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У збірнику наукових праць відомі дослідники, педагоги-практики загальноосвітніх навчально-виховних закладів, професійно-технічних навчальних закладів, вищих начальних закладів I-II і III-IV рівнів акредитації висвітлюють теоретичні й прикладні аспекти модернізації сучасної освіти. Упровадження висвітлених на сторінках збірника наукових праць матеріалів сприятиме вирішенню різноманітних проблем сучасної загальноосвітньої та професійної школи.

Для науковців і педагогів-практиків загальноосвітніх шкіл, професійно-технічних та вищих навчальних закладів, працівників інститутів післядипломної освіти.

Автори несуть відповідальність за достовірність інформації, точність фактів, цитат, інших відомостей, за порушення авторських прав будь-яких юридичних і фізичних осіб, а також за використання даних, що не підлягають публікації у відкритому друці. Думки авторів можуть не співпадати з думкою редакції. Передрук матеріалів допускається тільки з письмового дозволу редакції. При використанні матеріалів, опублікованих в «Педагогічному альманасі», посилання на збірник наукових праць обов'язкове.

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The proceedings include research works of famous scholars, secondary school teachers, vocational school teachers, higher educational institutions of I-II and III-IV accreditation levels lecturers. The articles clarify theoretical and applied aspects of modern education. Application of research works published in the proceedings will promote solutions of various modern secondary and vocational school problems.

The proceedings are recommended for scholars, researchers, secondary school teachers, vocational school teachers, higher educational institutions of I-II and III-IV accreditation levels lecturers, post-graduate educational institutions lecturers.

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Kovalenko O. M.

THE ANALYSIS OF CONCEPTUAL AND CATEGORICAL FRAMEWORK FOR FUTURE RAILWAY TRANSPORT SPECIALISTS TRAINING IN EDUCATIONAL INSTITUTIONS OF UKRAINE.

The article deals with the definitive analysis of future railway specialists training in educational institutions of Ukraine. The author analyses the works of well-known researches to form a framework of categories and concepts of the given research. The author defines such concepts as «railway transport», «specialist», «railway transport specialist», «trades specialist», «training», «professional training», «training for future railway transport specialists». The article shows that a lot of these concepts have a common definition, but in the railway branch, it can be handled differently gaining specific and highly specialized meaning. The article tells that as usual a specialist is a person with a higher education but in the railway industry a notion specialist requires another approach. The notion «specialist» does not only mean a person with basic higher education but a person who graduates from a vocational school or technical college, gaining occupational skills and knowledge and having a job with a high level of risks and responsibility. Analysing different official recourse the author comes to conclusion that a «railway transport specialist», referring to the kind of the description given above, can be a person even not having a basic higher education but it covers technical workers and trades specialists as well as those operating complex mechanisms. The author formulates the following definition in the article: training for future railway transport specialists is a complex process that includes the teaching of students and gaining all necessary general, highly specialized and professional skills and knowledge, developing of their personal qualities and providing them a competitive place in the modern domestic and global labour market.

Key words: railway transport, specialist, railway transport specialist, trades specialist, training, professional training, training for future railway transport specialists.

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Kovalska N. M., Bohadorova L. M., Kovalova K. I.

COACHING AS A COMPONENT OF THE EDUCATIONAL PROCESS IN HIGHER SCHOOL

The article deals with a new style of human resources management – educational coaching, which technologies help to mobilize the internal capabilities and potential of education employees and to improve continuously their professionalism and qualification, to increase the level of their competitiveness, to ensure the development of competence and to encourage using an innovative approach in their professional activity.

The article outlines the main ideas of the concept of educational coaching, which is a human development as a priority issue in education; the disclosure of a human potential for its maximum use; helping students to develop competences and study; the synthesis of elements of coaching to accelerate the desired changes in the results of the professional development of a scientific-pedagogical employee.

The article determines the regularities such as the activation of natural mechanisms of the development of a controlled system, where the coach directs his actions at the client's development; a coherent convergence of different by origin processes on the basis of the dialogic adaptation of the interacting parties; the dependence of the adaptive nature of management on the realism of its purpose; inter-adaptation of the managing and controlled subsystems and a monitoring support of the interaction of these systems, their reflexive development; the dependence of the effectiveness increase of the adaptive management from the completeness of usage of its scientific basis.

The article outlines the principles of educational coaching, awareness and responsibility, the absence of expert position and a stage-by-stage development, a hierarchy of development

and monitoring, unity and interrelation, the equality, the resistance to changes, the absence of ready answers.

The coaching approach allows focusing on the constructive solution and success, that is, on designing the future, which in its turn expands the student's field of cognition and self-knowledge. The use of coaching technologies in class and during the organization of individual work enables students to form the educational competence and identify the disadvantages and advantages of their professional behaviour.

Key words: coaching, educational coaching, coaching approach, education manager, coaching technologies, higher education, professional education, management.

Introduction. Modern society requires from a system of higher professional education a competent, sociable and active specialist who is aware of having a right of choice and is able to make this choice, acts consciously and responsibly in any non-standard and crisis situations. In this meaning it can be argued that in the pedagogical system of higher education there is a contradiction between the rapid socio-economic changes in the field of practical activity on the one hand, and a considerable lag in the content and methods of training specialists in higher educational institutions on the other hand. The main goal of a modern teacher is to create conditions for the student's development both as a professional and as a personality.

The phenomenon of «coaching» in higher school is a fundamentally new direction in pedagogical science and practice, which is based on defining and most rapid achieving of the goal by mobilizing internal capacity, mastering the leading strategies for obtaining the result, development and improvement of the necessary abilities and skills. Coaching creates conditions for developing a subject of activity that is capable to realize their potential abilities, independent decision-making in various situations of a life choice. It should be noted that in the conditions of Ukraine's integration into the European space, the graduates of higher educational institutions should become «products» for which any company would be pleased to pay money.

Analysis of relevant researches. The analysis of the latest research, which has initiated the solution of the problem. The founder of coaching is T. Gallwey, who formulated the basic principles of the effective coaching work. Subsequently, these ideas about business and management were developed by J. Whitmore. The leading specialists in coaching and the authors of the recognized works in this field are M. Atkinson, A. Grant, C. Griffiths, M. Downey, J. O'Connor, E. Parsloe, D. Peterson, J. J. Rogers, B. Souza, L. Whitworth, T. Shuell, etc.

In recent years, the attention of scholars and practitioners of higher school to coaching as a component of the educational process has increased.

Among the Ukrainian scholars who studied the problems of coaching in this context are P. Bezruchko, T. Borova, I. Goliyad, G. Yelnykov, N. Zyryanova, D. Kilderov, I. Petrovska, V. Radkevych, O. Rybina, I. Rybkina, S. Romanova, S. Symodeiko, O. Tishchuk, S. Khamaganova, T. Chernova, O. Tsybina.

Originality. Despite the fact that coaching entered the world management practice more than three decades ago, in Ukraine this concept remains new. Coaching in education is an insufficiently explored problem that needs to be adapted to our realities.

The purpose of the article is to determine the theoretical foundations of coaching as a component of the educational process in higher school.

Main part. J. Whitmore interprets coaching as a new style of human resource management, which technologies help to mobilize internal capabilities and potential of employees, to improve continuously their professionalism and qualifications, to increase the level of their competitiveness, to provide the development of competence, to encourage an innovative approach in the professional activity [11]. J. O'Connor believes that coaching is «the establishment of the interaction between a client who has a managerial authority

and responsibility inside the organization and a consultant who uses the wide possibilities of psychological (behavioural) techniques and methods to help a client to achieve mutually determined goals for the improvement of the professional activities and self-satisfaction in order to improve a work process of the organization in which the client, who was involved in coaching procedures, works» [6, p. 76].

The International Coach Federation ICF defines coaching as an on-going co-operation that helps to achieve real results in personal and professional life; as a process built on the principles of partnership which stimulates the clients' thinking process and creativity and inspires them to maximize the disclosure of their personal and professional potential. Coaching results in knowledge mastering and this contributes to the employee's self-improvement [5].

According to the research by I. Petrovska, coaching is:

- a means of assistance, help to another person to find their own solutions or overcome any difficult situation;
- a tool for optimizing a human potential and effective activity;
- a kind of individual support for people whose objective is to grow professionally and personally, to increase personal effectiveness;
- a continuous communication between a manager and an employee in order to promote company's successful activity and employee's professional development in the process of career-related activities, the conditions of which are changing rapidly;
- a disclosure of a human potential in order to maximize their effectiveness, both professional and personal [7].

In the context of our research, coaching is a technology of partnership interaction and professional support aimed at creating the conditions for changing a specialist into a subject of activity who is capable to realize their potential in the process of working out and implementing effective strategies in future professional activity. It involves a full cooperation of a coach (teacher-trainer who has certain experience) with groups of students, future specialists. His goal is constant cognitive, emotional, behavioural changes in the individual, which will contribute to the achievement of goals and increase the productivity of the educational process.

Characteristic features of coaching are clarification, specification, support, encouragement and planning of new ways and actions. It also raises strong open issues and helps to leave the comfort zone and expand own horizons of vision, consider and accept non-traditional and non-standard choices for solving typical problems, develop and guide a personality motivation, etc. Coaching is aimed at gaining «art» and professionalism by a person [1, p. 169].

The basic principles of coaching include the following:

- the principle of awareness and responsibility;
- the principle of the absence of an expert position;
- the principle of a stage-by-stage development;
- the principle of a hierarchy of development;
- the principle of monitoring;
- the principle of unity and interrelation;
- the principle of the equality;
- the principle of the resistance to changes;
- the principle of faith in human abilities;
- the principle of the absence of ready answers [1; 10; 12].

It is clear that modern professional education is a complex educational system, which society has created not only for the accumulation of a certain set of knowledge, skills and abilities, but in order to create a certain imagery, an image, a face of a specialist who is capable to think and understand, create and assimilate in the space of image-bearing systems of the world, reality projections designed to help a person to navigate in a rapidly changing

environment and gain their own unique look. The potential of coaching in professional education lies in adapting higher education system to the needs of its consumers, attempting to make education attractive, flexible and accessible, to provide comfortable conditions for the professional growth and development of each person, creating and strengthening motivation for the professional and spiritual growth, the social culture of self-development and self-improvement.

In Ukraine, the study of coach technology in professional education was performed by S. M. Romanova, having noted that coaching is the interrelation between a teacher and students, when the teacher effectively organizes the process of finding the best answers to the questions they are interested in, helps the students to develop, to establish new skills and achieve high results in their future profession. The researcher emphasizes that the main task of coaching in education is not to teach, but to stimulate a person to self-educate, to reveal the internal potential, to activate the system of motivation of each individual personality [9].

Coaching in education can be considered as a way of helping the teacher to clearly identify the goals and objectives both for himself and for the students, to focus on their achievement and to obtain higher results in the shortest period of time with maximum efficiency and minimum efforts.

According to the investigation of T. A. Borova [3], the main ideas of the conception of educational coaching are:

1. Human development as a priority issue in education.
2. The disclosure of a human potential for its maximum use.
3. Helping a person to develop capacities and eliminate restrictions to achieve personally meaningful and sustainable changes in the professional and personal spheres of life.
4. Helping a person to study. A coach is involved when working with a client in order to set and separate goals and objectives and to develop an action plan to achieve these goals.
5. Coaching is grounded on the nature of coaching relations based on a fruitful, active cooperation between a coach and a client. This relationship is an alliance between two equal partners, aimed at achieving the needs of a scientific-pedagogical employee.
6. Coaching synthesizes the elements of coaching and self-study in order to accelerate the desired and expected changes in the results of the professional development of a scientific-pedagogical employee of a higher educational establishment.

In agreement with the researcher, we note the regularities of educational coaching: the first is the regularity of rendering active the natural mechanisms of the development of a controlled system, where the coach directs his actions at the client's development in such a way that the initiative and action would come from the person who is subjected to a managerial influence, and the methods and technologies would be directed to achieving a mutually agreed goal.

The second is the regularity of a coherent convergence of different by origin processes on the basis of a dialogic adaptation of the interacting parties. Communication underlies educational coaching and is a significant component of it.

The third is the regularity of the dependence of the adaptive nature of management on the realism of its purpose. Because on the output of coaching procedures there always has to be a certain result.

The fourth is the regularity of inter-adaptation between the managing and controlled subsystems, which is manifested in the fact that the managing subsystem, when making management decisions, takes into account the features, capabilities and effective directionality of the activity of the controlled subsystem, ensuring the realism of the tasks put forward. One of the main elements of educational coaching is rapport (mutual understanding) which allows strengthening the establishment of harmonious relationship between a coach and a client.

The fifth is the regularity of the optimal ratio of the guiding influences of the managing

subsystem and the conscious self-direction of the controlled subsystem. The final result of educational coaching is the development of the individual (depending on the type of coaching, development acquires a certain content and character: educational coaching is aimed at the professional development of participants of the educational process). Because the basis of all coaching models is the mechanisms of self-direction and the coach always aims the client at further self-development.

The sixth is the regularity of the monitoring support of the interaction between the managing and controlled subsystems and their reflexive development. The reflexive development is the basis of coaching procedures. The monitoring support helps to develop reflexive impulses faster and more effectively, and can also be the basis for monitoring itself which will make working process far more efficient.

The seventh is the regularity of the interdependence of the current adjustment and the regulation of the perspective activity of the controlled object (the current regulation of the process and the prospective regulation of the result). The main element of educational coaching is setting the goals and identifying the ways to implement them, on which basis the possibility of perspective goals vision is revealed, which also becomes a direct precondition for successful coaching procedures.

The eighth is a regularity of strengthening the subjectivity of relations, partnerships and the natural correspondence of the development of the object when implementing the purposeful influences by the managing subsystem. In coaching relations a client is a key player and the main point in decision-making while the coach is an assistant in finding the necessary ways to solve the problems and the one who allows eliminating the client's restrictions. This relationship develops in a situation where the team, in which the client operates, maintains partnership relations between team members and management, which helps to create the necessary microclimate for the professional development of the employee.

The ninth is the regularity of the dependence of the effectiveness increase of the adaptive management from the completeness of usage of its scientific basis. It should be noted that the conceptions of directed self-organization, educational monitoring, reflexive human development are the central in educational coaching, therefore, it can be assumed that these grounds make it possible to determine the connection of coaching with the adaptive management.

The tenth is the regularity of action, an «informational pulsar» with a direct and feedback connection that reflects the structure of relationships and provides an on-going mutual correction of the managing and controlled subsystems activities. It should be noted that each coaching action always gives feedback, coach sessions do not occur without a direct influence, that is why this regularity to a certain extent is referred to coaching [3].

It has been proved that the advantages of using coaching technology in teacher's activity are:

- building effective working teams;
- defining competitive advantages of groups;
- raising students' motivation level;
- a rational management of time;
- a systematization of knowledge;
- a mastered fast response to a critical situation;
- promoting students' independence in finding their own solutions and vision of the situation;
- an increase of trust between teachers and students as a result of communication improvement;
- an increase of the effectiveness of the given tasks;
- an increase of the level of personal and corporate reputation;
- orientation to the future, etc.

We find it valuable for our research that coaching more helps a person to learn than

teaches; is not only a technique that is used in certain circumstances, but also a method of management, a method of the interaction between people, a way of thinking.

T. Gallwey says that coaching is not aimed at counselling, solving particular problems of life, but helping to reveal own potential, abilities and opportunities, to find internal resources and strengths in solving a problem that enables to work and live with pleasure [4]. In addition, J. Whitmore notes that coaching is an influence which primary and constant goal is to create self-confidence irrespective of the content of a particular task [11]. According to the scientist, coaching helps a person to disclose their self-motivation, hidden talents and resources, stimulates creativity and initiative.

The main task of a teacher-coach is to create the conditions for a student to disclose ultimately and use his creative potential. In other words, in coaching it is about mobilizing human internal resources and potential: self-consciousness, creativity, imagination, intelligence, feelability, pragmatism. That is the way students acquire new skills in thinking and behaviour in the process of interaction with a teacher.

It is important that the coaching approach allows focusing not on the problem and mistakes, but on the constructive decision and success, with the emphasis on not retaining the past, but on designing the future. During teaching subjects the teacher can expand the student's field of cognition and self-awareness due to coaching. It should be noted that in the future this will become a tool for increasing the efficiency and quality of life. At the same time, the emphasis is put on revealing own strong sides and potential. It should be noted that these factors should encourage a student to take responsibility for the results of the professional growth process. Realizing that the result depends only on the student himself, it gives him confidence in his own abilities and independence, initiative, active life position, accordingly, and enables a creative approach to any issue.

Herewith a teacher as an education manager is also motivated to help other participants of the educational process to develop their personal potential, to improve their personal effectiveness, to develop an effective interpersonal communication, to build constructive relations and interaction with the staff of the educational establishment and all the participants of the educational process, whose efficient work is oriented on solving urgent tasks of an educational organization, etc. At the same time this is a gradual inclusion of coaching technologies into the everyday behaviour of a teacher's personality in various spheres of his life leading to self-realization, self-improvement and personal growth.

In the context of higher education, coaching is a technology that requires such relations between a teacher and students, where teacher's task becomes to organize the independently performed by the students search process for optimal solutions and answers to questions of interest. According to S. M. Romanova, exactly discovering the particular student's features and his individual abilities should become a sign of the adaptation of higher education to new social and economic conditions. Modern teacher's activity should be aimed at creating such pedagogical conditions under which students would perceive knowledge in an active way, thus forming the skills of self-education, which are necessary for a competitive, skilled specialist of nowadays [9].

The methodology of coaching comes out from the fact that every person is infinitely talented by nature and has a great potential that is not fully realized by them. In practice, it represents a synthesis of methods of individual psychological counselling, socio-psychological training and traditional mentoring of young people by experienced specialists.

In the educational environment coaching provides a set of methods for the formation of important self-educating abilities of the individual, namely: separation, analysis, overcoming difficulties and problems arising in the process of studying; effective communication and studying in a team, group, social networks; organizational and managerial skills; self-analysis and self-motivation skills, etc. All these skills form a basis for the future specialist's emotional competence, which is one of the manifestations and indicators of social and professional maturity of the personality.

A coaching approach fully meets modern requirements of the Ukrainian educational system, and the necessity to use coaching in educational establishments is determined by the following circumstances:

- the complexity of the tasks facing teachers and educational institutions nowadays;
- the dynamism and variety of tasks that cannot be solved traditional ways;
- a high competition in the market of educational services between different organizations and establishments, which require creating new educational programs, changing the context of educational material, advanced training of educational employees, etc.

A teacher should be especially prepared to use coaching technologies systematically in class, while organizing individual work, etc. Teacher's coaching competence is a component of his professional competence, which promotes his active and conscious personal-orientated position in coaching interaction with the subjects of the educational process [8].

The teacher, who set a goal to form a student's life competence, should create appropriate conditions in the group that will allow using coaching developments in an effective way. In addition, establishing partnership, trusting relations with students will give them an opportunity to open up and freely discuss their problems, define key benefits and disadvantages of their professional behaviour. The teacher should not impose his opinion, but using logical, consequent questions, should encourage the student to switch on his internal resources, help to identify the problem, and together outline the tasks for achieving the goal. In this case the teacher-coach should be able to listen actively using connecting techniques (showing interest, repeating).

It is exactly the process of discussion, a friendly conversation that motivates a young person, defines their life plan making a student aware of the importance of obtaining a profession and professional fulfilment for self-affirmation in life. The next step in the process of forming the life competence by means of coaching is the investigation of the existing internal and external obstacles, problems on the way of realizing the life goal. The determination of these problems by students, their recognition and analysis makes it possible to identify the ways to overcome these, to create an action plan for achieving the ultimate goal. Constant referring to the formation of a living plan is a necessary condition for specifying steps and time intervals in which certain obstacles should be eliminated. Only under these conditions coaching can become an effective tool in the process of forming the life competence of students.

It is important that the feedback is perhaps the most influential factor, because students' trust to the coach and teacher's attentiveness to their needs create the conditions under which students are not afraid to make mistakes and discuss them freely with both the coach and their colleagues, which, in its turn, leads to a rapid progress for all. The teacher should create the academic experience by common efforts: as a combination of the vision of the process by the trainer and the students themselves and their common desire to build a constructive dialogue and get a result which would satisfy both sides.

Conclusions. Consequently, the modern educational process should be directed at those who study, where the teacher's role is to forward the students revealing and using their own internal potential. Therefore, it makes sense to consider coaching as a phenomenon of the educational process, which is based on motivational interaction, where the teacher creates special conditions aimed at unlocking the student's personal potential for achieving significant goals by him in optimal terms, in a concrete subject area of knowledge.

We see a prospect for further investigations in studying the ways of forming students' professional competence using coaching technologies.

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КОУЧИНГ ЯК СКЛАДОВА ОСВІТНЬОГО ПРОЦЕСУ У ВИЩІЙ ШКОЛІ

У статті розглянуто новий стиль управління людськими ресурсами – освітній коучинг, технології якого сприяють мобілізації внутрішніх можливостей і потенціалу працівників освіти та постійному вдосконаленню професіоналізму та кваліфікації, зростанню рівня конкурентоспроможності, забезпеченню розвитку компетентності та спонукають до інноваційного підходу в професійній діяльності.

Окреслено основні ідеї концепції освітнього коучингу – це розвиток людини як пріоритетний напрям в освіті; розкриття людського потенціалу для максимального його використання; допомога студентам розкривати компетенції та навчатися; синтезування елементів коучингу для прискорення бажаних змін у результатах професійного розвитку науково-педагогічного працівника. Визначено закономірності, такі як активізація природних механізмів розвитку керованої системи, де коуч спрямовує свої дії на розвиток клієнта; когерентного зближення різних за походженням процесів на основі діалогічної адаптації взаємодіючих сторін; залежності адаптивного характеру управління від реалістичності його мети; взаємоадаптація керуючої і керованої підсистем та моніторингового супроводу взаємодії цих систем, їхнього рефлексивного розвитку; залежності підвищення ефективності адаптивного управління від повноти використання його наукових засад.

Зазначено принципи освітнього коучингу, усвідомленості й відповідальності, відсутності експертної позиції та поетапного розвитку, ієрархічності розвитку та моніторингу, єдності та взаємозв'язку, рівності, опору змінам, відсутності готових відповідей.

Розглянуто коучинг-підхід, який дозволяє зосередити увагу на конструктивному рішенні та успіху, тобто конструюванні майбутнього, що, у свою чергу, розширює сферу пізнання й самопізнання студента. Обґрунтовано використання коучингових технологій на заняттях та під час організації індивідуальної роботи, що дає можливість формуванню освітньої компетентності в студентів, визначення ними недоліків та переваг своєї професійної

поведінки.

Ключові слова: коучинг, освітній коучинг, коучинг-підхід, менеджер освіти, коучингові технології, вища освіта, професійна освіта, управління.

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READINESS FOR SUCCESSFUL PROFESSIONAL ACTIVITIES AS AN IMPORTANT COMPOSITION OF PEDAGOGICAL PROFESSIONALISM

The article deals with the problem of readiness of future teachers for successful professional activity as an important component of pedagogical professionalism; The main concepts, the essential features of this complex personal formation, content, structural components, criteria and indicators, ways of its formation in the system of modern university education are specified.

The theoretical substantiation of the essential characteristics of the teacher's readiness for successful professional activity as an important component of professional success in pedagogical activity and ways of its formation in the conditions of university education is given.

A complex of methods of theoretical analysis was used to substantiate the essence, content, structure of this complex personal formation and ways of its formation in future teachers in the system of university education.

The essence of teacher's readiness for successful professional activity, its content, structural components, criteria and indicators, opportunities in raising the level of educational achievements of students, ways of the mechanism of its formation in the conditions of modern university education is specified. characterized by different levels of formation of this personal formation, which allow to identify the dynamics of students' success in learning, create conditions for the formation of this component of pedagogical professionalism, which ensures success in solving professional problems and achievement of projected results.

The study reveals the essence, the main characteristics of the teacher's readiness for successful professional activity as an important condition for the success of the pedagogical activity of future teachers in independent professional work, the educational process of the university in its formation as a strategy for optimizing the training of students for professional activity and the success of their professional development. Among the prospects for further study of this problem, the work is devoted to the study of innovative approaches to the toolkit for assessing the quality of the formation of teacher's readiness for successful professional activity as an important component of pedagogical professionalism.

Key words: teacher's readiness for successful professional activity, content, structural components, criteria, indicators, levels of its formation, professional success.

Formulation of the problem. The success of educational activities and implementation of successful training in the practice of secondary school depends on how the requirements of society in education, implemented innovative concept of education, new technologies, theoretical and methodological approaches to the organization and management of the educational process, the conditions for the intellectual, physical and mental development and self-development personality.

Analysis of recent research and publications. The modern teacher must be prepared to understand complex problems of social adaptation of students of different possibilities to public life, improving their own preparedness for successful professional activity, which is an important part of teaching professionalism. The problem of preparing for the professional activity of future teachers was in the sight of foreign researchers. Famous interest involving research scientists Poland, where reasonable conditions for successful learning

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