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## **FORMATION OF FUTURE SPECIALISTS’ READINESS FOR SELF-IMPROVEMENT**

The objective need of society to train competitive, competent specialists in all spheres of production and to ensure effective work in a specialty requires a qualitative update of the content of the process of professional training. The effectiveness of the work largely depends on the readiness of a future specialist for self-improvement. This is true as successful activity involves purposeful, energetic efforts, the ability to rebuild stereotypes, mobility and efficiency in solving urgent problems, to stimulate the development of necessary personal and professional qualities, to adjust one's own professional activity on the basis of

self-education and self-development. Therefore, there is a need to create and implement a technology of the formation of future specialists’ readiness for self-improvement.

The content of this technology has the following stages: motivational, cognitive, creative, reflective [1].

*The first stage – motivational.* The result of this stage is the formation of the motivational component of the future specialist's readiness for self-improvement. The purpose of the stage is the formation of positive motivation for the activities: increasing the interest, focusing students on the development of their individuality, forming the need for self-improvement. Achieving this goal requires solving a number of interrelated tasks: on the one hand, helping to prevent barriers to self-education and self-development, which created a positive basis for further success, and on the other hand, stimulating and motivating students to overcome the specified barriers, which is a certain achievement and stimulus for further activity.

In a field of activity with unexpected stimuli, representatives of a weak type of nervous system may not be able to cope with difficulties. It has been found out that a stressful situation leads to disturbances in sensory activity, suppression of mental activity, and memory impairment. At the same time, the vulnerability of different people is not the same. Indicators of properties of the nervous system affect the process of assimilation of knowledge and skills and how the student implements them.

A teacher at a higher education institution should take into account the individual characteristics of the participants of the educational process, since knowledge of natural features and their manifestation in educational activities makes it possible to predict to a certain extent in which educational situations these manifestations will be favorable for achieving the best results, and in which they will create obstacles [2; 3].

*The second stage – cognitive.* At this stage the content of pedagogical

disciplines is enriched with information about self-improvement as a three-vector process of self-education, self-development and self-realization. For this purpose, the work programs from the disciplines of the general and professional cycle were studied and the expediency of using information input models was substantiated.

The interdisciplinary model was implemented by integrating lectures on the specified problem into their content. The author's special course "Professional self-improvement of a specialist" had a monosubject model that required in-depth study of certain information in classes from specially selected educational disciplines. The independent work and individual research task of the course corresponded to the complementary model of information input.

*The third stage – creative.* This stage involves the systematization, deepening and practical use of knowledge about self-improvement as a three-vector process of self-education, self-development and self-realization. At the seminar and practical classes, the emphasis is given to the assimilation of information about the essence and content of the specialist's self-improvement. Reserves of individualization in the process of training a future specialist are highlighted. Particular attention is paid to the identification of individual characteristics of students, ways and methods of their consideration in the educational process. The problems of forming future specialists' readiness on the basis of the individualization of professional training are highlighted [1; 4].

Depending on the purpose and content of the classes, we used "conceptual warm-up", "work in threes", "aquarium", "intellectual lottery", we discussed students' reports ("Self-improvement as a three-vector process of self-education, self-development and self-realization", "Self-development of the future specialist as a conscious active purposeful activity aimed at the development of one's own individuality", "Means of overcoming barriers of self-education"), we held discussions ("Peculiarities of the higher nervous activity of a person at different stages of development", "Analytical-synthetic activity and dynamic

stereotype"), debates ("Does a future specialist need to master the skills of overcoming self-education barriers?"). The result of the creative stage of technology is the formation of the operational-activity component of readiness for self-improvement.

*The fourth stage* – reflective. During the implementation of this stage, personal qualities are developed: reflection, independence, the ability to reflect and self-assess one's own activities, overcoming barriers of self-education and self-development. Also, this stage of the technology involves self-analysis and self-assessment, receiving and understanding feedback from the teacher and other group members about the success of their actions, forming the ability to set goals, and analyzing the results of one's own activities. At this stage, special attention is focused on the organization of practice, especially active, which made it possible to reveal the indicated readiness. Tasks for various practices gradually became more difficult in order to identify, prevent or overcome barriers to self-education and self-improvement. So, the result of the reflective stage of technology is the formation of the personal-reflective component of readiness for self-improvement.

Thus, the goal as the initial orientation of the designed scientific-methodological system, as if closing the technological cycle, correlates with the final results and involves the modeling of the criterion-level basis of the formation of future specialists' readiness for self-improvement in the process of individualization of professional training.

### **Literature**

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