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**UNDERSTANDING THE ESSENCE OF THE CONCEPT OF “FUTURE
ENGLISH TEACHER’S READINESS FOR PROFESSIONAL ACTIVITIES”
IN SCIENTIFIC PEDAGOGICAL LITERATURE**

The research on the problem of forming and developing future English teachers’ readiness for professional activities in higher educational institutions of Ukraine is relevant and timely, since it is future teachers who are in charge of comprehensive harmonious development of next generations of citizens of Ukraine (S. Z. Romanyuk, I. S. Rusnak, Ie. V. Dolynskiy, L. V. Maftyn & Z. M. Onyshkiv, 2022). Literature review clearly demonstrates that despite a large number of scientific works by foreign and Ukrainian scientists aimed at improving future teachers’ training, the problem under investigation is not fully disclosed (S. Z. Romanyuk, I. S. Rusnak, Ie. V. Dolynskiy, L. V. Maftyn & Z. M. Onyshkiv, 2022; R. Baltusite and I. Katane, 2014; N. I. Lutsan, A. V. Struk, V. V. Liubyva, I. D. Kulish, V. N. Vertuhina, 2020; I. P. Vorotnykova, O. H. Zakhar, 2021). Some researchers explain this by the fact that having complex and diverse significance, the concept of “teacher’s readiness for professional activities” is distinguished by the diversity of educator’s roles and functions he/she has to perform at educational institutions of different levels (R. Baltusite & I. Katane, 2014). It means that the controversial nature of the interpretation of the concepts of “readiness”, “readiness for professional activities”

and “teacher’s readiness for professional activities” in present-day scientific psychological and pedagogical literature defines the purpose of our research which is to specify the essence of the concept of “future English teacher’s readiness for professional activities”.

To achieve the research aim, the authors used the methods of comparative analysis and synthesis of theoretical material. The use of comparative analysis made it possible to compare the present-day approaches to defining the concept of “teacher’s readiness for professional activities” and the synthesis of theoretical material – to give the definition of the concept of “future English teacher’s readiness for professional activities”.

R. Baltusite & I. Katane (2014) strongly believe that the prospective teacher’s readiness for professional activities comprises two basic components, namely, psychological readiness and competency based readiness. In researchers’ opinion, the pedagogy students’ psychological readiness is “an integral formation, ensuring successful performance of professional activities in the particular context, where the leading role is attributed to motives, forming positive attitude towards the chosen profession” (R. Baltusite & I. Katane, 2014, 33). In its turn, pedagogy students’ competency based readiness is defined as “one of the basic components of readiness for professional activities that, according to its essence, is an integral formation of a personality’s qualities, where the core of this entirety is formed by competences” (R. Baltusite & I. Katane, 2014, 34).

In the paper “The Readiness of Future Specialists of Preschool Education to Creative Self-Realization in Professional Activity” the readiness of future preschool teachers to creative self-realization in professional activity is regarded as “a multi-component individual-personal dynamic characteristic of the individual, represented by a stable internal motivation for creative activity and systematic creative self-development in the profession, thorough knowledge of pedagogical creativity,

developed creative abilities, skills and abilities of creative activity” (N. I. Lutsan, A. V. Struk, V. V. Liubyva, I. D. Kulish & V. N. Vertuhina, 2020, 5).

To sum up, we consider the English teacher’s readiness for professional activities as a certain psychophysical state which enables him/her to achieve success in solving standard and non-standard professional tasks (i.e., to solve professional tasks based on the knowledge, skills and attitudes acquired during the training, to properly organize their own time and actions, to make balanced decisions in accordance with a certain situation and to be able to foresee their positive and negative consequences).

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