psychological readiness for future professional activity.

Professional readiness is the ability to act professionally, to be able to make good and informed decisions. Professional readiness includes: features of professional thinking, professional reflection, the ability to solve professional and practical tasks, constant professional self-development.

Professional thinking has practical character and orientation is determined by the task. Functions of professional thinking: analysis of practical professional situations, formulation of professional tasks, drawing up a plan of solution, implementation and adjustment of the plan, evaluation of results. The criterion for professional thinking is a system of categorical structures. Categorical structures of thinking make it possible to carry out the analysis, comprehension of the information received, categorization of sensory data.

The peculiarity of professional thinking is that the theoretical knowledge of the “categorical problem” in the process of solving practical and professional problems is used automatically, abbreviated, reduced. This is due, firstly, to a general tendency towards transformation, coagulation, reduction of knowledge into certain “condensations”, which are directly cognitive basis for making professional decisions, and, secondly, the inability to keep in mind the whole set of concepts that determine the necessary solution.

Psychological readiness is the ability to mobilize one’s personal potential in order to make professional decisions quickly and promptly in an ever-changing environment. Psychological readiness includes:

interest, professional motivation, willpower, positive emotions, personality, communicative competence.

Communicative competence is an important factor in psychological readiness for future professional activity. An empirical study of communicative competence has made it possible to identify the following trends:

- stable communicative attitudes, which contribute to the successful solution of professional tasks, are formed only in a small number of graduates (15.0%);

- 28% of graduates have superficial communication attitudes. Note that they can easily change in any direction;

- a significant proportion of graduates (18.0%) have stable communicative attitudes that impede professional communication.

- the overwhelming majority of specialists with a well-established communicative tendency seek to implement it during the adaptation phase.

- the attitudes of professionals to their profession depend substantially on their communication skills (more effective is the orientation to dialogical communication), moreover, these indicators are less affected by the experience of professional work.

The survey of young professionals made it possible to highlight the difficulties associated with dissatisfaction with professional activity: social assessment of professional activity in modern conditions; peculiarities of own character.

A significant potential for the development of professional and psychological readiness is the change of the system of training and teaching at higher education institutions. Today, higher education should provide training for specialists using the latest information technologies, and apply interactive methods to teaching.

Society is interested to get a specialist who knows well not only specialty, but also related industries, is able to use information tools. The graduate should know where to find the information he/she needs and have a varied professional mindset that (if necessary) will allow him/her to resolve the practical situation in various ways.

The organization of quality vocational training is not possible without practitioners. It is they who determine the criteria, competences (theoretical knowledge and practical skills) that should be included in the curriculum, the list of optional disciplines, and the content of the subjects.

Good result gives the involvement of practitioners in the training of future specialists as teachers and practitioners.

It is in the student environment that young people master the stable life orientations necessary for full social and professional interaction, form a personal readiness for independent decision making, responsibility for actions, develop communicative competence. All these are components of psychological readiness for future professional activity.

Therefore, an important task that higher education institutions must address today is to shape graduates' readiness for future practical activity.

SUMMARY

The informatization and technologicalization of society have led to changes in higher education. Along with solving the problems of educational character, the university should create conditions for the development of students' professional and psychological readiness for future professional activity.

Professional readiness is the ability to act professionally, to be able to make good and informed decisions. Professional readiness includes: features of professional thinking, professional reflection, the ability to solve professional and practical tasks, constant professional self-development. Functions of professional thinking: analysis of practical professional situations, formulation of professional tasks, drawing up a plan of solution, implementation and adjustment of the plan, evaluation of results. The criterion of professional thinking is the system of categorical structures.

Psychological readiness is the ability to mobilize one's personal potential in order to make professional decisions quickly and promptly in an ever-changing environment. Psychological readiness includes: interest, professional motivation, willpower, positive emotions, personality, communicative competence. An empirical study of communicative competence has made it possible to identify its main development tendencies and to outline the difficulties of specialists' adaptation process.

A significant potential for the development of professional and psychological readiness is the change of the system of training and teaching at higher education institutions.

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Information about the author:

Tatiana Scherban

Doctor of Psychology, Professor,
Mukachevo State University
26, Uzhgorodska str., Mukachevo,
Transcarpathian region, 89600, Ukraine
ORCID ID: [orcid.org /0000-0002-3702-8029](https://orcid.org/0000-0002-3702-8029)
E-mail: schtata2015@gmail.com