Readiness of future teachers for successful professional activities is the result of effective management of the university's educational process

Prontidão de futuros professores para atividades profissionais bem-sucedidas é o resultado da gestão eficaz do processo educacional da universidade

Abstract
The article theoretically substantiates the strategy of managing the training of a successful personality of a future teacher, an important resource for improving the quality of the educational process of the university. The possibilities of managerial functions of a teacher in the formation of students' readiness for successful professional activity are revealed; readiness

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Readiness of future teachers for successful professional activities is considered as a result of effective management of student training. The essence, content, structure, criteria and levels of formation of this complex personal formation are concretized; the structural-functional "Model of managing the formation of students' readiness for successful professional activity" was developed and tested, its effectiveness was experimentally confirmed. The possibilities of various forms of organization of the educational process (lectures, practical classes, trainings), methods, means of its implementation were checked; the role of management in the use of educational technologies is shown, which ensure the effectiveness of managing the professional training of students and the positive dynamics of the level of their readiness for successful pedagogical activity.

**Keywords:** Future Teachers. Strategy. Management. Readiness for Success. Formation of Readiness.

**Resumo**

O artigo fundamenta teoricamente a estratégia de gerir a formação de uma personalidade bem-sucedida de um futuro professor, um recurso importante para melhorar a qualidade do processo educacional da universidade. As possibilidades de funções gerenciais de um professor na formação da prontidão dos alunos para a atividade profissional bem sucedida são reveladas; prontidão para a atividade profissional bem sucedida é considerada como resultado da gestão eficaz da formação do aluno. A essência, o conteúdo, a estrutura, os critérios e os níveis de formação desta complexa formação pessoal são concretizados; o "Modelo estrutural-funcional de gestão da preparação dos alunos para uma atividade profissional de sucesso" foi desenvolvido e testado. Sua eficácia foi confirmada experimentalmente. Foram verificadas as possibilidades de várias formas de organização do processo educacional (palestras, aulas práticas, treinamentos), métodos, meios de sua implementação; é mostrado o papel da gestão no uso de tecnologias educacionais, que garantem a eficácia da gestão da formação profissional dos alunos e a dinâmica positiva do nível de sua prontidão para a atividade pedagógica bem sucedida.

Introduction

The quality of education is recognized as a priority of the state policy of Ukraine. The implementation of the Concept of the New Ukrainian School, ensuring the positive dynamics of the quality of education predetermines the search for ways to further optimize higher education, increase its role in the modernization of modern society and the enrichment of human capital. The orientation of the Ukrainian education system towards the formation of a creative personality complicates the nature of the work of a modern teacher and the requirements for the level of his professionalism. The future teacher should be ready not only to transfer educational information, but also to create conditions for the development of talents, inclinations, and abilities in each student in order to help him feel his own strength, adapt to the changing conditions of our time. A special role in solving this problem is played by the readiness of future teachers for successful professional activity and the search for means to ensure the positive dynamics of its level (from low to high) in the conditions of university education.

The problem of preparing future teachers and their readiness for successful professional activity is the subject of research by many scientists, both Ukrainian and foreign. Of practical interest in relation to the problem under study are the works of scientists Burns (1986), Cattela, Eber, Eysenck (1999), Nemensky (2007), Tatsuoka (1992), Tunaz & Saricoban (2023), which reveal various approaches to the preparation of a creative personality, the humanistic foundations of its formation. Bulgarian scientists see ways to increase the level of professionalism of future teachers and the quality of their preparation for practical pedagogical activity in the implementation of pedagogical interaction in the “teacher-student” system at the university (Dimitrov I. (2017), Ivanov S. (2016), Petrov P. (2016), Rangelova E. (2018), Chavdarova-Kostova S. (2016) and others.

Scientists from Poland (Zacharuk T. (2017), Zhegnalik K. (2015), Klim-Klimashevskaya A. (2019), R.Rossa (2016) and others) and Ukraine (Belokonnaya N.(2015), Dovga T.(2016), Kondrashova L.(2020) and others) studied problems of successful learning, its factors that positively affect the future specialist, the conditions for the adaptation of students to professional activities, the development of the ability to withstand the difficulties that arise in teaching practice. D.Ripley (2018) focuses on the theoretical substantiation of the basics of managing a class, a student group; Noormonammadi (2014) is interested in the conditions for acquiring the experience of reflexive behavior, the formation of readiness for
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Scientists and practitioners (Kondrashov N., Kondrashova L., Chuvasova N., Kalinichenko N. (2020) have recently singled out management of the educational process among the resources for improving the quality of training of future teachers, which predetermines the strategy for improving the quality of university education. In the context of the problem under study, studies of readiness for professional and pedagogical activities of Moroz V. (1980), Slastonin V. (1976), moral and psychological readiness of Kondrashova L. (1989), readiness for various types of pedagogical activity Voloshchuk I. (2010), Kondratenko T. (2009), Sysoeva S. (2001), Chagovets B. (2015) who considered readiness as the ability to perform certain functions of pedagogical activity. Despite the importance of scientific robots devoted to the problems of readiness, many aspects of this complex topic remain unresolved. Achievements of scientists serve as a theoretical and methodological basis for ensuring the quality of training future teachers for professional activities at the university. The strategy of the educational process is to direct resources to the formation of a successful personality, capable of achieving success and career growth in professional activities on its own, developing the creative potential of future teachers. The university education optimization strategy provides for the use of a management resource, the effectiveness of which is the readiness of students for successful professional activities.

The study and analysis of pedagogical practice indicates an underestimation of the role of educational process management as a means of shaping the readiness of future specialists for successful professional activities. This aspect of the problem requires a comprehensive study and development of methodological recommendations for practicing teachers.

**Methodology**

An indicator of the quality of higher education is the level of readiness of students for successful professional activity. Therefore, the object of our study is the readiness for successful professional activity as an important characteristic of pedagogical professionalism, and the subject is the management of the process of its formation in the system of university education. The purpose of the study is a theoretical substantiation and experimental verification of the effectiveness of managing the formation of students' readiness for successful professional activity in the conditions of the educational process of the university. Participants in the study - students 1-4 courses (544 people.) And teachers (40 people) Bogdan
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The effectiveness of solving the tasks set in the study was checked using diagnostic methods (a method for diagnosing the development of a professional orientation of a person, a method for studying difficulties in the work of students, a method for diagnosing the level of formation of students' readiness for professional activity). Identification of the main indicators of students' readiness for professional activities was carried out using the following methods: a) the orientation of the individual to mastering pedagogical activity (questionnaires, conversations, observation, solving pedagogical problems); b) the need for practical skills and abilities (modeling, business games, psychological sketches); c) independence (situations-problems, situations-exercises, situations-assessments); d) creative position (creative tasks, competitions, creative projects); e) development of emotional and volitional qualities (communicative, role-playing, psychological and game trainings); f) the need for self-improvement (methods of self-assessment, self-control, rating).

The reliability of the obtained results was checked for each indicator based on the identification of the statistical criterion $x^2$ (chi-square), proposed by D. Novikov (2004). At the ascertaining and formative stages of the pedagogical experiment, according to the indicators of readiness for successful professional activity, based on the use of the $x^2$ (chi-square) criterion, the obtained data were processed and the effectiveness of the developed program for managing the formation of students' readiness for successful pedagogical activity in the university education system was determined.

The development of appropriate tools for monitoring the effectiveness of managing the formation of students' readiness for successful professional activity is a logical step to ensure the quality of their professional training at the university.

**Discussion**

The change in the situation in society and the professional sphere of activity provides for new requirements for specialists of various types of professional work. Today, a successful person, capable of creativity and career growth in the professional field, comes to the fore. An important characteristic of a successful person is his readiness for successful professional activity as an indicator of the quality of university education. An analysis of the scientific literature allows us to speak about the diversity of points of view on the essence of the concept of “readiness for activity”. Some authors associate the essence of readiness with the concept
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of a psychological attitude (Uznadze D.(1966), Prangashvili A.(1975), Nadirashvili A.(1978) the state of the most integral subject. The Uznadze D. defines the attitude as “an integral modification of the subject”, its readiness to accept future events and perform actions in a certain direction, which is the basis of its useful production activity (1966, p. 23).

M. Dyachenko, L. Kandybovich, V.Ponomarenko readiness is understood as “the active state of the personality, which corresponds to the content of the assigned task and the conditions for its implementation” (1985, p. 31). In their opinion, “readiness contains a comprehension of the task, a model for the incredible determination of optimal ways of activity, an assessment of one’s capabilities in relation to future difficulties and the need to achieve the intended result” (1981, p. 53). B.Chagovets argues that the readiness for the heuristic activity of a teacher is a complex personal formation that combines beliefs, attitudes, relationships, motives, volitional and emotional properties, knowledge, skills, and instructions (2015, p. 13). All researchers agree that the readiness for professional activity serves as an indicator of the quality of university education, which confirms the need to search for additional resources for the professional training of students in a university environment that ensures a high level of formation of this complex personal education among future specialists.

In this study, we proceed from the fact that readiness for successful professional activity is a complex personal formation that integrates emotional-personal and emotional-volitional mechanisms, mental abilities, a system of professional knowledge and organizational and managerial skills that provide the acquisition of experience of successful activity and career growth of the future teacher in the professional and pedagogical sphere. Readiness is a complex synthesis of internal conditions that affect the implementation of various activities and combines:

- emotional-personal mechanism (internal need for self-improvement, personal and professional values, emotional-volitional mechanism, general mental abilities);
- a system of professional knowledge, skills and abilities acquired by students in the educational process (completeness and depth of concepts, the relationship between them, the ability to correlate knowledge with practical actions, awareness of the need for constant updating, deepening and expanding the professional baggage of knowledge)
- skills and abilities of rational work with various sources of information, its flows, volume, the ability to structure and use it to solve practical problems, work with various means (books, information retrieval tools, television, the Internet, etc.);
Readiness of future teachers for successful professional activities is the result of effective management of the university's educational process - a system of organizational and managerial skills and abilities (to set and solve the tasks of educational, and subsequently professional activities, plan one's own actions and direct them to achieve a positive result).

These components reveal the content and structure of this complex personal formation and are presented clearly in Table 1.

<table>
<thead>
<tr>
<th>Structural components</th>
<th>criteria</th>
<th>indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational value</td>
<td>Motivational</td>
<td>Motives, interests, needs and attitudes towards achieving professional success, professional values, value orientations, development of a professional image and career growth.</td>
</tr>
<tr>
<td>Content-procedural</td>
<td>Cognitive</td>
<td>Knowledge of the theoretical foundations of managing the educational process, the formation of readiness for successful professional activity, knowledge of the patterns of relationships in the process of interaction, cooperation and co-creation, the technology of successful learning, the secrets of professional success, the ability to solve didactic problems.</td>
</tr>
<tr>
<td>Creative and technological</td>
<td>Practical</td>
<td>Ability to design transformative activities, the ability to design their own activities, analyze, reflect, create a cognitive situation, conduct a dialogue, design educational activities, the ability to use innovative approaches, new teaching methods and technologies, creativity, the ability to be creative in business; ability to innovate and non-standard solution of educational problems, organizational and pedagogical skills.</td>
</tr>
<tr>
<td>Emotionally strong-willed</td>
<td>personal</td>
<td>The ability to be aware of one's own emotional state in a situation of searching and using the necessary information, the purposefulness of actions in teaching; patience and self-control in event-role situations of a professional orientation, persistence in mastering knowledge, ingenuity, adherence to principles, initiative in work and the development of educational and professional projects.</td>
</tr>
<tr>
<td>Reflexive-evaluative</td>
<td>diagnostic</td>
<td>Adequate self-assessment of one's own capabilities in performing pedagogical activities; the ability to adequately navigate in event-role situations; the ability to take responsibility for the decisions made and their consequences; the ability to adequately assess one's own achievements in activity, the ability to identify the reserves of one's further professional development, track the dynamics of changes, correct the results</td>
</tr>
</tbody>
</table>

Table 1. Structural characteristics of students’ readiness for successful professional activity
Source: Prepared by the authors (2023).

Readiness as a dynamic personal education goes through several levels in its development: low, medium and high, which differ in the degree of manifestation of indicators (a set of personal and professional qualities that ensure success in activity). The success of the formation of this complex personal education among students is determined by the competent management of this process. The problems and difficulties of preparing students for professional activities are explained by the underestimation in university practice of the managerial aspects of the educational process as an important resource for its quality. The management system for the formation of students' readiness for successful professional activity on the following grounds:
a) the goal of the quality management system for the formation of this complex personal education is considered in the general system of training teachers in the university and has a two-aspect nature (assimilation of educational standards and the implementation of individual strategies for the development of the personality of each student);

b) the design of a management system for the formation of readiness for successful professional activity must be approached as a holistic process of planning, organization, implementation, feedback, control, evaluation and decision-making, which implies new and positive changes for the entire management system in general;

c) planning the preparation of students for successful professional activity is a process in which the teacher acts as a leader and organizer, develops a strategy for managerial actions, which stimulates the transition of students from the object to the subject of the educational process and the achievement of the planned result.

The basis for managing the formation of students' readiness for successful professional activity is the activity of individual and collective subjects, between which duties and responsibilities are rationally distributed. The management structure combines: a block of designed activities (professional training program, planning, forecasting results, criteria and mechanisms for the quality of the educational process); management implementation unit (psychological, pedagogical and methodological support); block of monitoring and control (forms and methods of monitoring, control, technologies for evaluating the results achieved). The emphasis of management is aimed at setting clear goals and ways of organizing the educational process.

Managing the formation of students' readiness for successful professional activity is one of the important resources for improving the quality of their preparation for independent activity and achieving its common goal - the positive dynamics of the levels of formation of this complex personal education.

**Results**

In order to study the state of the problem under study in practice, a program of ascertaining experiment was developed. In the course of its implementation, with the help of observations and analysis of the classes attended, a survey of respondents, it was revealed that the attention of teachers is mainly focused on mastering the program material by students. At the same time, systematic work is underestimated to develop a positive attitude of students
Readiness of future teachers for successful professional activities is the result of effective management of the university's educational process towards their chosen profession, to increase their readiness for successful professional and pedagogical activities, to underestimate pedagogical management as a resource for the quality of professional training, which negatively affects the success of their work and career growth in the future.

The results of the survey showed that the leading motive in the activities of 1-3 year students is their desire for self-affirmation: the average indicator is 36.1%, at the same time it has a positive trend from 26.4% in the 1st year to 35.8% and in the third rate 48.1%. The desire to study the educational material more thoroughly is shown on average by 17.4% of students; set to work at school - 20.2% of students. Only 12.0% show interest in mastering the methods of successful activity and 4.5% in the secrets of successful professional activity [233].

In the course of the ascertaining experiment, the dynamics of the levels of the structural components of students' readiness for successful professional activity with their transition from one course to the next course was studied. So, the dynamics of the level of its substantive and procedural component from the first to the third year: 1st year (180 students): low - 20.2%; average - 68.4%; high - 11.4%; 2nd year (178 students.) 17.9%, 63.1%, 19.0%, respectively; 3rd year (176 students) respectively - 13.0%, 65.4%, 21.6%. Although there is a positive dynamics of levels from rate to rate, it is insignificant. Basically, the average level of manifestation of this complex personal education prevails, which indicates a lack of knowledge and skills, which are indicators of the content-procedural component of readiness.

The level of the emotional-volitional component of students 'readiness for successful professional activity was revealed through questionnaires and observation of students' reactions to the influence of teachers. To the question: What helps you in your academic work, achieving positive results? Students note the importance of a positive emotional climate in the classroom. However, according to the results of the survey, only 5.2% of teachers pay attention to creating an emotionally positive climate in the educational process; often - 13.4%; only sometimes - 52.6%, never - 28.8%. They create conditions for asking questions during classes - 10.5%, often - 34.3%, sometimes - 39.4%, sometimes - 15.8%; to express their views, judgments: always - 15.8%, often - 44.7%, sometimes - 31.6%, never - 17.9%. Students associate their success with their own cognitive activity, but note that their activity depends on how teachers use various methods of activating it in the educational process. The students' answers showed that their cognitive position is activated in the course of training by teachers: always - 13.2%, often - 42.1%, sometimes - 29.2%, never - 15.5%.
Students note that in the educational process there is an underestimation of their opinion on the problems being studied. Only sometimes - 39.4% of teachers are interested in the opinion of students; never interested - 15.8%, and 55% of them - ignore the freedom of action of students, the creation of conditions for a free choice of tasks, ways to complete them [241]. The results of the survey indicate that only 20.8% of students take an active part in various activities; 28.7% of the respondents note that they are not yet ready for independent professional activity.

The collected data confirm the irrelevance of the problem of a person's success in practical activities for university practice. About 50% of the respondents consider it necessary to change the nature of classroom work, to humanize the relationship of participants in the educational process, to develop creative potential, independence, and originality of students' thinking. Among the answers prevail: “I lack creative thinking and activity”; "There is not enough independence and originality of thoughts and actions", "I can not think logically and independently", "in the classroom not to overload students with factual material, but to teach more about comparison, juxtaposition of the studied facts, develop the ability to evaluate them, draw conclusions", "a theory confirm by practice, teach independence and creativity ", "focus on the secrets of professional activity ", " not ignore the reasons for professional success or failure in work ", " acquaint students with the means of overcoming professional difficulties ", etc.

Overcoming the identified shortcomings in the preparation of future teachers for professional activities necessitated a formative experiment, the development and implementation of the Model for the formation of future teachers' readiness for successful professional activities. Based on the study of the object of research, a structural and functional "Model of the system of formation of the readiness of future teachers for successful professional activity" was developed, which provided for:

- a predictable goal (formation of future teachers' readiness for successful activities) and a mechanism of managerial actions (modeling of event-role situations and innovative forms of organizing educational work).
- the implementation of the managerial functions of the teacher in the educational process (predictive, coordination, content-organizational, communicative, corrective, analytical and productive);
- various methods of management (pedagogical, psychological and environmental impact on participants in the educational process).
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The basis of the experimental training was systematic, personality-oriented, activity-based, content-procedural, creative-competence, which made it possible to provide an individual trajectory for the development and self-development of the professional image of the future teacher, his creative potential and readiness for successful professional activity. The productivity of the practical training of future teachers was determined by the focus on the formation of skills using various methods (analysis of managerial and event-role situations, business and educational role-playing games, the implementation of creative and individually reflective tasks, trainings, etc.) and the use of strategic and informational technologies. Communicative management, training technologies aimed at developing professional qualities. The use of technologies was carried out in various forms of education (workshops, trainings, master classes) while observing the principles of usefulness, activity, and independence of students' actions. In the monitoring mode, the main directions of control were tracked:

"Assessment of educational achievements of students"; "Expert assessment of the state of development of professional qualities of future teachers"; "Prospects for the development of professional self-education and self-education of students"; "Adaptation of university graduates to independent professional activities"; "A model for monitoring the business career of university graduates in the modern quality management system of higher pedagogical education."

The orientation of didactic means and efforts to create conditions in the educational process that would ensure the manifestation and improvement of professional and ethical values, personal meanings, free actions, responsibility, creativity of students, their awareness of how these characteristics of human essence stimulate the disclosure of a successful person in a person.

The goal, objectives, content and technologies of managing the process of forming students' readiness for successful professional activity should be aimed at developing their individuality, since all the qualities that ensure success in activity, personal meanings, motives, needs, interests, attitudes to professional activity are integrated into individuality.

The program of the formative experiment assumed the implementation of a model for the formation of future teachers' readiness for successful professional activity. It was based on the process of purposeful personality changes under the influence of the managerial actions of the teacher and the students' own activity, aimed at self-improvement and their professional development.
Considering the criteria and indicators of the levels of students' readiness for successful professional activity, at the final stage of the pedagogical experiment, repeated observations, conversations, questioning, interviewing, ranking, diagnostic tests were carried out.

The levels of readiness formation of future teachers for successful professional activity were determined as the arithmetic mean according to the levels of the structural components of readiness (motivational-value, content-procedural, creative-active, emotional-volitional, reflexive-evaluative), the values of which are presented in Table 2.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Structural components of readiness</th>
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<tbody>
<tr>
<td></td>
<td>Motivational value</td>
</tr>
<tr>
<td>CG</td>
<td>EG</td>
</tr>
<tr>
<td>High</td>
<td>14.9</td>
</tr>
<tr>
<td>Medium</td>
<td>47.9</td>
</tr>
<tr>
<td>Low</td>
<td>37.2</td>
</tr>
</tbody>
</table>

Table 2 Levels of formation of structural components of students' readiness for successful professional activity at the end of the formative experiment (in %)

Source: Prepared by the authors (2023).

The dynamics of the levels of readiness formation of future teachers for successful professional activity at different stages of experimental work is presented in Table 3.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Readiness of future teachers for successful professional activities</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The ascertaining stage</td>
</tr>
<tr>
<td></td>
<td>CG (94 students) EG(98 students)</td>
</tr>
<tr>
<td>High</td>
<td>13.8</td>
</tr>
<tr>
<td></td>
<td>12.9</td>
</tr>
<tr>
<td>Medium</td>
<td>34.3</td>
</tr>
<tr>
<td></td>
<td>30.6</td>
</tr>
<tr>
<td>Low</td>
<td>51.9</td>
</tr>
<tr>
<td></td>
<td>56.5</td>
</tr>
</tbody>
</table>

Table 3 Dynamics of the levels of readiness formation of future teachers for successful professional activity (in %)

Source: Prepared by the authors (2023).

At the stage of the ascertaining experiment, the number of students who showed low and medium levels of readiness for professional activity significantly exceeds the number of students with a high level of formation of this complex personal education. Thus, a high level of readiness formation is 13.8% in the CG and 12.9% in the EG; average - 34.3% in the CG and 30.6% in the EG; low level - 51.9% in the CG and 56.5% in the EG.

The value of the statistical criterion $\chi^2$ at the stage of the ascertaining experiment is equal to $\chi^2_{emp} = 0.524$, which is less than the critical value $\chi^2_{crit} = 5.991$, that is, the control
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and experimental groups at this stage do not have statistically significant differences in the levels of formation of future teachers' readiness for successful professional activity.

The system of experimental teaching was carried out in the experimental groups, provides a positive dynamic in the level of formation of the readiness of future teachers for successful professional activity. Thus, in the experimental group, the high level increased by 12.2%, the average - by 19.4%, the number of students with a low level of readiness significantly decreased to successful professional activity from 56.5% to 24.9%.

In the control group, changes in the level of readiness from low to medium are also observed, but these changes are insignificant and are explained more by objective factors of the general development of personality in the process of professional training in a university. The value of the Pearson statistical criterion for the levels of readiness formation in the control and experimental groups after the completion of the experimental work exceeds the critical value (5.991) and is $\chi^2_{emp} = 8.300$, which allows us to speak about the effectiveness of the developed management model for the formation of students' readiness for successful professional activities in the system of university education.

The analysis of the final sections confirms the effectiveness of the experimental program for preparing students for successful professional activities in specially created conditions. Our results are confirmed by the results of previous studies on the role of systematic and purposeful work on the formation of readiness for various aspects of pedagogical activity. So, Kondratenko (2009) substantiates the positive dynamics of the levels of readiness for pedagogical activity by a system of measures aimed at developing a model for the formation of readiness for pedagogical work. In the study, at the beginning of the experiment, 8.4% of students were identified with a high level of readiness, but after the introduction of the experimental program, this figure increased by 30.2% and amounted to 38.6% of the subjects. The positive dynamics of the levels of readiness of teachers for heuristic activities is confirmed by the data of the study by Chagovets (2015). At the beginning of the experimental work, he identified 37% of teachers at the search and information level of readiness for pedagogical activity and at the constructive and creative level - 21.4%, after the completion of the formative experiment, the search and information level was demonstrated by 14.3%, constructive and creative - 44, 4%. The scientist explains the positive dynamics of the level of readiness by the quality of methodological work and methodological support of the educational process in educational institutions.

These data confirm our conclusions that systematic, purposeful work on the formation of readiness for various aspects of pedagogical activity through the use of role-playing
trainings, role-playing situations, role-playing games, communicative trainings, dialogues, debates, develops students' need to create their own experience, solve pedagogical problems in an unconventional way, to master educational technologies. At the same time, their effectiveness increases with the management of the educational process by the teacher. The quality of managing the preparation of students for successful professional activity is ensured only on the basis of the launch of mechanisms for the development of subjectivity of the individual, where the internal mechanisms of self-development and self-realization of all personal resources are involved.

It has been proven that the effectiveness of various didactic tools that affect the quality of student training is stimulated by the nature of pedagogical management, which ensures the achievement of the goals and objectives designed in the course of the study. The conducted research determined the prospects for strengthening the role of management in preparing future specialists for creative activity and their career growth in their chosen professional field, using technologies for managing the educational process, various methods of self-managing the professional development of students' personalities, and finding the necessary resources to achieve a high level of managerial culture of teachers.

**Conclusions**

In the process of experimental work, a management format was found - an individual strategy for developing the level of students' readiness for successful professional activity. The results of participation in the experimental program confirm that development is motivated, rich in vector, is characterized by development in motivation, in different vectors, characterized by qualitative changes.

An experimental and experimental program for improving the quality of training students for successful professional activities, which reflects the theoretical, practical, methodological foundations of professional success and the formation of students' attitudes towards achieving it, confirms the effectiveness of the developed program to form the readiness of future teachers for successful professional activities in a university and provides a positive dynamics of the quality of higher pedagogical education.

**References**

Readiness of future teachers for successful professional activities is the result of effective management of the university's educational process.
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