

лягає у вивченні формування адитивності структур та функції акомодаци, через які автори інтерпретували явище узагальнення у дітей.

Ми довели, що адекватне і правильне формування узагальнень з раннього дитинства є опорним підґрунтям розумового розвитку дітей. Сформовані узагальнення про навколишні предмети і явища дійсності є необхідною передумовою подальшого успішного навчання в школі та засвоєнні основ наук, оскільки врахування у освітньому процесі особливостей функціонування узагальнення дій з предметами є передумовою розуміння взаємозв'язків об'єктів оточуючого світу, і більше ширше – є запорукою орієнтації в оточуючому світі.

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ESSENCE OF FUTURE PRIMARY SCHOOL TEACHER'S READINESS FOR THE PROFESSIONAL AND EDUCATIONAL ACTIVITIES

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Nowadays modern primary school is, first of all, focused on the fact that primary schoolchildren should get such an education that would meet their interests and abilities, develop their natural potential and cognitive interests. This, in its turn, increases the requirements for the level of professional pedagogical readiness of primary school teachers.

Readiness is one of the main conditions of carrying out the profession activities by the individual. Teacher's professional readiness for the pedagogical activities is a definite level of personal and professional skills' development. Moreover, it presupposes that the teacher should also have a number of pedagogical abilities.

Such scholars as A. Kapska, A. Lynenko V. Masenko, O. Pekhota, V. Semychenko, I. Sereda, I. Tikhonova, etc. in their research works have drawn the attention to the research of teacher's readiness for different types of pedagogical activities. The scientists have determined the teacher's readiness for the professional activities as a personal entity, which provides a high level of motivation for the activity, peda-

gogical awareness, ability to teach, certain amount of knowledge and skills, ability to integrate knowledge, as well as professionally valuable features of a person.

The scientists have defined readiness as a «feature of a personality, which characterizes his or her selective predictive activity, taking place on the stage of the preparation for the activity as well as on the stage of the teacher's involvement in it» [5, p. 129]; «complex structural formation, the central core of which is represented by positive attitudes, motives, and values of teaching profession, that have already been acquired» [3, p. 23]; «personal and professional quality that is manifested in the system of motives, general professional, specific knowledge and skills, as well as certain experience» [1, p. 9], etc.

The category of «readiness» have been researched in the works of D. Uznadze, V. Slaktionin, E. Belozertsev, V. Tshegol, O. Mishchenko. Thus, D. Uznadze has defined readiness as individual's intention to carry out certain activities [10, p. 75]. O. Mishchenko has viewed the essence of professional readiness as a holistic state, individual's integrative feature, which correlates with person's main potential and subject of pedagogical activities. The author has emphasized that the concept of readiness consists of gnosiological, axiological, creative and communicative aspects [6]. Taking into account the importance of theoretical and methodological analysis of the features and characteristics, defining a professional readiness for pedagogical activities, V. Slaktionin has identified psychological, scientific, theoretical, practical, psychophysical and physical readiness [8, p. 265].

According to the scholars (P. Pidlasii and others) future teacher's readiness for the professional activity is a system of personality's features, which includes pedagogical abilities and future teacher's professional and personal qualities [7, c. 381-386].

According to the approach, offered by I. Dychkivska, professional readiness is an expected process of special training, self-identification, self-education, and self-development. It is a mental, active state of the individual, his or her sophisticated feature, an integrated system of characteristics [2, p. 240].

The issue of the future teachers' professional readiness for the pedagogical activities has been researched by P. Blonskiy, A. Makarenko, V. Sukhomlinskiy, S. Shatskiy. They have studied readiness mainly from the perspective of the content analysis of the training for pedagogical activities in general, and concerning the amount of the acquired theoretical knowledge and practical skills.

Modern researchers define readiness for pedagogical activities as a feature of the personality that includes motivational, informative and operational components.

According to the point of view of other researchers (M. Dyachenko, L. Kandybovich, V. Ponomarenko) somewhat expanded structure of the readiness includes the following components: motivational, orientational, operational, volitional, evaluative. A. Hanushkin emphasizes the emotional, intellectual and volitional components in the structure of person's readiness for work.

K. Duray-Novakova considers well-formed positive motivation, affirmation of this activity, students' needs, appropriate personality's traits, wish to enjoy teaching as key indicators of students' readiness for pedagogical activities [3].

The components of the structure of teachers' readiness for professional activity can't be stable, as they primarily depend on the specific features of this activity and personal qualities of the teacher. Thus, the person's readiness for the activity is a multicomponent system, which reflects this activity's specific requirements for its

subject. In this regard, in modern studies the future teacher's readiness for the professional pedagogical activity is often viewed from a point of view of this activity's significant indicators.

The first, personal unit of the structure of future teacher's readiness for the professional and pedagogical activities, include personality's professional orientation, which is manifested in professionally valuable motives, inclinations and interests for pedagogical activities. Describing personal unit of the readiness, we think that it is necessary to highlight the following features of a teacher: humanistic worldview, which requires the teacher to use individual approach to each student; it is also important for a teacher to have a developed professional-pedagogical thinking, which is the basis for the formation of a skill to set goals, to fulfill pedagogical tasks, to plan one's own and students' activity, adequately assess the results.

Informative unit of the structure of readiness is identified by a system of knowledge and skills that includes: the awareness of basic categories of pedagogy, developmental and educational psychology, pedagogical anthropology, general cognitive theory, didactics, theoretical foundations of the content of school education and methodology. Z. Slepkan draws attention to the fact that students need to be equipped not only with actual knowledge of the theory, but also with methodological one, i.e. awareness of the essential elements of knowledge and structural relations among them [3, p. 26].

Pragmatic unit of the professional readiness is characterized by future teacher's necessary professional skills. In modern pedagogical theory there is not always a clear distinction between the concepts of «skills» and «competences». G. Kostiuik says that «there are no skills without knowledge. But the person can do something not only when he is aware of how to do it, but also when he can apply his knowledge to practice, use it in changing situations. We can say that skills represent person's knowledge in action» [4, p. 318].

While interpreting these concepts, we have taken into account the research, carried out by Z. Slepkan: «The concept of «skills» and «competences» from the point of view of the pragmatic approach are defined differently from the approach, used in traditional didactics. In the modern interpretation any act may be performed by various operations. Skill is an operation, so the method of its fulfillment is brought to automatism. Competence is an action that consists of orderly structured operations. Thus, from the point of view of the pragmatic approach, skills (operations) are primary elements and competences are the derivatives that consist of skills. Skills deal with mechanism of actions' implementation into practice; they do not include the purposes and conditions» [9, p. 30].

We believe that the main indicator of the future teacher's pragmatic readiness for any type of pedagogical activities is a system of developed professional skills and professionally valuable personal features.

Thus, under the professional readiness of a teacher we understand the unity of the types of pedagogical activities that provides the realization and the quality of the education and training in modern school. This is a special personal state, which implies a teacher's motivational purpose, valuable attitude to the pedagogical activity, to teaching students and their learning. It also includes the awareness of the effective ways and means of professional and pedagogical goal-setting, creative project activity, capacity for the reflection in the interaction with the development of active cog-

nitive position and creative abilities. Teacher's readiness is manifested in the ability to plan the structure of his or her actions, to guide students' activities, use appropriate methods of teaching and learning according to a certain situation. It is also consists of the ability to monitor the behavior and activity of students, to establish the rapport and to use the right tone in relations with them. The ability to instantly make decisions and to find the most effective means of pedagogical influence on students is also important.

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