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State of the integral self-regulation of prospective specialists as a subject of cognition

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Abstract. *The content of the article is devoted to the disclosure of the state of prospective specialists' integral self-regulation as peculiar, general, specific formation, the core of which is personal mobilizedness to the successful use of one's potential opportunities and which serves as a measure of knowledge, skills and experience of successful activity. The characteristics of integral self-regulation are three basic states (passive, moderate and optimal) and three intermediate states (adaptive, resultant, constructive).*

Keywords: *state of integral self-regulation, personal mobilizedness.*

Many-year experience of studying the problem of training prospective specialists of educational space gives reason to believe that their number and

complexity in recent years has not decreased, but increased, since complications in political, economic and social spheres of society contribute to it. Obviously, tension in the society creates the relevant conditions of its members in general and the younger generation in particular. State of training prospective specialists and as its result – the state of their integral self-regulation as a successful capacity for future professional activity, remains a topical problem today.

Constant complication and tension in the human condition is influenced by a variety of factors that lead to rapid changes in the conditions of social life, which, in their turn, contribute to the fact that people should adapt and recreate physical, mental and psychological expenses. Certain state of personality is a measure of his acting capacity. The scholars (L. H. Dyka, Ye. P. Ilin, A. M. Karpukhina, V. I. Panov, I. H. Petrov et al.) define the notion of “state” of a person both in the broadest sense, and the evaluation of the state according to such indicators as mental, functional, physiological is provided. Therefore, the state of a person in the broadest sense is the reaction of functional systems to external and internal stimuli, aimed at obtaining useful result (according to Ye. P. Ilin). General mental state is classified as a multifactorial entity and functional one – as a set of available human functions and qualities that determine the performance of certain activity. Definition of psychophysiological state of a person (by A. M. Karpukhina) is considered as a complex hierarchical self-regulating system that is a dynamic (in composition and in time) unity of internal components (bioenergetic, physiological, mental, behavioral, personal, social and psychological), organized on the principle of mutual cooperating for achieving the objectives of activity which are formed under the influence of interiorized by a person (as an organism, individual, personality, element of society) external components – social, physical and chemical factors of environment and activity. Thus, the state of a person can be treated as a single system of mental and physiological functions that depend on the implementation of specific activity, and which determine its effectiveness. Self-regulation of the described state should provide links between internal and external components to achieve individual’s goals of activity [2].

With this in mind, we shall consider the state of integral self-regulation of prospective specialist and define it as a hierarchical entity that provides the acting capability of individual on account of the interrelation of the components of professional and mobilization readiness through professional relationship and mobilization readiness, whose mutual interdependence contributes to the successful training for professional activity. Let us determine the components of professional and mobilization readiness of prospective specialists in educational sphere.

Analysis of scientific studies on professionalism of prospective specialists of educational sphere proves that its presence ensures successful activity and its components of readiness are: motivational; morally-oriented; cognitive and operational; emotional and volitional; psychophysiological and evaluation-based [1].

It is also revealed that if person's readiness for activity is characterized by the dominance of capacity and ability to mobilize forces and manage them, such readiness can be considered mobilization readiness. In its turn, if mobilization readiness reflects the holistic state of individual, which is its basis, and the individual's objective is successful activity, and the instrument is the ability to manage successful activities, this readiness is personally mobilized.

Analysis of previous studies showed that personal mobilizedness of prospective teacher depends on the state of manifestation of mobilization readiness for professional self-development, characterized by the degree of successful activity realization, and it, in its turn, by the level of formedness of skills to manage this activity. So, the prospective professional activity obtains traits of teacher's personality, including success, and teacher's personality – the performance and personality of the teacher – traits of successful activity, including mobilizedness.

The components of mobilization readiness are: motivational and axiological, cognitive and operational, evaluative and volitional, emotional and sensual, intellectual and creative [1].

Analysis of the component structure of professional and mobilization readiness of an individual shows their interdependence and interrelation; integral self-regulation is its special, general, specific entity, whose core is personal mobilizedness for the successful use of one's potential capacities and serves as a measure of knowledge, skills and experience of successful activity. The state of the integral self-regulation reflects professional and moral views and beliefs, professional orientation of mental processes, professional knowledge and skills, orientation on educational work, the ability to overcome difficulties, self-evaluation of the results of this work, the need for professional self-improvement against a background of emotional and sensual, volitional and intellectual spheres.

In general, it is understood as a fundamental ability to successfully perform any activity due to self-adjustment to control of one's actions and is characterized by: volitional activity as self-adjustment to mobilizing willpower; emotional setting as self-setting to mobilization of protective and management body reserves; ergoactivity as self-determination to a successful result of activity [1].

Comparative analysis of the levels of prospective social workers' training success within last three academic years 2013/2014, 2014/2015 and 2015/2016 made it possible to draw some conclusions about their professional and personal mobilization readiness and personal mobilizedness.

The level of professional readiness of the prospective specialists for social and educational activities is determined through calculating the average score of students' academic achievement. The level of mobilization readiness is determined through the points got as a result of writing complex state examination by bachelors and viva of diploma and master works by specialists and masters correspondingly. The level of personal mobilizedness is determined as the average of the two previous levels of readiness.

Readiness was diagnosed in prospective bachelors, specialists and masters according to three levels of achievement: passive, moderate and optimal, which were determined as the average values of the last three academic years. It was found that the majority of students totally are at passive and moderate levels of both professional and mobilization readiness, and personal mobilizedness, table 1.

Table 1.

Average values of indicators according to the levels of successful training of prospective social pedagogues for professional activity in 2013/2014, 2014/2015 and 2015/1016 academic years

Levels of training successfulness	Professional activity (%)			Mobilization readiness (%)			Personal mobilizedness (%)		
	bachelors	specialists	masters	bachelors	specialists	masters	bachelors	specialists	masters
Passive	45	40	36,5	38	22	15,5	41,5	31	26
Moderate	30	33	27	38	39	37	34	36	32
Optimal	25	27	36,5	24	39	47,5	24,5	33	42

We suppose that generalized characteristics of the obtained levels of both components of readiness (professional and mobilization) are the state of integral self-regulation of prospective specialists, which we interpret as a leading core of readiness, as a measure of their personal mobilizedness, which proves the ability to provide self-development, show volitional efforts to generate an experience of independent activity and involve others into it.

Let us consider the state of integral self-regulation (IS) of prospective specialists, which characterizes the levels of successful readiness for professional activity, table 2.

Table 2.

States of integral self-regulation (IS) of prospective specialists

Levels of training successfulness	Passive level of mobilization readiness	Moderate level of mobilization readiness	Optimal level of mobilization readiness
Passive level of professional readiness	State of passive IS	State of adaptive IS	State of resultant IS
Moderate level of professional readiness	State of adaptive IS	State of moderate IS	State of constructive IS
Optimal level of professional readiness	State of resultant IS	State of constructive IS	State of optimal IS

Let us define the three basic states of the integral self-regulation (passive, moderate and optimal) and three intermediate states (adaptive, resultant, constructive).

Passive state of IS is characterized by the appropriate level of personal mobilizedness, namely: volitional passivity, emotional dissonance and energoinactivity, that is by poor ability to mobilize volitional efforts, to set orient emotionally to a successful activity and push the matter through. This level is also characterized by low capacity for work, organization, activity and responsibility. This condition is inherent in the vast majority of bachelors – 41.5%, a significant number of specialists – 31% and masters – 26%.

Moderate state of IS reflects the appropriate level of personal mobilizedness and shows volitional instability, emotional estrangement and energoinstability, i.e. unstable state of readiness to consciously exercise volitional efforts, unstable emotional self-orientation to successful activity and such qualities are seen as level-headedness, determination, concentration, independence. This condition is found with 34% of bachelors, 36% of specialists and 32% of masters.

Optimal state of IS also reflects the appropriate level of personal mobilizedness, and is marked by volitional activity, emotional resonance, ergoactivity, i.e. by the ability to make every effort to control one's actions, emotional state, which provides mobilization of their potential capacities that contribute to the achievement of success in getting ready for the profession. The characteristic feature of this state is the manifestation of qualities, namely: determination, courage, positive attitude to learning, the desire to obtain successful results both in learning and in future career. This condition is typical for 24.5% of bachelors, 33% of specialists and 42% of masters.

Adaptive level of IS is characterized by the capacity to realize interconnection and interdependence of one's own needs, ambitions and concrete work on oneself with the expected accomplishments of set goals. In this state a norm is being built up – an example of future professional activity and the general goal of one's own self-development is realized. It is located at the junction of passive and moderate state and serves as a bridge between them.

Resultant state of IS is interpreted as an opportunity to use personal potential, conditions by inclinations, aptitudes, abilities and the obtained knowledge, skills, to succeed in the activity. Ergoactivity of this state manifests itself in seeking self-actualization, self-improvement and so on. It is located at the junction of passive and optimal states and serves as a bridge between them, bypassing moderate state.

Constructive state of IS is marked by the awareness of capabilities to model learner-oriented activity, actualize self-development, to direct efforts to overcome obstacles, to narrow or expand the kinds of activities, to generate

knowledge and experience and involve others into it. This state is at the junction of moderate and optimal states and serves as a bridge between them.

Analysis of the results shows that the majority of prospective specialists are totally in passive and moderate states of the integral self-regulation, namely: 75.5% of bachelors, 67% of specialists and 58% of masters. Thus, they realize partially rather than fully their potential to succeed in getting ready for professional activities.

Conclusions. The obtained results led to the development and implementation of a number of measures on regulating the states, namely: updating of training course materials that provide prospective specialists with knowledge, skills and experience of self-organization, self-actualization, ergoactivity; attracting students to elaborate and implement their own programs of self-improvement; introducing to students the methods and techniques of self-recreation, self-realization, self-regulation of their own states.

Further studies regard the development and implementation of ideas that will provide priority changes in developing successful creative specialists, who are ready to perceive and master new ideas, generate them, implements, capable of perception and the development of new ideas, ready to generate, implement, modify and distribute.

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