

**FORMATION OF FUTURE SPECIALISTS' READINESS
FOR PRESCHOOL EDUCATION IN CARRYING
OUT PROFESSIONAL ACTIVITY IN THE CONDITIONS
OF EUROPEAN INTEGRATION**

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Abstract. The purposes of the article are to reveal the problem of forming future specialist's readiness of preschool education to carry out professional activity in the context of European integration; to analyze the state of the problem under study in current theory and practice; to find out the peculiarities of the formation of future specialists' readiness in preschool education for professional activity; to determine the value functions of future preschool education professionals before carrying out their professional activities; to determine the nature and structure of future preschool education professionals' readiness for professional activity in the context of European integration, criteria and indicators of future preschool education professionals' readiness levels for professional activity.

Exploring the problem of forming the readiness of future specialists in preschool education to carry out professional activity in the context of European integration, one of the factors is: the transition from productive ideas to a real change of educational space, the implementation of effective retraining of future preschool teachers, to technologically and methodically

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update the educational process, to raise the quality of education, to rely on the intrinsic motivation of future preschool teachers.

We have found out that the specificity of professional activity requires the teacher of higher education institution to have certain knowledge and skills, in particular, knowledge of forms and methods of implementation; possessing a system of advanced competencies in the field of technology of modeling, designing and realization of pedagogical process on the basis of features and values orientations of students; changes in traditional technology of interaction with students.

During the preparation of the student-future specialist in preschool education for the organization of professional activity, it is assumed that the teacher as a subject of the specified activity of a complex of special abilities, among which there are analytical, communicative, research, reflexive, presentation abilities. They are in the skill to effectively carry out their professional activities and teach students; to boost their cognitive activity by posing educational problems; to organize research activities of different levels of independence according to the individuality of each student.

The essence and content of the basic concepts of the study are determined, namely: preparation, readiness, professional readiness, vocational training, the functions of values of future specialists in preschool education for realization of professional activity are characterized. The analysis of the results of researches carried out by scientists over the last decade has made it possible to conclude that the professional activity of future pre-school teachers is multifaceted, each component of which complements and expands it. We have identified the components of readiness for pedagogical professional activity (motivational, substantive procedural and performance (research)).

The main problem of professional-pedagogical activity is the combination of requirements and goals of preschool teacher's activities with the opportunities, skills and desires to involve children in different forms of activity. Its successful implementation is conditioned by the level of professional preparation of future preschool teachers to the general, connected with the formation of professional skills, its commitment to certain ideals, professional motivation, mastering with certain knowledge, competence, skills of the organization of research, reflection.

1. Introduction

In the current socio-economic conditions of developing a Ukrainian state, the problem of formation of future specialists in preschool education to carry out their professional activity, their skills, to form their personal and professional qualities, to master their method of implementation of individual approach to children, to develop professional abilities for orientation in difficult pedagogical situations, to make effective decisions, to be able to use non-verbal means, were responsible attitude to the results of their activity, to predict the result, is of particular importance. Education and vocational training are vital for the development of modern society and economy, it requires modern teachers of new knowledge, skills, knowledge of foreign languages, exchange of experience.

Modern pedagogy has accumulated a considerable amount of research on various issues and areas of improvement of preschool teacher's activity. Solving this problem largely depends on the formation of future preschool professionals' readiness to carry out a professional activity, which gives the opportunity for teacher-master to feel confidently on-site, to quickly adapt to the conditions of the institution of preschool education and successfully perform professional pedagogical tasks.

The urgency of the problem raised, its scientific and practical significance and the lack of theoretical and methodological development of the problem raised the choice of the research topic: «Forming the future specialists' readiness in preschool education to carry out professional activity in the context of European integration».

The purpose of the article is to reveal the problem of formation of future specialists of preschool education to carry out professional activity in the conditions of European integration.

Thus, according to the purpose, we have identified the main **objectives of the study**: to analyze the state of the problem under study in modern theory and practice; to find out the peculiarities of the formation of future specialists in preschool education for professional activity; determine the value functions of future preschool education professionals before pursuing their professional activities; to determine the nature and structure of future preschool education professionals readiness for professional activity in the context of European integration, criteria and indicators of future preschool education professionals' readiness levels for professional activity.

The main driver of this process has always been and will always remain people: competent and skilled, constructive and competitive, compromise and consensus. In the development of human potential, human capital, education plays a key and, most important, continuously growing role. Of course, the education is modern, which meets the best quality standards. Thanks to the educational component in the indices of human development and global competitiveness, Ukraine holds the middle positions in the circle of many countries of the world by these indicators [7].

Therefore, many factors that need to be taken into account by teachers of higher education institutions will influence the formation of the future specialists' readiness in preschool education to carry out professional activity in the context of European integration. One of them is the transition from productive ideas to real change of educational space, implementation of effective retraining of future preschool teachers, technologically and methodically updating the educational process, raising the quality of education, and relying on the intrinsic motivation of future preschool teachers.

2. Analysis of research and publications

The conceptual provisions of the state policy on preschool childhood are reflected in the relevant documents of the last years: in the laws of Ukraine «On Preschool Education», «On Childhood Protection», in the National Strategy for the Development of Education of Ukraine until 2021. The development of preschool education in Ukraine has been influenced by socio-economic, socio-political, socio-pedagogical factors and socio-cultural prerequisites over the last 25 years. The continuing economic crisis, demographic changes that cause social differentiation and stratification of society, have a profound effect on the development of the preschool education system in Ukraine, in particular on the development of preschool educational institutions of different types and forms of ownership [7].

The task of education in the European context is to promote the development of a civic consciousness based on values such as solidarity, democracy, equality and mutual respect. Important elements of education are respect for cultural and ethnic identity and, at the same time, the fight against various forms of chauvinism and xenophobia. That is why the basic element of educational policy is learning foreign languages and gaining

knowledge about other countries. Particular attention should be paid to transnational cooperation between different education systems [6].

We agree with O. Kraevskaya's view that education and science in the globalized world have become a determining factor in human development. Today, they are an alternative means of national self-affirmation. Only a country in which the intellectual professions have become widespread, and investment in the development of human potential is the most important and effective. Countries that once relied on science and education have become world leaders. The scientist notes that the process of European integration is intended to cover all spheres of public life: economic, political, legal, scientific, cultural, educational [6].

For fuller self-discovery of own potentials and personal qualities, a human must engage in situations that require serious effort, overcome oneself, and give some meaning to one's life. The relevance of the chosen topic of the article is due to the global changes taking place in Ukraine, the needs of modern social development. The leading element of the preschool education system is the professional training of future preschool education professionals to carry out professional activities in the context of European integration.

Today's preschool education institutions are placing increased demands on the organization of the educational process of the younger generation, which is why they need competent preschool educators who have advanced professional skills. It can be stated with certainty that the psychological and pedagogical aspects of the research activity of future specialists in preschool education in the present conditions are an urgent problem, because only highly qualified specialists determine the quality of education.

Research on the problems of teacher training in the new environment, strengthening the role of students' independent work, introduction of active methods and modern information technologies in higher education are devoted to the research of O. Abdullina, V. Bondar, K. Volynets, I. Ziazun, A. Linenko, S. Martynenko, V. Ognevyuk, L. Pukhovskaya, O. Savchenko, S. Sysoeva, G. Tarasenko, L. Khomich, L. Horuzhoy, P. Shcherban, I. Shaposhnikova, and others. The scientific bases of teacher training and the formation of his/her personality are devoted to the research of Yu. Babansky (didactic training), S. Yelkanov (professional self-education), N. Kuzmina, O. Moroz, L. Spirina (professional activity), N. Amelina, A. Momot, N. Yakovleva (research and educational activity).

The problem of future preschool teacher's readiness for professional activity is devoted to many researches of domestic and foreign authors. The theoretical and methodological foundations of this problem were reflected in the works of the classics of pedagogical science A. Makarenko, S. Rusova, V. Sukhomlinsky, K. Ushinski; in scientific researches of modern scientists-pedagogues and psychologists A. Alexyuk, L. Artemova, G. Belyenkoy, A. Bogush, I. Beha, L. Bozhovich, N. Stadnik, V. Slaktionina, etc.

Important steps towards creating a model of the teacher's personality, his/her professionograms were made by N. Levitov, G. Prokhorov, S. Friedman and others. The peculiarities of pedagogical skill and creativity are discussed in the works of N. Huziy, I. Ziazun, N. Kolominsky, M. Lazarev, A. Makarenko, V. Maksimov, K. Novikov, E. Rozova, S. Sisoeva, N. Tarasevich, and others. Studies by I. Bech, O. Bodalev, A. Kovalev, N. Kuzmina, O. Leont'ev, V. Semidenko and others relate to the psychological foundations of pedagogical mastery. Scientific researches of L. Zankov, G. Prozorov and other scientists are devoted to the problem of formation of pedagogical abilities of the teacher; the works of I. Nakhimov, L. Spirin and others investigate the problem of the pedagogical skills.

Questions of pedagogical activity and vocational training were reflected in the studies of foreign scientists: J. Bereday, J. Lawrey, E. Mirante, T. Tomazi (Italy); R. Bremway, T. Booker, B. Gorman, and D. Gichs (USA); T. Stineta (England) and others [9, p. 13].

Formation of teacher's readiness for research pedagogical activity was considered in the works by V. Andreev, V. Borisov, V. Zyagvyazinsky, M. Gusev, V. Rozov, O. Lebedev and others. The problem of forming research skills in the process of teaching the basics of sciences was considered by Y. Volynets, V. Uspensky.

The training of highly qualified pre-school teacher, teacher-researcher, teacher-master, who directs his/her ideas, knowledge and ability to innovate the educational process in the institutions of preschool education in order to provide educational needs and meet the abilities, interests of child of the growing generation is of particular importance. However, based on the requirements for a graduate of a pedagogical of higher education institution (hereinafter HEI), it can be argued that the factors that determine the quality of the process of vocational training in HEI are the formed professional knowledge, competences and skills of students – future professionals in preschool education.

The analysis of psychological and pedagogical literature and dissertation researches testifies to the increased attention of scientists to studying the problem of formation of future specialists in preschool education to realization of professional activity, creative growth of young specialists in the conditions of European integration, increase of creative activity and potential of future preschool students. The attention of higher education to the improvement of their pedagogical skills, readiness for innovation and creative activity is increasing. In particular, the issue of forming the future specialists readiness in preschool education to carry out professional activity in the context of European integration is urgent.

The problem of forming the readiness of future specialists in pre-school education to carry out professional activity in the context of European integration has not yet been sufficiently explored in both theoretical and methodological aspects, which is why this topic is relevant. The educational process in its historical progress has always been in a certain way connected with the philosophical problems which «considered at the appropriate worldview level of the relation of the person to the world, essence of culture, initial values of being of the person in the world, relation of its freedom and responsibility, forms and types of human mentality» [2, p. 5].

Let us dwell on the issue of interpretation of the concept of student «readiness» to use professional skills with children of preschool age. Even the most general, formal study of readiness has several meanings. The readiness levels used in the sciences are very complex and contradictory. In our work, we proceed from the proposition of «individual development» and the fact that the category of «readiness» implies an objective, external dimension (this is a system of components), as well as the fact that there is a subjective readiness of the individual having an internal system of deduction and is manifested in the experiences relative to one's self. It is a subjective perception of the degree of self-realization of the future educator.

Studying the state of the problem in the scientific literature indicates that in many works analyzed the qualities and properties of personality, which are also inherent to researchers, but the development of content readiness for teaching professional activity has not become the subject of study of researchers. Understanding the urgency of forming the teacher's readiness to study the personality of the child, generalizing the experience and testing their own methodological developments require to determine

the structure and specify the content of this complex personal education and the requirements that are put forward today to the personality of the teacher.

Our analysis of scientific sources has made it possible to conclude that readiness for pedagogical research activity consists of such three basic structural components as: motivational, substantive-procedural and performing (research).

The motivational component of readiness forms the basic component for the realization of its other structural components. Professional activity takes place where the need of the individual is satisfied not only by the expression of interest, but also by the interest of the action. The main motives of professional activity are personal (interests in action). If the teacher is not personally interested in carrying out some kind of research activity, then neither the requirements of society nor the administration will be able to make him/her engage in research activities. The substantive-procedural component of readiness is information about types of pedagogical professional activity, their content and processes of implementation, as well as knowledge of statistical methods in pedagogy. The executive (research) component of readiness implies the further development of professional, knowledge, skills in the process of professional training of future preschool teachers.

Therefore, the modern preschool teacher should have high erudition, deep scientific and theoretical training, have the methodology of educational work, have the experience of their own research activities, the methods of scientific research, pedagogical skills.

3. Presenting main material

Despite the wide scientific interest, the theory and methods of forming the readiness of future specialists in pre-school education to carry out professional activity have not yet received the attention of researchers. The need for teacher-master, teacher-organizer, able to perform professional activity at the creative level, led to interest in the study of this problem.

We agree with the opinion of scientist I. Beh, who defines «the goals and intentions of a spiritually mature individual rooted in the system of individual values, whereby they perform the function of organizing their lives. Moreover, importantly, such an individual actively uses them to solve not every day but, first of all, the problems of the meaning of life that lie for

each person in the system of «eternal issues» of human existence [2, p. 23]. The Higher Pedagogical School is designed to train professional pedagogical staff who are able to provide comprehensive personality development, to implement a system of values for professional activity.

Scientist B. Andrievsky pointed out that modern understanding of the essence of pedagogical phenomena and processes, creative approach to solving extraordinary pedagogical tasks are impossible without conscious mastering of methods of scientific knowledge, mastering the methodology and logic of experimental search, ability to predict its consequences, so one of the important tasks of training pedagogical staff is «education of creative personality, capable of conducting theoretical and experimental research, which can use the achievements of scientific and technological progress» [1, p. 6].

Becoming of personality involves designing it, but not on the basis of a pattern common to all people, but according to an individual project for each young person that takes into account its physiological and psychological characteristics. Self-programming is an important way of organizing a person's life. The concepts of the life program of the individual, as well as the concepts of life plans and life goals are developed and described by M. Kirilova, L. Sohan. The life program reveals the setting of the personality on the chosen type of social behavior, the degree of activity and creativity in the activity, as well as the orientation on the lifestyle, that is, the way of activity on the basis of realization of internal motives, own understanding of duty, responsibility in the process of achievement of life goals and realization of the chosen the way of life [3, p. 277].

Therefore, value orientation is a means of attracting the future preschool teacher to the general, related to the formation of future specialists in preschool education to the carry out of professional activity, its commitment to certain ideals, professional motivation, mastering with certain competences, skills, and knowledge. Future preschool teachers should present their main goals and values and be tolerant.

Student age is the age of dreams and plans for one's life purpose, this is the most difficult period in the life of every individual: to choose his/her own path properly, not to make a mistake, and to realize oneself as a person. Features of activity of the student of pedagogical institution of higher education are determined by psychological factors of development of his/her personality. According to N. Kuzmina, studying at a higher educational institution

coincides with the period of maturity and is characterized by the formation of personal traits. Such qualities as: commitment, determination, perseverance, independence, initiative, ability to control oneself are noticeably strengthened; increasing interest in moral problems, for example, the way and meaning of life; socio-moral motives of behavior are increasing [1].

This approach is most fruitful for shaping the readiness of future preschool education professionals to carry out professional activities in the context of European integration. Ability to carry out self-observation and introspection, to set the goal independently, to find ways for self-realization as a component of research activity are most effectively developed in the period of professional formation of the personality. That is why professional activity is an important part of the vital activity of the individual.

According to the analysis of the questionnaire, conducted among students – future preschool teachers (Bachelor's degree) on the question of «What should be the preschool teacher?», the purpose of professional activity is to help the child in his/her personal development, to prepare him/her for life, communication, and, in this case, the basic values and traits inherent for the educator are love for children, communicativeness, empathy, tolerance.

The functions of the values of future specialists in preschool education before carrying out their professional activity are:

1. *The function of constituting the meaning of the chosen profession.* Knowing that there is good, beautiful, true, fair, etc., values constitutes the meaning of the chosen profession and forms its spiritual basis. The youth do not always consciously form their spiritual core. As a rule, it is constituted under the influence of religious and traditional values inherent in a particular society. However, it is necessarily inherent in a person, and the more he/she is developed as a person, the clearer and more painful are the problems of the meaning of life that is the activity to which he/she dedicates him/herself (serving a loved one, profession, etc.). Then, activity is the meaning of life, when one is not an adjunct to it, but feels a free person, affirming through activity, expanding the sphere of his self-realization.

2. *Orientalional function of values.* In the life of the future teacher of the institution of preschool education, values determine the areas, patterns of activity. As benchmarks, they emerge in the form of ideals, which are freely accepted patterns of behavior, prototypes of perfect objects that orient the

preschool teacher to rise above the mundane reality. Ideally, a person does not disappear, he/she shapes him/herself, has an end in itself, he/she is spent of idol, his/her purpose is another.

3. *Normative function of values.* It is closely linked to the orientation function. As you know, values not only form ideals, they imply the choice of the person in favor of the good, the beauty, the justice, they become the norms of human activity. Norms are rules, requirements, laws of behavior that are derived from the meaning of value. The future teacher of a preschool institution should know the nature and content of the research activity; the importance of research in the formation of vital traits, namely: activity, curiosity, initiative, independence, criticality, moderation, perseverance, sociability, as well as self-activity, self-control, self-esteem, self-development [3, p. 339].

Therefore, the future institution of preschool education specialists should make the right choice of activities in order to be happy in the spiritual life, and the core of the values of creativity of the individual is work. Perhaps this is the value of our being. It is important to ensure that the future specialists of preschool education, working with children of preschool age, from their early years of life, cherished their spiritual experiences for everything they do in front of others, are patient with others' thoughts, respect the elders. Future preschool educators should build their professional activities with children based on the latest achievements in pedagogical and psychological sciences. They are developing the capabilities of computer technology for the educational process, which would become the perfect need to create the necessary educational space for each pupil to unleash his/her personal potential through individual and cognitive creative activity in various interesting forms. Future professional activity should stimulate the desire of the individual to develop professionally necessary qualities.

Therefore, we must provide a thorough professional training of future specialists in preschool education to carry out their professional activities in the context of European integration.

The essence of research activity is based on the general psychological concept of activity developed by L. Vygotsky, V. Davidov, O. Leontiev, S. Rubinstein and other scientists. According to O. Leontiev, activity is a process organized by the subject and the external environment. The subject is usually the aspect that can be included in the structure of activity at a certain stage of development [8, p. 308].

We agree with S. Martynenko's opinion, who states that the central basis of the teacher's professional activity, which determines both the process and the result of the activity, is the system of his/her actions (actions aimed at creating optimal conditions for the development of the child's personality, his/her creative activity). According to the scientist, an important condition for effective professional activity of the teacher is «perfect mastery of the basics of pedagogical skill» [9, p. 36].

In view of the above, in the process of professional activity students develop: cognitive abilities (finding ways to solve the problem, choosing the best ways and means of activity, analysis and synthesis of information); creative thinking (at all stages of research work); divergent thinking (the student should present as many ideas as possible to solve the problem within the framework of research activities); activity and independence (planning, research, evaluation, independent choice of the form of presentation of the result of the activity); spatial imagination (prediction of resources, ability to evaluate and select the most appropriate ideas); critical thinking; sensorimotor skills (at the stage of manufacturing an educational product). In addition, students-future preschool teachers form: skills of verbal and non-verbal communication (in the context of situational-business communication); teamwork skills and techniques (performing various roles in group work, mutual assistance and mutual support); emotional and volitional sphere skills; mastery of pedagogical interaction of the teacher in the educational process of the institution of preschool education; communication skills in society (at the stage of gathering the necessary information during the presentation of the result of the activity); ability to take into account the needs of others (when designing and manufacturing a product of social value or application), etc.

Therefore, a specialist in preschool education, a real master-professional has formed a thorough psychological and pedagogical knowledge, ability to interact with pupils-children of preschool age, to educate humanity, empathy, ability to communicate, to show active life, to be active, to introduce in the educational process of the institution of preschool education a variety of newest technologies, to be able to predict the result of their activity.

It has two aspects: pedagogical and psychological. The first is based on the perception and comprehension of the information received about a certain type of activity; understanding of the internal structure of

information; generalization of the information obtained based on one's own experience and logical thinking; pinning activity information; the application of theoretical information in practice. The second aspect is psychological. It anticipates the student's natural need to supplement his/her own experience with knowledge of a new activity; identification of interest in professional activity; formation of motives for such activity; taking into account the emotional state of the student as a participant of the specified activity.

Specificity of professional activity requires from the teacher certain knowledge and skills, in particular, knowledge of forms and methods of implementation; possessing a system of advanced competencies in the field of technology of modeling, designing and realization of pedagogical process on the basis of features and value orientations of students; changes in traditional technology of interaction with students.

During the preparation of the student-future specialist in preschool education for the organization of professional activity, it is assumed that the teacher as a subject of the specified activity of a complex of special abilities, among which are analytical, communicative, research, reflexive, presentation abilities. They are able to effectively carry out their professional activities and teach students; to activate their cognitive activity by posing educational problems; organize research activities of different levels of independence according to the individuality of each student.

We distinguish the criteria and indicators of teacher's professional ownership.

Cognitive: adequate understanding of research activity; knowledge of methods of transformative activity; understanding of the importance of research activity for the pedagogical process; awareness of research goals and objectives; knowledge of requirements for the design process and its final results; knowledge of methodical means of teaching students the basics of research activity; awareness of the nature and importance of research activity, its role in improving pedagogical competence.

Operating: possession of research activity methods; availability of skills in the research process of the educational process; ability to apply traditional and innovative methods of teaching students in research activity; development of research skills; development of communication skills that allow you to explore, model, predict, implement the process of

communication in different social and age groups; research skills to project your own professional and personal growth.

Personal: a research vision of the world; research and technological and system thinking; orientation on creativity in educational activity; the need to teach students the basics of research activity; adequate self-assessment of one's own level of professional activity.

So, the basis of professional activity is the interaction of subjects, which consists in teamwork, cognition, communication. The student is an active participant in educational activities. He/she defines the purpose, discovers new knowledge, chooses ways to solve the problem, experiments, is responsible for his/her work. The teacher is a partner of the student in the specified activity, he/she helps the student to define the purpose, reveals possible forms of work, recommends sources of obtaining information, promotes the prediction of results, helps to evaluate the work, creates conditions for the student's activity. This approach avoids pedagogical influence on the person, the so-called «top» actions, establishes and maintains mutual relations between the subjects in the joint activity, which results in the manifestation of activity, the formation of socially significant needs and the increase of motivation [8, p. 143].

As it is mentioned above, one of the main factors of a student's development is educational activity, which enables the student to acquire social experience faster and more successfully, develops communicative abilities, shapes attitudes towards the surrounding reality. Knowledge emerges as a verbally organized, generalized experience of cognitive and transformative interaction with the tangible phenomenon (or set of phenomena) of the world, accumulated by previous and modern generations in everyday, technical, scientific, artistic and other contact with the world.

However, in the act of knowledge, it acts not only as the content of the action, "what is transmitted", but also as the purpose of the action: as the "individualized product" of the learning process as a whole. The assimilation of cultural and historical experience by the individual always happens in a peculiar way, characteristic for the individual. If this experience is appropriated by the individual and transferred to the plan of individual experience, then the acquired knowledge becomes an individual achievement. A system of factual statements is an individual-psychological phenomenon of knowledge, substantive and procedural explanations, as

well as generalized ideas about a particular phenomenon of the world, a set of phenomena, the world as a whole. The knowledge of the individual is not something permanent, unchanging. It is a dynamic formation that is constantly changing, in motion, dependent on many conditions of social and individual nature. Of course, the tendencies to expand, deepen and improve the individual knowledge system, are considered promising [11, p. 254].

Thus, the conceptual requirements for improving the professional training of future teachers are in conflict with its current state: between the nominal and actual nature of teaching, between the criteria that are determined by reality; between the content of education and its implementation in practice.

Because of this understanding, researcher R. Seryozhnikov says, the terms «preparation» and «readiness» are not interpreted as synonymous, although they are very closely related, interdependent. This is explained by the fact that one or the other quality of a specialist's readiness for activity is largely determined by the type of training he/she has undergone. It is no accident that the term «preparation» refers to a dynamic process, the ultimate goal of which is the formation of such a professional quality, which is «readiness» [9].

In philosophical terms, professional and pedagogical preparation is regarded as an objective process, which is based on certain regularities: the conditionality of the system of general pedagogical readiness to the needs of social and pedagogical and spiritual development of society, the task in the sphere of formation of creative personality; conformity of content, forms and methods of general pedagogical preparation; the interrelation of the purposes, functions, content and methods of students' general pedagogical readiness; dependence of the quality of general pedagogical knowledge, competences and skills on the nature, content, forms and methods of organizing educational, cognitive, practical, independent activity of students; dependence of content and methods of general-pedagogical readiness on individual abilities of students.

Vocational training is a dynamic phenomenon, determined by many internal and external factors. The research K. Durai-Novakova [4] is of particular interest for understanding the essence in this aspect. She views professional preparation for teaching as a system of integrated variables that include personality traits, qualities, knowledge and skills (experience). In her opinion, indicators of professional preparation for pedagogical activity are: content of needs and motivation of pedagogical activity, level

of knowledge about the essence of profession; the degree of awareness of responsibility for the results of pedagogical activity; the level of mobilization and activation of knowledge, skills, as well as professionally significant personality traits; quality of social settings for pedagogical activity, level of stability of professional interests. On the basis of these indicators the author in the structure of vocational training distinguishes such components as motivational, cognitive-evaluative, emotional-volitional, operational-acting, mobilizing-tuned.

As a result of the analysis of the literature, we have found that most authors tend to view vocational training as preparing students for the formation of professional qualities, including readiness for various activities, as a process that has its own peculiarities and patterns. So, the concept of vocational training is both a characteristic of personality and a characteristic of activity. Professional readiness is the ability to fulfill one's functional responsibilities in certain challenging situations.

4. Findings

In the article we have covered and theoretically substantiated the problem of forming the readiness of future specialists in pre-school education to carry out professional activity in the context of European integration, and revealed the theoretical aspects of the problem of research activity.

Generalization of the results of the theoretical study of the problem of the formation of future specialists in preschool education to carry out professional activity in the context of European integration has led to the following conclusions: the training of highly qualified teacher-innovator, teacher-researcher, teacher-professional, who focuses his/her creative potential on the innovative transformation of the educational process in order to meet the educational needs of the younger generation.

The main problem of professional-pedagogical activity is the combination of requirements and goals of preschool teacher's activities with the opportunities, skills and desires to involve children in different forms of activity. Its successful implementation is conditioned by the level of professional preparation of future pre-school teachers to the general, connected with the formation of professional skills, its commitment to certain ideals, professional motivation, mastering with certain knowledge, competences, skills of the organization of research search, reflection.

The essence and content of the basic concepts of the study are determined, namely: preparation, readiness, professional readiness, vocational training, the functions of values of future specialists in preschool education for realization of professional activity are characterized. In addition, we have described the current state of the problem of forming the readiness of future specialists in preschool education to carry out professional activity in the context of European integration. The analysis of the results of researches carried out by scientists over the last decade has made it possible to conclude that the professional activity of future preschool teachers is multifaceted, each component of which complements and expands it. The study found that professional readiness is the ability to fulfill one's functional responsibilities in certain challenging situations.

However, the article presented does not reveal the full range of problems that need to be addressed. Theoretical generalizations became the basis for determining the stages, methods and techniques of self-improvement of future specialists in pre-school education before pursuing their professional activity; disclosure of traditional and non-traditional forms of professional preparation for professional activity in the conditions of the HEI, which should be directed by the teacher taking into account the level of development of student's motivation.

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