

process were essentially better, than now. Our experience tells us, that present-day first-year students are unable to master the substantial parts of discipline by their own.

**Conclusions.** The proposed detailed study of linear algebra and especially the beginnings of theory of groups leads the students to the facilitation of mastering such important concepts of algebra as concepts of a ring, a field, a vector space. It develops the abstract mathematical thinking of students. It helps to establish interdisciplinary connections between linear algebra and other mathematical and physical disciplines.

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**THE PHENOMENON OF “READINESS” OF PROSPECTIVE  
PHYSICAL EDUCATION TEACHERS FOR MONITORING PHYSICAL  
CONDITION OF PRIMARY SCHOOL CHILDREN**

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**Abstract.** *The article is devoted to the problem of training prospective teachers of physical education for monitoring the physical condition of primary school children. For determining the theoretical foundations of the research the methods of analysis, synthesis, comparison, systematization of scientific works on the problem under study were used. The author argues that one of the main aspects of physical education should*

*be the formation of positive motivation for a healthy lifestyle, and the basic principle – recreational, learning and improving health on the background of common problems.*

**Keywords:** *physical education, prospective teachers, monitoring, physical condition.*

*Topicality.* Problems of developing readiness for activity are integrally linked to the concept of “professional training” in the “Encyclopedia of professional education” where this concept is interpreted as a complex of special knowledge, skills and abilities, qualities, work experience and behavior norms that provide a possibility of successful work in the chosen profession.

The problem of readiness has been intensively studied in native and foreign psychological and pedagogical science. Its topicality is conditioned by its close connection with the problem of activity. Activity of primary education specialist has a complex structure that implies a number of functions, the key one being the function of conducting educational process.

In the dictionary of the Ukrainian language the term “readiness” is interpreted as follows: consent to do something; condition in which everything is done, everything is ready for something. Following the requirements set for dissertations, we cannot be satisfied with the proposed definitions and, thus, we shall consider the diverse interpretations of the content of the notion “readiness” that exist in contemporary psychological and pedagogical literature.

In the late eighties the problem of readiness in the sphere of pedagogical studies, has become popular in Ukraine. The subject of studies is readiness in various fields of pedagogical science.

Most consistently and thoroughly the problem of readiness for pedagogical activity is described in the studies of K. Durai-Novakova, particularly in those works where professional readiness for educational activity and the process of its formation in students is the subject of study. The author emphasizes that professional readiness is a prerequisite for effective teacher’s activity. However, she considers it not as an innate quality, the property of an individual, but as a result of training at university. Herewith, the manifestation of readiness, its intrinsic mechanisms relate primarily to the demanding-motivational sphere of personality.

Developing common methodological and theoretical aspects of the formation of readiness, the scholar distinguishes the generalized quantitative characteristics of the stages and levels of this phenomenon, describes the psychological and pedagogical factors and conditions that contribute to the optimization of the process of its formation, provided that education at the university covers all pupils, forms and methods of organization. According to the data of the study, the factors that characterize the personality of prospective teachers affect differently the manifestations and development of readiness. The most significant is the motivation of educational activity; less important are training for educational activity, self-mobilization of knowledge, orientation on

educational activity, needs, personality traits, satisfaction with the work of teacher.

It should be noted that the above-stated factors characterize the personality of prospective teacher at the level of his socialization without considering deeper personality manifestations, such as: emotions, will, intelligence, features of the nervous system etc. As it is known, these properties of a person can significantly affect the formation and development of his demanding-motivational sphere, personality traits. Despite the fact that in the given research stages of developing readiness at pedagogical universities are singled out, their purpose is described, it does not reveal the content and the most appropriate forms and methods of pedagogical influence on this process. The role of teaching practice in general, and given the specificity and educational purpose of each stage, in particular, have not been discussed. The most common approach to the study of psychological readiness is linked to the phenomenon of mental set. According to the conception of D. Uznadze, one of the founders of studies on the mentioned issues, mental set is readiness to be active in a certain direction and appears on the basis of needs and environment, which affects a person at this point. Mental set is unconscious and precedes conscious mental processes that are developing on its basis. The researcher points out that this phenomenon is a holistic formation that characterizes the personal state of the subject, on whose base an activity of a specific character and focus appears.

Along with the simplest mental sets Georgian researchers distinguish fixed mental sets as well. It should be noted that modern psychologists have changed their views on unconscious perception of mental set. Thus, A. Pranhishvili sees this phenomenon as readiness to some form of response, which is influenced by external and internal conditions, conscious or unconscious perception of information.

The group of scientists, including B. Ashmaryn, N. Bardiukov, I. Bohdanova, M. Hryshechkyn, S. Kvytynskyi, T. Koicheva, Z. Kurliand, N.Nikandrov, P. Pereplytsia, M. Protasova, R. Hmeliuk, A. Yatsii consider student's professional readiness as a personal trait and essential precondition of efficiency of the activity after graduating from the university. Student's professional readiness helps young specialists to successfully perform their duties, to appropriately use knowledge, experience, to maintain self-control and to be ready to unpredictable obstacles. Student's professional readiness guarantees rapid adaptation to working conditions, his further professional development and improvement. As a professionally important personality trait student's professional readiness is a complex psychological foundation and includes motivation, orientation, operational, will-based and evaluative components. Sufficient development and significance of these components and their holistic unity is an indicator of the high level of graduate's professional

readiness for work. A significant component of professional readiness is psychological readiness that can be realized in the form of sustainable mental sets, motives, character traits, and implemented in a certain mental state. Mental state of readiness albeit is not a personality trait, can still describe the student's opportunities to solve tasks in conditions of training, close to real conditions of professional activity, and after graduating – be successfully engaged in work according to the specialty. The mental state of readiness is a “setting”, actualization and adaptation of individual opportunities to successful actions in certain situation.

The mental state of student's personality readiness is his internal setting to a certain behavior when performing training and labour tasks, focus on active and appropriate actions (during training, as well as when starting work after graduation). Both kinds of student's readiness – professional readiness and readiness to work are closely linked and interact in the course of his activity.

Studying the content of the concept of “readiness”, we also try to highlight the structural components of readiness, describe their content and subordination. H.Pavliuk emphasizes that readiness of prospective teacher, his professionalism are manifested primarily in the fact that he knows how to teach and educate, how to solve educational problems in a fast and best manner, how to implement the goals and objectives of education.

In psychological studies, the concept of “readiness for activity” is considered as corresponding with such mental state of the individual, as a “mental set” that is why readiness for a certain activity implies the realization of social mental set. However, the presence of the formed teacher's mental set to teaching activity does not cover the whole concept of “readiness” and serves only as a personal component of its structure.

In the philosophical aspect professional readiness is regarded as an objective process, which is based on certain patterns, such as:

- conditionality of the system of general pedagogical readiness by the needs of social, educational and spiritual development of society, the objectives in the field of personality formation;
- compliance of the content, forms and methods of general pedagogical level of pedagogical science and practice with the nature and content of educational activity;
- education and development of prospective teachers in the course of general pedagogical training;
- interconnection of purposes, functions, content and methods of general pedagogical readiness of pedagogical universities students;
- dependence of the quality of general pedagogical knowledge and skills on the nature, content, forms and methods of students' educational, scientific and practical, independent practical activity organization;

- dependence of the content and methods of general pedagogical readiness on the individual abilities of students.

The term “professional readiness” is used in several senses, and sometimes is identified with professional training. Overview of dictionary interpretations allows to note that the term “training” enriches the concept of “readiness”, pointing out that preparation for the profession is nothing but a formation of readiness for it; and the system of mental sets to work, a steady focus on the implementation of labor tasks, general readiness to work is a mental result of professional training.

Professional readiness is not only the result but also the purpose of training, initial and basic condition for the effective implementation of each individual’s capabilities. The dialectical nature of readiness (as a state and quality of dynamic process) allows to provide more detailed analysis of the concept of “professional readiness for activity”.

Modern scientific level of professional readiness study contains a number of approaches, including: pedagogical, didactic, historical, economic, specific sociological, philosophical.

The conducted analysis gives reason to believe that there is no single universally accepted approach to perceiving readiness as a certain psychological phenomenon in pedagogy and psychology. However, there is a need to study this state in view of activity efficiency. Thus, the problem is still the question of under what objective and subjective pedagogical conditions and factors formation and development of readiness is possible. Moreover, unexplained remains the role of different types of educational and cognitive activity in the development of students’ readiness to teacher’s work. The solution of these conflicting points partially determines the further logic of our work.

**Conclusions.** With the above said in mind, we conclude that professional readiness is a multilayer entity, all the components of which are interdependent and interconnected, and lack of at least one of them in future teachers will result in the emergence of imbalances in the structure of specialist’s personality.

The readiness of prospective teachers for physical education of primary school is considered as their personal holistic entity that contributes to physical development of children, their physical preparedness and creates health protecting environment at school.

Readiness of prospective physical education teachers for monitoring the physical state of primary school children lies in understanding the place and role of monitoring in improving physical education, knowledge of monitoring techniques, knowledge of the monitoring methodology, an adequate assessment of their capabilities to use monitoring.

The term “readiness of prospective physical education teachers for monitoring the physical condition of primary school children” we see as a result of professional training of a university student, which is expressed in the ability

to form personal physical state of primary school children and performing the role of coordinator of health protecting education in comprehensive schools, and is provided by the formation of motivation, knowledge, communication skills and personal traits of prospective physical education teachers.

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