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**PSYCHOLOGICAL READINESS OF STUDENTS FOR PROFESSIONAL
ACTIVITY IN THE ENVIRONMENT OF INNOVATIVE TECHNOLOGIES**
**ПСИХОЛОГІЧНА ГОТОВНІСТЬ СТУДЕНТІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ В
СЕРЕДОВИЩІ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ**

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Abstract: The given publication provides the reader with the comprehensive system of scientific and methodological support in the process of development of psychological readiness for innovation and competitiveness personality: psycho-organizational technology; interactive creative correction - developing methods and psychological means of self-improvement, development of creativity and competitiveness of the individual; step by step algorithm of reflexive and innovative training is described.

Keywords: Key words: innovation, innovative activities, complex system of scientific and methodological support, psychological and organizational technology, examination and correction of organizational innovation environment, psychological readiness for innovation staff of educational organizations, systematic approach, reflexive and innovative training, competitive personality.

The practice of change in modern higher education today has many contradictions between the existing need for rapid development of education and the reluctance or inability to apply the latest technologies. So to speak, there is no psychological readiness for innovation, which is the basis for the implementation of innovative activities. Therefore, the training of a specialist who has a set of psychological qualities through which innovative educational processes can be created and implemented becomes one of the most significant problems of education.

In modern research, issues of professional orientation and professional self-determination of the individual have been actively developed, but modernity requires intensification of scientific and practical research in the field of professional orientation of medical students and research of psychological factors of their motivation to work, as the process of potential. Modernity requires constant retraining of specialists - improvement of professional knowledge, skills and abilities of a person, however, the level of success in professional activities will be influenced by personal and professional motivation and activity.

The issue of forcing the introduction of educational innovations remains relevant for Ukraine today. Innovations are acute problem of evaluating their effectiveness,



which requires the development of diagnostic knowledge and skills, the development of special and objective methods of measurement. There is a problem of choosing various indicators and criteria for evaluating the results of the implementation of innovations, as well as the technological culture of variable organization of the procedure for evaluating innovation. It is necessary to determine the conditions, factors, patterns and mechanisms that affect innovation in educational institutions and ensure its effectiveness. It is important to anticipate and assess all possible consequences of innovation, including negative ones. In this case, the nature of innovation processes requires an assessment not only of the current state and the end result, but also the results of intermediate procedures. In modern psychology, psychological readiness is seen as an essential prerequisite for any purposeful activity, its regulation, stability and efficiency. In the framework of the functional approach in determining the content and structure of psychological readiness is interpreted as a certain state of mental functions, which provides a high level of achievement in performing a particular activity. In the context of the personal approach, psychological readiness is considered as a result of preparation for a certain activity - as a stable, multifaceted, hierarchical formation of personality containing components (motivational, cognitive, operational, etc.), adequate to the requirements, content and conditions of activity. project more or less successfully.

The decisive transition of Ukraine to the innovative path of development objectively determines the need for psychological research of various aspects of innovation and training of competitive professionals. The problem of formation of psychological readiness of the personnel of the organizations for innovative activity, as one of factors of competitiveness of the person in fast-changing conditions that is the main resource of organizational development declares itself as priority for research. Considering the theoretical aspects of solving psychological and organizational problems of forming the psychological readiness of staff of educational organizations to innovate, we can say that the development of human civilization - is actually a constant introduction of certain innovations, the implementation of various innovations. Effective innovation requires an increased level of internal and external motivation, much more personal energy, a significant increase in efficiency due to the introduction of innovations - an "influential impulse" to use and master the skills of new forms of management and technology. Psychological readiness "accumulates" during personal attempts to use new pedagogical technologies and is reflected (subjectively in self-assessments and objectively in actions) as an increase in confidence in the implementation of innovative actions. We consider the study of psychological readiness for innovation not only at the static (correlation-factor analysis of determinants and their structures) but also at the dynamic level (analysis of psychological patterns of adaptation to new forms of activity in preparation for implementation) to be a particularly important theoretical aspect of solving problems of innovation implementation. and the most innovative activities). The component of psychological readiness to innovate at the "static level" can be interpreted as "basic innovation potential", and part of the psychological readiness of the "dynamic level" - as a process of "building" the existing innovation potential (probability of overall effectiveness of innovation). The



importance of studying the dynamic aspect of psychological readiness is due to the fact that the individual is a complex adaptive system capable of significant and radical, conscious restructuring of internal components to carry out practical activities by innovative algorithms using new tools. The process of assimilation of innovative components is accompanied by the creation of a special psychological state of the ability to change, which contributes to the automation of individual innovative actions and the gradual achievement of the skill of their implementation in the process of multiple use.

Accordingly, innovation is a complex systemic psychological, pedagogical and organizational problem that can be studied by means and on the basis of the methodology of multidimensional systems research and solved on the basis of a comprehensive program of special psychological training and organizational and psychological support of innovation activities of educational organizations. individual organizations.

It was found that the leading place in the transition to a new qualitative state is given to the development and implementation of pedagogical innovations by professionally competent, psychologically trained, creative pedagogical teams in collaboration with scientists. This process of interrelation of practice and theory in pedagogy is inseparable. Innovative changes due to reforms are aimed at introducing new models, algorithms and technologies of pedagogical activity, based on modern scientific knowledge, productive experience and creative research. Carriers of pedagogical innovations are creative and competitive individuals who are able to: - reflection, which characterizes the ability of staff of educational organizations to self-knowledge, self-determination and understanding of their spiritual world, their own actions and states, roles and places in professional activities; - self-development, as a creative attitude of the individual to himself, the creation of himself in the process of active influence on the external and internal world in order to transform them; - self-actualization, as a factor of continuous human desire for fuller identification and development of personal capabilities; - professional self-improvement, which is carried out in two interrelated (along with relatively independent processes) forms: self-education and self-education, complementing each other, which affects the nature of human work on themselves. Self-education acts as an active, purposeful human activity for the systematic formation and development of positive and elimination of negative qualities. In accordance with the perceived needs in accordance with social requirements and personal development strategy. Self-education is the renewal and improvement of the specialist's knowledge, skills and abilities in order to achieve the desired level of professional competence. Innovations in medicine reflect a complex and long-term process involving many factors that affect it. The success of innovation implementation depends on their attitude and psychological readiness. If they do not accept innovations, or they are not psychologically ready, the result of their implementation is unsuccessful and sometimes harmful. Innovative educational activity involves the development of his creative potential, it concerns not only the creation and dissemination of novelty, but also changes in the way of activity, style of thinking of the individual. One of the effective and proven in practice means of activating personal, and with the help of



this and professional self-determination is reflexive-innovative training, which is a system of specially organized developmental interactions between its participants. In a broad sense, reflexive-innovative training means the practice of psychological influence, based on active methods of group activity. This implies the use of unique forms of reflexive-humanistic learning with knowledge, skills and technologies - a set of abilities, tools and strategies that provide awareness and liberation from stereotypes of unproductive educational experience and activities. From the above we can conclude that reflexive-innovative training is a psychological practice during which a person rethinks the situation in which he is, the problem he wants to solve, the goals he seeks to achieve through an intensive search for new ways and means of solving tasks that arise before it.

During the educational activities of students is their professional development, which should ensure the complementarity of all other components. The core of this process is "motivation" - the motivation that causes human activity, determines its focus on the goal. The choice of profession can be considered justified only if the activity of the individual leads to such a relationship between the individual and work, which will be successful further development of human creative forces. It also depends on the characterological features of the individual, on his abilities. But in this relationship of professional orientation, the dominant motive plays a major role. The lack of a sufficiently deep professional orientation of students does not exclude the possibility of its formation during the study period. Control and related assessment is an organic element of the holistic educational process, which is implemented in the system of functions: attestation, diagnostic, orientation, training, educational, developmental, stimulating, organizational, prognostic. Deep, essential, integrative, psychologically meaningful indicator of such effectiveness are the characteristics of mental and personal development of students. This fact becomes especially relevant in the current transformation of higher education, associated primarily with its informatization and computerization; with the priority of personality-oriented, maximally individualized learning; with the increasing role of interactive learning technologies, as well as with the growing importance of independent learning activities of students.

Conclusions.

Activation of professional motivation of students depends on a number of factors, including: opportunities for livelihood and personal development; introduction of innovative approaches to teaching by university teachers; activity of social contacts, their expansion and enrichment; optimization of interpersonal multilevel interaction; opportunities for professional development. Therefore, it is necessary to create integrated programs of educational and correctional work for young people with the involvement of various specialists, dissemination of information work in order to form professionally significant qualities of future professionals. It is necessary to carry out explanatory work among students in the form of educational seminars, the main purpose of which is to explain the peculiarities of professional development in the early stages of professional self-determination, thus involving students in the socio-psychological space.



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Анотація. Дана публікація надає читачеві комплексну систему науково-методичного забезпечення в процесі розвитку психологічної готовності до інновацій та конкурентоспроможності особистості: психоорганізаційні технології; інтерактивна творча корекція - розробка методів та психологічних засобів самовдосконалення, розвитку творчості та конкурентоспроможності особистості; описано поетапний алгоритм рефлексивного та інноваційного навчання

Ключові слова: інновації, інноваційна діяльність, складна система науково - методичного забезпечення, психологічні та організаційні технології, експертиза та корекція організаційного інноваційного середовища, психологічна готовність до інноваційного персоналу освітніх організацій, системний підхід, рефлексивне та інноваційне навчання, конкурентна особистість