PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF FUTURE TEACHERS' MOTIVATIONAL READINESS FORMATION IN UKRAINIAN AND EUROPEAN EDUCATIONAL INSTITUTIONS: A COMPARATIVE ANALYSIS

CONDIÇÕES PSICOLÓGICAS E PEDAGÓGICAS DA FORMAÇÃO DA PRONTIDÃO MOTIVACIONAL DE FUTUROS PROFESSORES EM INSTITUIÇÕES DE EDUCAÇÃO UCRÂNIA E EUROPEIA: UMA ANÁLISE COMPARATIVA

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ABSTRACT

The article is dedicated to the problem comparative analysis the motivational readiness formation of future teachers for professional activity in Ukrainian and European educational institutions. The analysis has shown similarities in theory of Ukrainian and Swedish scientific understanding are in the approaches: educational and professional dialogue stimulated independent thinking, created a space for communication, and activated the application of knowledge already acquired by students. The investigation demonstrated, that work in small groups, as well as the "brainstorming" method, which allowed to significantly increase the creative activity of students in a short time, proved to be effective. At the same time, it was noticed that it is not easy for students to depart from existing stereotypes in solving any problem and to offer a new, original solution that goes beyond the possible. In general, the "brainstorming" that was used in seminars, laboratory-practical classes included the following stages: preparatory – defining the conditions of group work (group rules and time budget), creating several groups of "idea generators" and groups of "experts", formulating the problem to be solved; basic ("brainstorming") – problem solving, maximum manifestation of creative possibilities, free expression of ideas, recording of all expressed ideas; revision - on the basis of defined criteria, "experts" chose the best ideas (up to 10 minutes); final – discussion of the work, substantiation and presentation of the best ideas, recommendation for their practical implementation. The participants of the "brainstorming" were placed in a circle in the auditorium. "Experts" were located outside the circle, monitored the work and recorded all statements based on the need to receive the largest number of ideas. The teacher managed the course of work, but did not exert any pressure on the participants. It was also distingiushe that the principle differences are in the practice of the motivational readiness formation of future teachers for professional activity in Ukrainian and European educational institutions: in European universities, these practices are more case oriented, investigations practices usage; on the contemporary in Ukraine – more pedagogical and theoretical practices are included.

Keywords: The motivational readiness. Future teachers. Readiness formation. Professional activity. Psychological and pedagogical conditions.

RESUMO

O artigo é dedicado à análise comparativa do problema da formação da prontidão motivacional de futuros professores para a atividade profissional em instituições educacionais ucranianas e europeias. A análise mostrou semelhanças na teoria da compreensão científica ucraniana e sueca nas abordagens: o diálogo educacional e profissional estimulou o pensamento independente, criou um espaço para comunicação e ativou a aplicação do conhecimento já adquirido pelos alunos. A investigação demonstrou, que o trabalho em pequenos grupos, assim como o método "brainstorming", que permitiu aumentar significativamente a atividade criativa dos alunos num curto espaço de tempo, revelou-se eficaz. Ao mesmo tempo, percebeu-se que não é fácil para os alunos se afastarem dos estereótipos existentes na resolução de qualquer problema e oferecerem uma solução nova, original e que vá além do possível. Em geral, o "brainstorming" que era utilizado nos seminários, aulas práticas-laboratoriais incluía as seguintes etapas: preparatória – definição das condições de trabalho em grupo (regras do grupo e orçamento de tempo), criação de vários grupos de "geradores de ideias" e grupos de " especialistas", formulando o problema a ser resolvido; básico ("brainstorming") – resolução de problemas, manifestação máxima de possibilidades criativas, livre expressão de ideias, registro de todas as ideias expressas; revisão - com base em critérios definidos, "experts" escolhiam as melhores ideias (até 10 minutos); final – discussão do trabalho, fundamentação e apresentação das melhores ideias, recomendação para a sua concretização prática. Os participantes do "brainstorming" foram colocados em círculo no auditório. Os "especialistas" localizavam-se fora do círculo, monitoravam o trabalho e registravam todas as falas com base na necessidade de receber o maior número de ideias. O professor administrou o andamento do trabalho, mas não exerceu nenhuma pressão sobre os participantes. Também foi notável que as principais diferenças estão na prática da formação de prontidão motivacional de futuros professores para a atividade profissional em instituições educacionais ucranianas e europeias: nas universidades

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europeias, essas práticas são mais orientadas para casos, uso de práticas de investigação; sobre o contemporâneo na Ucrânia – mais práticas pedagógicas e teóricas estão incluídas.

Palavras-chave: A prontidão motivacional. Futuros professores. Prontidão formação. Atividade profissional. Condições psicológicas e pedagógicas.

Introduction

The problem the motivational readiness formation of future teachers for professional activity is due to the growing need of society for specialists capable of effectively solving problems and tasks in the educational sphere. The actualization of this need presents psychological science with a number of tasks of psychological and pedagogical support of the educational process in higher education, which will contribute to the effective professional training of young people. Therefore, the application of psychological science to pedagogical practice, to the applied application of accumulated psychological knowledge in order to improve the professional training of specialists in view of modern requirements, acquires special significance. In this connection, there is a need for further study of the problem of psychological readiness of future teachers for professional activity, in particular, the formation in them of such an important component as motivational readiness – a system-creating factor that not only unites the components of psychological readiness into a system, but also determines formation of all its other components.

Despite the fact that in recent years the interest of scientists in the psychological readiness of an individual for activity has increased significantly, the problem of forming the motivational readiness of future teachers for professional activity, taking into account modern educational trends, is not given due attention. The question of the formation of a system-creating factor of holistic psychological readiness for pedagogical activity – motivational readiness – remains unexplored, although most researchers point to its important role. Therefore, the analysis of scientific sources and the understanding of psychological-pedagogical experience proved that there is an objective contradiction between the recognition at the theoretical and practical levels of the need to identify the psychological-pedagogical conditions for the formation of motivational readiness of future teachers for

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professional activity, on the one hand, and the absence of psychological-pedagogical the principles of ensuring the implementation of these conditions, on the other hand, in the process of professional training of future teachers in pedagogical higher educational institutions.

The relevance of the research problem, its theoretical and practical significance determined the choice of the topic of the research: "Psychological and pedagogical conditions for the formation of motivational readiness of future teachers for professional activity".

The purpose of the article is the comparative analysis psychological and pedagogical conditions for the formation of motivational readiness of future teachers for professional activity.

Therefore, the object of study is psychological readiness of students for pedagogical activity in Ukraine and European countries (on the example of Sweden and Great Britain).

The subject of research – psychological and pedagogical conditions for the formation of motivational readiness of students of pedagogical higher educational institutions for professional activity in Ukraine and and European countries.

Task for realization of the investigation.

– to establish the place of motivational readiness in the structure of psychological readiness of future teachers for professional activity;

– identify the psychological and pedagogical conditions for purposeful formation of motivational readiness of future teachers for professional activity.

– to analyse the peculiarities of psychological and pedagogical conditions of future teachers' motivational readiness formation in Ukrainian and European institutions

Methodology

A complex of theoretical and empirical research methods was used to solve the tasks: theoretical methods: analysis, generalization, modeling, systematization

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of psychological, sociological and pedagogical scientific literature were used at the stage of determining the conceptual foundations of the study of the problem of motivational readiness for pedagogical activity; empirical:

a) observations;
b) psychodiagnostic (interviews, questionnaires, testing);
c) the method of V. Yadov in the modification of N. Kuzmina, O. Rean in order to determine the attractiveness factors of the teaching profession;
d) the Marlowe-Crown technique for diagnosing self-assessment of approval motivation;
e) "Motivational structure of educational activity" technique by M. I. Alekseeva, M. T. Drygus with the aim of establishing the hierarchy of motives in the structure of students' motivation, the questionnaire "Teacher's Value System", the questionnaire "Professionally important qualities of the "ideal" teacher", a test-questionnaire for measuring the level of motivation of the need for achievements.

Research conceptual background

Examining the category of readiness, first of all we note that it is the subject of scientific investigations in philosophy, psychology and pedagogy. Various aspects of the study of readiness for activity are determined by research in the field of activity theory and relate to the manifestations of the emotional, volitional and intellectual potential of an individual in various types of activity. In psychological dictionaries, "readiness" is presented as "bringing into an active state all the psychophysiological systems of the human body, necessary for the effective performance of certain actions" (Psychological encyclopedia, p. 89). Psychological readiness allows not only to arm a person with the knowledge, skills, and abilities necessary for their dynamic inclusion in activities, but also to ensure the subsequent effectiveness of the entire action strategy. The importance of psychological readiness before the start of activity is determined primarily by the difficulties of

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overcoming the psychological barrier at the start of B.D. Parygin (Parygin, 1996). Psychological readiness appears as a universal prerequisite for the effectiveness of not only any activity, but also such characteristics of the mental life of a person as communication and relationships with others, an adequate attitude towards oneself. The problem of becoming a professional and mastering an activity is a component of the search for the meaning of life, because entering a profession is connected with the satisfaction of needs for creative self-realization, which largely determines the style and way of life of a person (Lytvynenko, p. 73).

Since one of the tasks of the initiated research was to carry out a structural analysis of the phenomenon of psychological readiness for activity, we consider it necessary to refer to the work of scientists who developed this issue in the psychological literature. Note that the difference in the views of the authors concerns primarily the content of the substructures of the phenomenon under analysis.

According to the dispositional theory of V. A. Yadov, the first low level creates a system of elementary fixed guidelines of the personality. Usually, they have a simple structure – only a behavioral component. The second, middle level of the dispositional structure of the individual, creates a system of fixed instructions containing cognitive, emotional and behavioral components, which are formed on the basis of social needs in the conditions of group communication. The third – the higher level of the dispositional structure – determines the general orientation of the individual's interests in one or another sphere of activity and the system of value orientations for the goals and means of life as a whole. Value orientations are determined by higher needs: social self-affirmation, self-expression, self-realization. The higher levels of the dispositional structure dominate the middle and lower levels and thus determine the qualitative indicators of motivation. Value orientations of V. A. Yadov considers the origins and basis of the emergence of specific and stable motives for certain activities, which determine the realities of individual behavior (Yadov, 1987).

Value orientations are a relatively stable system of fixed guidelines that direct the behavior of an individual to the objects and phenomena of the

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surrounding world, spheres of social life, and himself as a member of society. Value orientations are, on the one hand, a concrete manifestation of an individual's attitude to the facts of reality, and on the other, a system of fixed guidelines that regulate the behavior of an individual in a specific period of time. The regulatory function of value orientations manifests itself in all spheres of an individual's life, finding its real manifestation in sustainable motives of activity.

The process of formation of value orientations is carried out gradually, in the process of socialization of the individual. The formed orientation is more or less fully reflected in the content and hierarchy of specific motives of the individual's activity.

Yes, V. A. Slastyonin distinguishes motivational-value (personal) and executive (procedural) components in the structure of holistic professional readiness for activity. The author believes that the qualities that make up the content of the motivational-value component of readiness are integrated into the direction of the individual as a set of dominant motives of his professional activity and behavior. The executive component of readiness includes the teacher's ability to reasonably determine and rationally apply methods that most effectively lead to the goals set by the educator in specific pedagogical situations (Slastyonin, 1976).

Sharing the point of view of the previous author regarding the structure of holistic professional readiness, T. F. Sadchikova singles out the motives for choosing a profession, awareness of the social significance of work, attitude to activity, the desire for self-education as part of the motivational component, and the degree of skill mastery, quality of knowledge as part of the procedural component (Sadchikova, 1987).

In the structure of professional readiness as a holistic phenomenon, K.M. Durai-Novakova distinguishes the following components:

1) motivational (professionally significant needs, interests, motives of professional activity);

2) orientational-cognitive-evaluative (knowledge and understanding of the content of the profession and the requirements of professional roles, methods of solving professional tasks, self-assessment of professional readiness);

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3) emotional and volitional (a sense of responsibility for performance results, self-control, the ability to manage the actions that make up the performance of professional duties);

4) operational (mobilization and actualization of professional knowledge, abilities and skills, adaptation to the requirements of professional roles and operating conditions);

5) instructional-behavioral (the teacher's attitude towards conscientious work) (Durai-Novakova, 1983).

Summarizing the above research results of V. O. Molyako (Molyako, 1985), V. A. Slastyonin (Slastyonin,1982), K. M. Durai-Novakova (Durai-Novakova,1983), M. I. Dyachenko (Dyachenko,1985) and others, the following components can be distinguished in the functional-dynamic structure of the state of readiness:

1) motivational (responsibility for task performance, sense of duty, motives for professional activity, professionally significant needs);

2) cognitive and orientational (knowledge and understanding of the peculiarities and conditions of professional activity, requirements of professional roles, methods of solving professional tasks);

3) operational (possession of methods and methods of activity, necessary knowledge, abilities, skills, processes of analysis, synthesis, comparison, generalization; adaptation to the requirements of professional roles and conditions of pedagogical activity);

4) emotional and volitional (self-control, self-mobilization, the ability to manage the actions that make up the performance of a teacher's professional duties);

5) evaluative (self-assessment of one's preparedness and compliance of the process of solving a professional task with optimal models).

Without denying the importance of the operational component in the structure of psychological readiness for professional activity, we should turn to the analysis of another, more important formation in this structure. Such formation is the motivational component of readiness. In our opinion, the specified component of the structure of psychological readiness has the role of a system-creating factor,

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which not only unites other components into a system, but also determines the formation of all other components of psychological readiness. We consider the conceptual provision of G. O. Ball (1994), who, distinguishing the motivational and instrumental components in professional readiness, considers the motivational one as the core: "the main thing is, according to the specifics of the profession (or a group of professions), the personal meaning...instrumental properties, their concentration around the motivational core. One or another gaps in knowledge or skills can be relatively easily made up or compensated for, while the lack of a professionally significant orientation of the individual (simply speaking, a dislike for the work one had to do) causes low efficiency, internal and interpersonal conflicts" (Ball, p. 99-100).

This understanding is consistent with the ideas of B. F. Lomov (1984) regarding the motivational component as a system-creating factor – determinants in each specific case of "peculiarities of the mental representation of the subject, means and conditions of activity, as well as the level and dynamics of its regulation. Depending on it, the same regularity can and inevitably manifests itself in different ways. The system-creating factor seems to set the "direction of action" of the law" (Lomov, p. 125).

an extensive experimental study of two main forms of orientation of professional and pedagogical interests was carried out by S. P. Kryagje (1981) The author distinguishes four groups of students of a pedagogical higher educational institution depending on the nature of the horizontal structure of their professional interests:

1) with the presence of a professional and pedagogical orientation;

2) only with a professional and pedagogical orientation;

3) only with a subject orientation;

4) with a lack of professional-pedagogical and subject orientation.

At the same time, the author claims that "a high percentage of student exclusions and a small percentage of transitions from one group to another significantly change the structure of student groups motivated by professional self-determination (comparing 1 year with 2-4 years). Already in the second year, in fact,

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only students of groups 1 and 3 remain (with professional and subject-related and only subject-related positive motivation" (Kryagje, p.126). S.P. Kryagje (1981) also revealed such features of motivation of students of the first pedagogical higher educational institution (hereinafter A) and the third (hereinafter B) typological groups. For the students of group A, the main motive for choosing was the desire to work with children, teach, and educate them. The choice of a pedagogical specialty depended on success in studying a particular subject at school and was determined by personality traits and its students of this group are characterized by active active professional interests, the emergence of which is based on successful practical experience; the motives for choosing a pedagogical higher educational institution are based on awareness of the social significance of the teaching profession, therefore students of this group are aware of the need for in-depth knowledge of all cycles of disciplines.

Group B students are characterized by a subject orientation of their interests in high school (they liked physics, chemistry, literature, etc.), often not supported by activities with a pedagogical focus; they chose a pedagogical higher educational institution by chance, mainly because there was a certain specialty that they liked; students of this group positively evaluate only subjects from the specialty, are often not satisfied with the limited scope of their teaching, negatively or as secondary subjects treat the cycle of pedagogical disciplines and social sciences; they consider pedagogy and methodology unnecessary subjects, motivating this by the fact that in the process of work, each teacher creates his own methodology; these students lack interest in educational work, they do not realize the difficulties and complexity of the educational process, they are indifferent to the future profession of a teacher, often considering it difficult and ungrateful" (Kryagje, p.123-125).

Therefore, two types of professional and pedagogical interests are distinguished in the structure of the pedagogical orientation of future teachers:

1) focus on pedagogical activity (tendency, professional orientation);

2) focus on studying a subject by specialty (subject focus).

The first type of interest orientation has a higher level of development compared to the other. Depending on the representation of the specified types of

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professional interests in the structure of pedagogical orientation, it acquires a level-typological character.

Pedagogical orientation is a systemic component of the psychological readiness of future teachers for pedagogical activities. The provision on its level-typological nature also applies to the entire system of readiness itself. Experimental verification of this assumption was carried out by S. O. Nikolayenko (1985).

We also consider it necessary to refer to the definition of professionally important qualities as part of long-term psychological readiness.

The need to turn to the analysis of professionally important qualities (properties) of the personality is connected with their special role in the structure of motivational readiness of the teacher. This role is clearly revealed when trying to consider the relationship between motives and personality traits. According to the position of S. L. Rubinshtein (1973), "...motives become with consistent... monotonous behavior... habitual for a person, are fixed in him, not only manifest, but also form personal properties. A motive effective for a specific person is a potentially future trait of his character in genesis, just as character traits are a set of motives of a person that have established themselves and become entrenched in him, acquired special effectiveness and stability in the process of life activity and upbringing". In other words, personality properties are not only the result of the effectiveness of one or another motive. Being anchored in a specific personality, certain properties become effective and stable motives for its behavior. Thus, the system of professionally important personality qualities is reflected in the activity and develops in the process of its formation. Although the majority of professionally important qualities are formed before the beginning of professional activity in the process of a wide variety of activities, we can talk about readiness only in the case of the formation of professionally important qualities that meet the requirements of the teaching profession.

Significant data for the initiated research regarding the list and structure of professionally important qualities of the subject of pedagogical activity can be found in the work of M. V. Kozieva (1978). The author, guided by the provisions of Yu. M. Kulyutkina (1978), that pedagogical activity is a function of reflexive management

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of other activities (educational, educational and labor, other types of activities of schoolchildren), singles out three groups of professionally important qualities necessary for its implementation:

1) qualities related to the development of empathy in a teacher, that is, the ability to understand the inner world of another person (kindness and respect for children, sensitivity and care, interest in the lives of students, responsibility and loyalty to one's promises, observation, emotional receptivity and understanding, tact and the ability to deal with the opinion of students);

2) qualities that reflect the ability of the teacher to actively influence the student - the dynamism of his personality (a wealth of internal energy, initiative, flexibility, wealth of influence, the speed of establishing interpersonal contacts and the ability to lead; sensitivity to pedagogical problems, the ability to change the strategy of pedagogical influence , the ability to choose a wide variety of methods and techniques of managing students' activities);

3) the ability to control oneself, or emotional stability (patience and perseverance in the implementation of pedagogical ideas, endurance and self-control in stressful situations, the ability to keep oneself in one's hands in conditions of emotional influence of other people).

M. V. Koziev (1978) comes to the conclusion that the ability to reflexively manage students' activities is based on a peculiar syndrome of professional and personal qualities of a teacher, which are determined by the requirements of professional and pedagogical activity, its internal nature and content.

In addition to this knowledge, which a teacher must possess regardless of his specialty, knowledge regarding the special training of a teacher is distinguished depending on the profile of the subject taught by him.

Therefore, in the future, we will consider some professionally important qualities as part of the motivational readiness of future teachers for pedagogical activity.

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In the dissertation work of S. A. Nikolayenko (1985) submitted data of A. I. Yablonsky (1998), which were obtained during the study of the role of psychodynamic sociability (tendency to communicate as a characteristic of the psychodynamic level of individuality) in the formation of the readiness of students of a pedagogical higher educational institution to work as a teacher. The author established that various parameters of psychodynamic sociability form a single symptom complex, which is consistently and naturally connected with the properties of the neuro- and psychodynamic levels of individuality. The connection between the successful formation of readiness for pedagogical activity and the degree of expression of psychodynamic sociability has a certain regular dynamics in the process of university training: in particular, if in the first years of study this connection is direct, then in the following years it becomes nonlinear and, finally, at the end of higher education – completely disappears. However, psychodynamic sociability-unsociability, without clearly determining professional suitability, significantly complicates or facilitates the process of professional training at its various stages – especially in the first years of education. Therefore, according to the author, it is a necessary condition and an individual prerequisite for the formation of readiness for pedagogical activity (Yablonsky, 1998).

The analysis of the structural components of motivational readiness for pedagogical activity will be incomplete, in our opinion, if sufficient attention is not paid to such an important personal component of the motivational sphere of the individual as the need for achievements.

The need for achievements is most often understood as the desire of an individual to improve the results of his activities (competition with himself), to obtain unique results or to be included in the achievement of distant goals. It is expressed through the inconsistency between the results of what was done in the past and in the present, in the ability to perceive these differences and be satisfied, or on the contrary, frustrated by it. Another characteristic of this need is the anticipation of future performance, usually exceeding the existing level of already achieved goals. The emotional content of this need is manifested in positive feelings – reactions, on the one hand, to the discovery of a discrepancy between what was

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accomplished in the past and the present, and, on the other hand, to the elimination of this contradiction. The desire for satisfaction in this way is the motivating aspect of the need for achievement. Getting satisfaction is a prerequisite for activity aimed at achieving the highest level. The need for achievement is a desire to compete with oneself in achieving higher results; a general desire to improve all spheres of activity, experiencing success in any activity significant for the individual and avoiding failure. The tendency to avoid failure is a secondary tendency born of the need for achievement. It represents a certain form of protective behavior aimed at avoiding the frustration of the need for achievement and, therefore, the negative emotional states associated with it.

The need for achievement, according to J. Atkinson (2011) and U. Geppert, H. Heckhausen (1990), consists of two main components: the desire for success and the avoidance of failure. Avoidance of failure can turn into an independent aspiration as a result of an individual's unfavorable experience, which is characterized by the fact that any achievement-oriented situation gives rise to the subject's expectation of failure and anticipation of negative experiences associated with it. When this need increases, the individual's activity becomes not constructive, but protective, which significantly reduces the effectiveness of any activity.

Thus, the actualization of the desire to avoid failure in achievement-oriented situations is manifested in the arousal of anxiety and worry caused by the fear of failure.

The psychological structure of the need for achievement is presented in its following functional elements:

a) perceptual readiness to distinguish the existing and expected level of activity performance, the presence of perceptual benchmarks of success in various types of human activity;

b) predicting the pleasure of satisfying a need by restoring the experiences associated with success in the past;

c) non-patterned ways of achieving success, in which self-expression of individuality takes place, its uniqueness is manifested;

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d) long-term involvement in achieving goals that satisfy the need for achievement;

e) fixation of images of achievement in self-concept (Orlov, 1988).

f) The analysis of various aspects of the study of readiness for activity showed that it is the subject of scientific investigations in philosophy, psychology and pedagogy. In psychology, two approaches to understanding this phenomenon have been formed: supporters of the first view readiness as a mental state; supporters of the other consider readiness as a personal formation. Psychological readiness is a universal prerequisite for the effectiveness of not only any activity, but also such characteristics of the mental life of a person as communication and relationships with others, an adequate attitude towards oneself.

Psychological readiness is a kind of primary source, a unifying principle that allows considering the phenomenon of psychological readiness as a systemic formation. The search for such a principle leads to a motive, because both instructions and attitudes are interpreted as essential components of the motivational sphere. As evidenced by the analysis, psychological readiness for activity is a complex manifestation of personality consisting of many levels, components and forms. In many studies, various aspects and properties of the personality are studied, which are partial, specific forms of manifestation of readiness for activity, as well as components or subsystems of the general system of readiness.

One of the indicators of the effectiveness of the educational work of the teaching staff of the pedagogical university is the formation of students' need for purposeful self-education and self-preparation for future professional activities. We note that the external influences of teachers, aimed at ensuring a comprehensive approach in the formation of a student as a specialist, will achieve the set goal only if they find support and reciprocal aspirations from the student himself. The quality of students' professional readiness for pedagogical activity depends on its completeness and level of motivation. Therefore, the determination of its features is

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carried out by studying the set of motives that constitute the motivational component of psychological readiness for pedagogical activity.

Results and Discussions

Distinguishing the conditions

The professional formation of a teacher's personality is impossible without appropriate professional training in the conditions of a higher school. Therefore, first of all, let's define the principles of organizing the professional training of future teachers in a higher educational institution.

We consider it expedient to develop the psychological readiness of the future teacher for professional activity in the context of two interrelated aspects, namely: ensuring the combination of conditional socio-psychological role dispositions of the teacher as a professional and the teacher as an individual in the process of learning in a higher educational institution. Note that although these social roles are interconnected and mutually dependent in the personality of a teacher, the presence and coexistence of relative autonomy of professionalism and personal orientation should be taken into account in the process of training a specialist. That is, in a pedagogical university, a specialist is formed with developed qualities that correspond to universal human and national-cultural values, and the corresponding level of professional and pedagogical competence. Therefore, the training of future teachers for professional activity was based on a number of principles, including:

– the principle of activity of the consciousness of the future teacher's personality, which involves looking at the personality not only as an object of influence of external circumstances of the social environment, but also as a subject of knowledge and transformation of the environment, capable of producing internal factors of professional development in the process of professional training;

– the principle of the unity of external influences and internal conditions, which indicates the main directions of the transition of methods of

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cognitive activity from the sphere of social consciousness to the sphere of individual consciousness;

– the principle of activity mediation, which requires considering the development and functioning of the psyche of the individual, group, interpersonal relations in the student body in the aspect of determining their content by the goals of the educational and professional activity;

– the principle of the personal approach, which requires considering individual mental functions not in isolation from the subject, but from the standpoint of taking into account the uniqueness of their manifestations in a specific individual, his social qualities;

– the principle of cooperation, which provides for the provision of such psychological and pedagogical conditions under which the relationship between students and teachers is built on the priority of trust and partnership, the identification of mutual responsibility for the results of joint activities, and not on the passive position of students;

– the principle of self-realization of the individual, which involves ensuring the development of students' creative potential, meeting their intellectual and spiritual needs, and realizing their potential;

– the principle of alternative, which takes into account the natural connections between needs, motivational states and the degree of their satisfaction and provides for the provision of the individual with the opportunity to choose the content, forms, type and methods of activity aimed at satisfying one's own needs, which activates its intellectual, emotional, subject-practical, volitional and regulatory spheres;

– the principle of ensuring the unity of content, process and motivational aspects of professional training of future teachers, which will contribute to the formation of their integral individuality.

The professional training of future teachers in its content is a specific educational activity aimed at mastering the system of professional educational disciplines, and in terms of its functions it belongs to psychological and pedagogical phenomena, since it involves specific educational and cognitive goals determined by

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the curriculum and educational programs of training a specialist, and as well as university teachers and self-educational activities of the student. In the course of the formative experiment, they tried to realize the idea of taking into account and combining in the process of professional training of the teacher the peculiarities and requirements of professional activity and the personality of the student who masters this activity. The specificity of the process of forming the motivational readiness of future teachers for professional activity was its orientation towards providing assistance to students in becoming subjects of their own life activities. We note that we use this concept in two meanings: first, as a subject of professional activity who is able to assimilate it and creatively transform it; secondly, as a subject of his life, capable of designing, building, evaluating his actions, actions, strategy and tactics of life. At the same time, we emphasize that it is important for a student to carry out this or that activity not under the influence of certain external or internal circumstances, but as a result of the perceived need for action, conviction in its social and moral value for society, for people and for oneself.

A specific need that is realized in the activities of pedagogical higher educational institutions is the need for students to understand the purpose of professional development of a teacher, taking into account the essence and features of his professional activity and the need to develop personal potential. After all, the professional formation of a teacher's personality takes place in various types of activity, which is realized in numerous role-playing situations associated with multiple modeling of pedagogical situations that influence the student in a certain way and require him to realize himself in accordance with his abilities, social and personal interests, and ultimately as a result, they contribute to motivational readiness for activities in the chosen profession. This understanding of the specifics of the professional activity of teachers was based on the development of the program for the development of students' motivational sphere.

Separately, in our opinion, within the framework of the initiated study, we should emphasize the peculiarities of the formation of motivational readiness of future teachers from the point of view of morality. First, attention should be focused on the formation of the moral foundations of the teacher's personality; secondly, it

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is important to determine the most important aspects of interaction between teachers and students in the process of forming the motivational readiness of future teachers for professional activity. After all, the understanding by the subjects of the pedagogical process of the need to ensure this kind of readiness is an important perspective for the professional development of future teachers.

As already mentioned, motivation not only determines a person's activity, but also permeates almost all spheres of his mental activity. This circumstance dictates the need to use as indicators of motivation many direct, as well as indirect (so-called indirect) processes or criteria that allow taking into account the qualitative and quantitative characteristics of motivation. The list of the latter is given by M. Sh. Magomed-Eminov (2004) in the manual "General Psychodiagnostics" (Magomed-Eminov, p. 157-158). From 26 indicators and mediated processes, we selected:

1) direct evaluation of the subjects' ideas about the causes or features of behavior (cognitive representation);

2) the valence of the object (after making an attempt to diagnose some features of the motivational sphere through the identification of a system of motivating values relevant to motives);

3) formation and transformation of motives in the experiment.

Having set ourselves the task of choosing from a set of indicators the one that would be the most adequate to the research goals and at the same time could be measured, we stopped at the efficiency of the activity. The reliability of the indicated indicator comes from the principle of the unity of motivation and individual activity, which is reflected in the works of psychologists. K. O. Abulkhanova-Slavska (1980), C. L. Rubinshtein (1973), considering the process of personality formation in activity and analyzing the relationship between personality and activity, comes to the conclusion that not only the process itself changes, but also the attitude of the subject to the object. This means that the activity itself has a dynamic nature, that is, the life positions of the subject (attitude, motivation) towards the object change according to the activity.

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Programs and psychological-pedagogical conditions for the formation of motivational readiness of students for professional activities in a higher educational institution

In Ukraine universities

The program for the development of students' motivational sphere and the psychological and pedagogical conditions for the formation of their motivational readiness was implemented in the pedagogical process of three higher educational institutions.

The main goal of the first, stimulating and designing, stage of the program for the development of the students' motivational sphere was to acquaint the students with the future profession. At the first stage, the following psychological-pedagogical condition was implemented: the development of future teachers' attitude to pedagogical activity as a personal value. The content-organizational basis of the training of future teachers was a block of pedagogical and psychological disciplines aimed at the formation and development of educational and professional orientation (personal values, worldview, meaning of life) of future teachers on the basis of interaction between teachers and students. At this stage, the potential of open professional meaningful dialogue, characteristic of modern lecture forms of student education, was fully used. Thanks to the use of methods of dialogic presentation of the material, the teachers used professionally mediated personal-content situations related to the educational content of the disciplines and their place in the structure of the future professional activity of the students. In the future, these situations served as the basis for posing a professional-content problem, voicing different positions on the solution of which, the teacher provided each student with a certain space for internal dialogue and stimulated the emergence of direct personal feedback. For example, future teachers were offered two opposite approaches to the student as a participant in the educational process - traditional, "formative", according to which the student is the object of pedagogical influence, and personally oriented, aimed at his subjectivity, development of his potential

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abilities and qualities laid down by nature and their realization in the correspondingly created conditions.

When solving such pedagogical problems, students performed the following actions:

1) consideration of a certain situation as a specific moment in the development of a functioning integral pedagogical system;

2) highlighting the essential components of this system and their connections;

3) analysis of isolated components and connections that are interesting from the point of view of the goals of solving problematic problems-situations;

4) abstraction from irrelevant objects and connections, excluding them from the analysis;

5) defining the problem and establishing the boundaries of its solution (perhaps in alternative versions);

6) proposing hypotheses, preliminary determination of expected results;

7) coordination and clarification of both the necessary results and possible alternatives based on the heuristic selection criterion;

8) the search (selection) of alternative solutions from the point of view of the effectiveness of their pedagogical consequences, the process of substantiating the weight of arguments by proof;

9) the process of transforming information by deriving from the real characteristics of objects their deeper essential features, substantiating cause-and-effect relationships between phenomena (facts), etc.;

10) selection of the most optimal solution to the problem and its display in the form of initial contour landmarks;

11) decision-making taking into account the essential subjective and objective conditions of the organization of the educational process in a specific pedagogical system.

In the following classes, students were asked to come up with several pedagogical situations or to use those acquired from their own experience. The presence of students' creative pedagogical abilities was determined by the number

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and quality of solutions to the proposed situations. The process of professional and meaningful development of future teachers under such an approach had a probabilistic-variable character, which manifested itself in providing students with a choice of approaches to solving the problems. We also note that any of them could be perceived and interpreted differently by students who analyzed and evaluated it based on their own personal positions. Therefore, at this stage it was important to teach students to present and justify their vision and understanding of the pedagogical situation.

Also, at the first stage of the implementation of the program, teachers widely used the form of active professional meaningful dialogue in practical and extracurricular classes when communicating with students. When using it, teachers and students jointly chose topics for discussion, as a result of which actual professional content problems related to the educational topic were produced. This form involved creative participation of the teacher in the choice of approaches, interpretations, deep personal experience of the discussed problem, active expression of his vision of the problem, convincing the students of its correctness. We note that such an organization of the educational process was accompanied by a clash of different, sometimes opposing positions, which contributed to the creation of an atmosphere of joint creative search, provided for a moral and ethical assessment of various facts, phenomena and processes related to future professional activity. The organization of such a dialogue contributed to a deep understanding and emotionally rich experience by students of various value-content contradictions and problems, awareness of their own views and understanding of the position of others. So, for example, important importance was attached to the students' discussion of the reasons for choosing the teaching profession, which involved the discussion of the following questions: Why did you choose a pedagogical higher educational institution for admission? Can the teaching profession be called prestigious? What do you like about your future profession? What difficulties do you see in it? What, in your opinion, needs to be done in order to raise the prestige of the teaching profession? etc. During such a presentation, students were given the opportunity to express and realize their ideas about the

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profession of a teacher, its functions and requirements for it at the current stage of the development of society, its social significance, about the interaction of a teacher and pupils, about the role of the school in the life of modern society, and at the same time to project all these issues on yourself, on your life and professional prospects. Such a discussion was conducted in various forms, namely: in the form of a heuristic conversation, discussion, round table, brainstorming.

They also resorted to the discussion of actual problems of the real practice of schooling and education of students, which reflected existing serious contradictions. At the same time, the formation of dialogic interaction as a way of understanding the content of educational practice was important. At the same time, the following tasks were solved:

1) stimulating interest in dialogue as a method of learning the specifics of pedagogical activity;

2) development of abilities to be and to be aware of oneself as a subject of pedagogical interaction;

3) establishment of dialogic creative relationships in the process of joint activity;

4) formation of the experience of dialogic understanding of the meaning of professional activity. All tasks were solved by the teacher in the process of subject-subject interaction with students, in which both the teacher himself and his educational discipline served to realize the essence of pedagogical education and the pedagogical profession.

At this stage, students were also offered to speak to the audience on the following topics: "Why I chose the profession of a teacher", "The beauty of pedagogical action", "Is it easy to be happy with the profession of a teacher?" ", "Horizons of pedagogical success", "My ideal of a teacher", "My vision of a modern teacher". The lecture materials, recommended literature, tasks completed in the process of self-training served as the basis for the speech. In the speech, the students clarified their position according to the following algorithm:

a) own understanding of the meaning of the teaching profession and one's future in it;

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b) identification of the main problems of professional and pedagogical activity and a subjective vision of their solution;

c) awareness of one's own educational and professional orientation in modern conditions.

After the individual performances of the students, a collective discussion was held (the logic of the speeches, their content, the persuasiveness of the evidence, interaction with the audience), which contributed to the formation of the experience of their understanding of the values of pedagogical activity, and the students also conducted a reflective analysis (how the interaction with the audience took place, control over the situation during of the performance, difficulties and positive achievements during the performance, what exactly I would like to change, etc.). Summing up the general results of the lesson, the teacher promoted the activation of the process of professional self-determination of students as future teachers, focused students' attention on the fact that the profession of a teacher is a historically fixed reality that must change in accordance with changing socio-cultural conditions; student ideas cannot cover all the complexity and multifacetedness of pedagogical activity, high adaptability, long-term work on one's own creative self-realization and spiritual self-development is required.

The goal of the second – educational and activity – stage of the program for the development of students' motivational sphere was to enrich students' psychological and pedagogical knowledge and skills in order to form motivational readiness for professional activity and a conscious attitude to their capabilities (Yablonskyi, 2018).

The leading tasks were:

1. Actualization of future teachers' need for professional self-knowledge.

2. Development of professional and pedagogical motivation in educational activities and during pedagogical practice.

3. Formation of guidelines for value and evaluative attitude to future professional activity.

At this stage, the following psychological-pedagogical condition was implemented: provision during professional training of a prognostic function

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through personally oriented interaction in the process of implementing individual educational trajectories of students. The form of implementation was the organization of students' reflexive and meaningful activity, their internal dialogue, in the process of which self-discovery and self-evaluation of their professionally significant qualities was carried out, professionally mediated self-development was stimulated. This form was used by teachers during educational, extracurricular and individual work with students. It provided for the use of the method of setting and solving by future teachers reflective and substantive problems relevant to them regarding the course and results of their educational and educational-professional activities and behavior through self-diagnosis, self-analysis and self-evaluation. Students were given the opportunity to realize their own Self, to find answers to numerous relevant life and professional questions: What is my mission on Earth? What are my possibilities as a person and a future teacher? Where is my place in this life? How do people in society treat me? What is my value as a person and a future teacher? What is important for me and what is not important in life and future professional activity? Such a discussion was conducted in various forms, namely: in the form of writing mini-works, essays, letters, keeping diaries, the use of which allowed tactfully, without trying to put pressure on the student's personality, to reveal the peculiarities of self-awareness and self-attitude of future teachers.

At the second stage of program implementation, an important role was also played by the use of active learning methods that were used in the process of formulating and making pedagogical management decisions, as well as students' assimilation of the main professional role positions and related functions-tasks in the structure of collective educational activities during pedagogical practice in general and practice in summer recreation camps in particular.

At the same time, they relied on an understanding of the essence of active methods presented by V. G. Loos (1982): "The essence of active methods is not in teaching actions in certain conditions, but in creating an internal orientation to the need for psychologically competent actions and stimulating their search in everyday communicative activity" (Loos, p.74). Such basic methods of active training of the future teacher are the method of analyzing significant situations and the method of

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business game. Pedagogical business games, the main task of which is the formation of future teachers' skills to implement their professional and pedagogical ideas and projects, to transfer knowledge to students, to evaluate their learning, to stimulate them in further activities, can be considered a specification of the role-playing method.

Note that the method of analyzing significant situations was systematically used in the following two forms: 1) retrospective and 2) prospective. The retrospective form provided for the use of this method when writing the reports of the counselors on duty when summing up the results of the day and in the process of analyzing the educational activities conducted by the students. The prospective form of application of the method of analyzing significant situations was used in the prospective and operational planning of the activities of the summer recreation camp in general.

During pedagogical practice, business games were also actively used, the content of which involved the playing of various micro-situations of school life, for example: "Late for class", "Not doing homework", "Tricky question", "The principal's conversation with the violator", "Lesson", " Class meetings", "Pedrada", etc. Such situations were lost several times, while there was a constant change of their participants. Note that the game was played without a pre-prepared scenario. The brief instructions given to each participant allowed not only the main "active persons" but also all other participants to be actively involved in the process. This achieved the actualization of the need for professional self-knowledge and formed an evaluative attitude towards future professional activity.

An important role in the professional self-knowledge of students at this stage was played by their assimilation of the main professional role positions and related functions-tasks in the structure of collective educational activity. It should be noted that the students had the opportunity to develop structural and organizational models of the educational work of the summer recreation camp, which led to their early preparation for leading children's squads, which differ in age and professional orientations. The situation when there was a change of counselors in squads (that is, trainee students during the shift were appointed counselors of the squad for

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which they were not prepared to lead at the preparatory stage) caused certain difficulties and, accordingly, stimulated a creative approach to educational activities, the manifestation of individual capabilities, interests, abilities, inclinations and instructions for interaction with children of different ages.

During such a replacement, the teachers' attention was focused on the invariance of functions-operations of the individual pedagogical activity of each student who was in one or another professional-pedagogical position, which contributed to the development of future teachers' idea of the generalized structure of general pedagogical skills. In fact, one of the most important creative tasks during the change of counselors in the units was to provide a kind of "filling" of previously learned heuristic schemes for solving pedagogical situations with concrete, often new and unexpected, life content.

The goal of the third – reproductive-reflexive – stage of the program for the development of students' motivational sphere was the formation of a holistic idea of themselves as a teacher-specialist in future teachers; reflection of acquired professional experience of pedagogical activity. The following tasks were supposed to be solved:

1. Stabilization and correction of the formed psychological and pedagogical knowledge and skills through the introduction of an additional block to the discipline "Management Psychology", development of professional reflection of future teachers.

2. Students' awareness of their professionally significant qualities, evaluation and self-evaluation of the acquired experience of teaching activities.

3. The formation of sustainable professional motives during the implementation of motivationally oriented psychological training "Motivation of one's own life and professional achievement".

At the third stage of the program, the following psychological-pedagogical condition was implemented: the formation of professionally determined motivation for higher education, focused on self-actualization of individual values and pedagogically significant qualities with their inclusion in the personal context and

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professional image of the future teacher. At this stage of formation of students' motivational readiness for professional activity, traditional and interactive learning, pedagogical practice, independent and extracurricular work were used.

The development of an additional unit to the discipline "Management Psychology" was carried out taking into account the following principles:

– concentrism (made it possible to establish a connection between the known and the unknown, to develop, expand, and systematize students' ideas about the psychological significance of the professional motivation of the manager, which contributes to the actualization of professional self-knowledge and reflection);

– the transition from simple to complex, from known to unknown or little-known (made it possible to gradually expand students' ideas about the motivation of activity as a factor of activity efficiency;

– ensuring positive motivation (consolidates interest in the content of the teacher's professional activity, ensures the realization of students' desire for creative self-realization in activities);

– the principle of student self-development (based on the social situation of personality development in youth: the desire for independence in life and educational and professional situations).

In the selection and structuring of the content of the additional block to the discipline "Psychology of management", we proceeded from the desire to bring it closer to the modern achievements of science, the relationship between psychological reality and the social demands of society on the teacher, from the peculiarities of the impact on the quality of the joint result of the activity of the teacher and the student and providing students opportunities for self-analysis of the level of pedagogical knowledge and skills, as well as satisfaction with the choice of profession. The block contributed to the understanding and generalization of theoretical and applied knowledge from the psychology of motivation for the purpose of further use in future professional and pedagogical activities. All material offered to students was grouped into three mini-blocks. The first of them provided for a number of tasks to use students' knowledge of psychological disciplines

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(general, age-related, pedagogical, social psychology and psychodiagnostics) in various professional and educational situations, as well as tasks for the development of professional reflection of future teachers. We will give examples of such tasks: to determine and compare the individual styles of activity of teachers of secondary schools; choose pedagogical tools for managing students' motivational states in class (Dovbnia, S. O., Melnyk, N. I., and others, 2021); during the analysis of students' actions, name and justify the alleged motives of their behavior; to determine various predictable subjective and objective factors of the teacher's evaluation of the results of the students' actions in a situation of conflict with the teacher (with peers, with parents, etc.); perform a psychological self-diagnosis of the motives for studying at a university and choosing a teaching profession; determine the main strategies for motivating the activities of employees of educational institutions; to explain the reasons and motives for frustration among employees of educational institutions; to breed and name motivating factors and demotivating factors.

The second mini-block included tasks aimed at using pedagogical knowledge from the theory of education and teaching methods. Here are examples of such tasks (Artemova, Melnyk, 2021): identify pedagogical problems that concern modern society (make a message according to the following algorithm: formulation of the problem and justification of its isolation; reasons for the exacerbation of the problem at the current stage; a theoretical idea that can be used in solving the problem; necessary resources (social, political, economic, pedagogical, psychological, etc.); examples of practical problem solving); motivate the need to study the peculiarities of education as a pedagogical process; motivate the need to study the negative and positive effects of the social environment on the student's personality; determine the disadvantages and advantages of negative and positive strategies for ensuring the motivation of employees of educational institutions; find out what is common and what is different in the processes of socialization and personality development; determine how learning motives are related to social aspects of educational activity; determine the motives of the teacher's activity in the educational process; explain how a teacher can sufficiently objectively evaluate the

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results of his activity; It is quite common in the practice of school education for teachers to ignore the social experience of children.

The third mini-block included tasks related to solving educational (scientific) problems. We will give examples of such scientific tasks: to investigate the level of social and psychological climate in the student body; identify the leading type of career orientations of students in the group; to diagnose the student's ability for self-development; identify the leadership style of the school director; determine the style of behavior of the teacher's personality in a conflict with colleagues; to explore the ability to manage one's behavior in complex, critical situations of social interaction; to investigate the level of empathy of students in the group; determine the factors that stimulate and hinder the development and self-development of teachers at school; using materials from Internet resources to analyze information and formulate their vision of the typical characteristics of a successful teacher (successful manager, successful student) of an educational institution in modern Western society.

Motivational-oriented psychological training provided for the possibility of using professionally oriented exercises and game roles that influenced the motivational sphere of future teachers. In the process of their implementation, new motives appeared, their subordination was built, and values changed. Conducting training contributed to the identification of behavioral motives among students, which are important primarily for them, which created correction situations and contributed to the formation of motivational readiness for professional activity. In the process of conducting classes, the development of professional motivation took place, which contributed to self-actualization, self-understanding of each student's personality, development of psychological competence, influencing personal and professional development. All this constituted a specific effect that distinguished motivationally oriented psychological training from other forms of training. We note that self-esteem, the level of personal and professional aspirations of students are formed during the training in the active interaction of the student group and the teacher, as each student tries to occupy the social position that, in his opinion, he

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deserves. Accordingly, the participants of the training had a powerful motivational incentive to achieve success and interest in the activity.

The training "Motivation of one's own life and professional achievement" was aimed at the development of students:

– professionally important qualities;

– teacher's value system;

– a professionally oriented hierarchy of motives in the structure of student motivation;

– predicting one's professional future and overcoming anxiety about it;

– mastering the techniques of motivating oneself and others, the ability to use them in future professional activities;

– approval motivations and need for achievements;

– the ability to professional reflection, to self-evaluation, the ability to determine professional perspectives and goals.

Also, the training made it possible to solve the task of correcting non-productive instructions in the field of communication, increased the level of self-awareness, the development of interaction skills in communication, the ability to verbally analyze classes, which is especially important for the teacher's professional activity.

In European universities

Teaching the teachers: Good practices to inspire educators in intercultural settings

Creating communities of practice, involving educators of different backgrounds, and allowing for personal reflexivity in a flexible curriculum are just a few elements that can make an intercultural classroom more inclusive.

This emerges from a new report from the JRC's INNO4DIV project, which analysed 21 innovative cases for developing teachers' intercultural and democratic competences and was published on the occasion of the European Diversity Month.

The report comes out at a time when the EU, welcoming an ever-increasing number of people who flee Russia's military aggression against Ukraine, is once

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again reminded how crucial inclusive education proves to be in intercultural settings. The sense of belonging that inclusivity can foster is key to developing the civic mindset of children from diverse backgrounds, and thus to nurturing a healthy democracy.

The 21 cases were handpicked by the International Association for Intercultural Education and Universidad Católica de Valencia San Vicente Mártir along the criteria formulated in an earlier report of the INNO4DIV project, such as innovativeness, effectiveness, transferability, and sustainability, aiming to cover the nine key enabling components for teachers' intercultural competence development. These were drawn from a literature review and aligned to the Council of Europe's Reference Framework of Competences for Democratic Culture.

Nine Key Enabling Components for IDC development in Teacher Education

1.   Common understanding of Intercultural and Democratic Competence (IDC), interculturality, cultural diversity, European values, and ethics of human dignity.

2.   Supporting educational policies contributing to the development of sustainable partnerships among different stakeholders.

3.   Effective initial teacher education based on experiential knowledge, critical thinking and meaningful learning.

4.   Teachers' continuing professional development (CPD) with high quality IDC programmes and projects that incorporate cultural diversity as a resource for learning and teaching.

5.   Culturally responsive, transversal and flexible curriculum model based on multi-perceptivity and on a holistic approach.

6.   Engaging intercultural responsive pedagogies.

7.   Availability of digital and blended learning resources and of adaptable tools for different educational settings and cultural contexts. Free and open access to teaching and learning resources, materials and platforms.

8.   Whole School Approach (WSA) and community of practice.

9.   Teacher educators with experiential intercultural knowledge and understanding.

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The first of these components is centred on the common understanding of what intercultural and democratic competence actually means. For example, the Erasmus + funded project Children's Voices for a New Human Space overcame disparate concepts of inclusivity by introducing a new reference framework, making a cross-cutting approach possible. Interculturality was not taught as a single subject but transversally.

The second key enabling component refers to the partnerships that educational stakeholders set up among themselves, leading to the emergence of professional networks and communities of practice. As an example of this, the social education policy introduced by the Romanian Ministry of Education brought about a valuable synergy between the ministry and teacher education institutions, creating materials later used to boost secondary school teachers' capacity to teach an intercultural-based subject.

Another component is about making sure that teachers come into contact with diversity already during their education, by encouraging, as the Diversity Internship in Belgium's Catholic University of Leuven does, a critical review of social justice concerns and self-reflection on own preconceptions. Going further, the fourth component is the teachers' direct experience with interculturality. The Pestalozzi Programme – Strengthening education for democracy attached value to diverse backgrounds, selecting participants from different EU Member States.

The fifth key enabling component focuses on triggering intercultural thinking by a culturally responsive curriculum. In this sense, the Intercultural Mediation Programme implemented in Croatian post-conflict societies starts with an open curriculum in which participants can integrate culturally diverse elements.

Similarly, the sixth component is about responsive pedagogies, stressing the importance of the dialogue between the teacher and the students, leaving room for open questions, ambiguity, and critical thinking. The Philosophy for Children project prepares teachers to promote critical, creative and caring thinking among students.

The availability of digital and blended learning tools is another key component. In this vein, the Intercultura Assessment Protocol uses a ready-to-use validated instrument for measuring intercultural competence.

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The eighth component addressing the whole school approach stresses the involvement of local authorities, the community, academics, or local NGOs in teaching. In one successful project, the Learning to Live Together Arigatou International Programme, school systems were supported by faith leaders and the NGOs of the community.

Finally, the crucial role of teacher educators with experiential intercultural competence is one of the focus of the European Wergeland Centre, set up by the Council of Europe and the Norwegian government. It promotes experiential learning, whereby teachers develop their intercultural competences through peer exchange with educators from other cultural contexts.

The 21 cases of good practices could serve as an inspiration for making diverse classrooms more inclusive, avoiding social fragmentation and the formation of parallel communities plagued by mutual prejudice-based mistrust. They could enable all children to grow up to be active, responsible, and open-minded members of society – a worthy goal amidst the high levels of polarisation in the EU, diminishing satisfaction with democracy, and identity issues becoming prevalent.

Studying good examples can also bring the EU closer to achieving the goals of the 2018 Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching. Continuing this work, the JRC will publish another INNO4DIV report around the summer, with practical recommendations for policy-makers, practitioners and researchers (Teaching the teachers, 2023).

LUND UNIversity, Sweden

The learning environment and teaching style

Many international students find the learning environment and teaching style to be different in Sweden. Below you will find a summary of what to expect.

Studying in Sweden and at Lund University

Home of the Nobel Prize – the world's most prestigious academic distinction – Sweden is ranked as one of the best countries in the world when it comes to

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providing higher education. As one of the world's most creative countries, Sweden has a proud tradition of innovation and entrepreneurship.

An open environment

Students experience an open, informal study environment with teachers and students usually on a first-name basis. The traditional academic hierarchy is replaced by a more collaborative approach, where students are respected as junior colleagues and their opinions valued and encouraged by more experienced peers. This approach encourages dialogue and collaboration between students and teachers and creates opportunities to bring forward new ideas and innovations.

Student-centred education

The student is at the centre of the education provided at Lund University. There is a lot of support in terms of pedagogy and the teachers make themselves available to help students and ensure course content is fully understood. There is a focus on enabling students to develop their critical and analytical thinking skills, independent research skills, group work, problem-solving and leadership skills so as to prepare them for their career.

International class

Lund University is proud to have a strong international profile – we attract students from over 130 countries. This creates global classroom environments where students encounter different cultural perspectives and start to build their international network.

Course load

Studies at Lund University are usually undertaken one course (unit/module) at a time, with an examination or essay at the end of each individual course. Studies at the Faculty of Engineering are an exception in that two or more courses are often studied in parallel. Courses can be anything from two to 20 weeks long, with five, 10 and 20 weeks being the most common lengths.

Lectures

The most common form of instruction is lectures to groups of 25–30 students. Attendance at lectures is required but students are also expected to work independently and develop an in-depth knowledge of their subject through

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independent study. Some courses, mainly in engineering, have as many as 30 formal lecture hours per week as well as laboratory work, while some, for example in the social sciences, may have as little as 10 hours, and rely more on the students' individual reading.

Independent study

A large part of the learning process takes place outside the classroom as students read and discuss the course material with each other. Students at Lund University are trained to efficiently assess large amounts of information. Study techniques are taught in the classroom and also by study advisors and through workshops.

Group work

Group work is common for many of our degree programmes. The goal is for students to practise teamwork in small groups, across different cultures within the class, and also to develop problem-solving and leadership skills. Group work is an important aspect of the learning experience in order to simulate the real dynamics of an international workplace.

Case studies and guest speakers

The teaching methods used focus on the critical analysis of the course content with the use of real case studies wherever possible. International guest lecturers and speakers from business, government, NGOs and research regularly feature as part of the curriculum to further connect studies to the professional world. The University is located in the dynamic Lund–Malmö region; Malmö was named one of the most inventive cities in the world by Forbes. The region hosts an impressive breadth of global companies and a unique, world-class environment for technology, knowledge, innovation and entrepreneurship.

Research-intensive university setting

Education at Lund University is closely aligned to current research, often drawing on the interdisciplinary research approach that has helped secure Lund University's place as Sweden's strongest research university. Lund University educates some 40 000 students per year, and close to 60% of the University's budget

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goes to research, illustrating our commitment to being one of the world's top research-intensive universities.

Critical thinking and freedom of mind

Critical thinking and freedom of mind are the cornerstones of academic life at Lund University.

By critical thinking we mean the ability to assess information on different topics and to form independent and well-informed opinions; to scrutinise and question beliefs that are sometimes taken for granted; to revise opinions in the light of new evidence or knowledge; and to give and receive criticism in a constructive and generous manner, as well as the readiness to engage in discussion with fellow students and to learn from others.

By freedom of mind we mean the ability to liberate oneself from narrow-minded and conventional wisdom, to value the authenticity of ideas and experiences in whatever shape they may come, and to appreciate and seek fresh perspectives on old ideas; in short, the ability to think 'outside the box'.

Critical thinking and freedom of mind are stimulated in all activities at the University. In seminars, workshops and experiments, students analyse and present solutions to given problems and assignments. Theoretical concepts are tested in practical situations, and practical experiences are employed to develop and enrich theory (Reid & others, 2008).

Discussions

At the same time, despite the sufficiently broad coverage of aspects of the problem of psychological readiness for work, many issues remain insufficiently studied. They can be briefly systematized as follows:

1. Insufficiently developed conceptual apparatus. Thus, the relationship between the concepts of "psychological readiness", "professional suitability", "professional preparedness", etc. is not fully established. The relationship and difference between different types of readiness that are found in scientific literature (psychological, moral, professional, etc.) is

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not completely clear. The relationship between the phenomena of short-term and long-term readiness, as well as mental state and psychological quality, has not been fully clarified.

2. Despite the large number of works devoted to the systemic approach and structural analysis of readiness for activity, a consensus has not yet been reached regarding the understanding of this phenomenon as a system and its system-creating factors. There is a great discrepancy in the interpretation of various structures of psychological readiness for work.

3. The specificity of readiness for many types of professional activity is insufficiently studied. This applies primarily to professions belonging to the types "man-man", "man-nature", "man-artistic image".

4. There is a lack of research devoted to the genesis of this phenomenon, the specifics of the formation and manifestation of psychological readiness for work at different age stages.

5. Despite the development of psychodiagnostics, which studies various components of readiness for activity, the problem of diagnosing a holistic manifestation of psychological readiness remains unsolved.

In the initiated research, an attempt was made to overcome the shortcomings in the development of the problem of readiness for activity, which relate to the clarification of the concept of "motivational readiness", as well as the structural analysis of this phenomenon, which allows for the identification of systematic components in its structure. Stimulation of the latter by teachers will allow the formation of motivational readiness for activity, both long-term (sustainable), which is a synthesis of professionally important qualities and values of the individual, and dynamic (temporary), which is a situational psychological state.

We take as a basis the personality structure proposed by K. K. Platonov (Platonov, K. K., 1972). It includes the following hierarchy of substructures:

1) personality orientation (beliefs, worldview, ideals, aspirations, interests, desires);

2) experience (habits, abilities, skills, knowledge);

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3) peculiarities of mental processes (attention, perception, memory, thinking, will, feelings);

4) bio psychological properties (temperament, sexual, age-related, physiologically determined properties); as well as superimposed substructures of abilities and character 160. This structure is well suited to the characterization of readiness for activity as a purposeful manifestation of personality. The structure of readiness contains basically the same components that the structure of personality has and which are considered in relation to activity.

After getting acquainted with different points of view and approaches to the interpretation of the concept of "psychological readiness of an individual for professional activity", it can be stated: there is readiness as a set of personal properties and readiness as a set of mental states. It would seem that these two views are completely different, but in fact they describe different sides of the main phenomenon, in which both properties and states are interconnected. The difference is that in different types of activity, either short-term or long-term readiness may be more relevant.

When analyzing the short-term state of readiness, even in such activities where it plays a primary role (for example, the readiness of an athlete for a competition or the readiness of an operator to perform a task), we cannot do without consideration of personal attributes that contribute to the creation of the necessary states. Short-term psychological readiness for activity is a functional center (edge) of long-term readiness, in which all professional qualities and attributes of the individual are mobilized, professional knowledge and skills are actualized. Long-term readiness is the foundation for short-term, without it the desired state does not arise. Creating a short-term state of readiness is preceded by long-term preparation.

On the other hand, a set of properties, personal qualities and professional knowledge and skills cannot be considered long-term readiness for activity, if it is not a developed system that has a dynamic functional structure. Such a system can function only when solving specific activity tasks, when a certain mental state helps

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to activate personal qualities, affects the effectiveness of the individual's involvement in the activity and its performance. Outside the context of activity, this system is just a simple set of qualities.

In the psychological literature devoted to readiness for activity, there are many different concepts: moral and psychological, volitional, mobilization, professional readiness, etc. There are no clear criteria of difference and similarity between these terms. To improve terminological clarity, it is necessary to consider readiness for work in the context of a broader concept. Obviously, readiness for professional activity is a specific case of readiness for any personal activity (although the concepts of "activity" and "activity" are very close: in some languages, for example, English and French, they are denoted by one word). In contrast to the behaviorist approach, we consider not the unequivocal impact of external stimuli on human behavior, but one in which external causes act through internal conditions. In this case, readiness for activity should be understood as a set of internal conditions of a person, which allow to show this activity whenever it becomes necessary under external circumstances.

As already begun, the simplest mechanisms of readiness are instincts and dynamic stereotypes, which allow for directed activity under the influence of certain stimuli. Another elementary form of readiness, which is, however, at a higher personal level, is instruction. In the simplest cases, activity is directly caused by appropriate stimuli, but is determined not so much by them as by internal conditions, and differs from reactivity, where the reaction is completely determined by external influences. In more complex cases, the effect of the stimulus is mediated, and sometimes significantly delayed. However, this influence exists because readiness not only accompanies but also precedes activity, being a kind of pre-activity, and the transition to activity is possible only in conditions and circumstances adequate for it and in the presence of sufficient motives.

Dynamic stereotypes are not only the simplest forms of readiness, but also the basis for its higher forms. According to M. I. Dyachenko (1985), the psychophysiological and neurophysiological bases of readiness for activity are dynamic stereotypes formed according to the principle of conditioned-reflex

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connections, as well as more complex central-peripheral nervous formations - functional systems of human behavior and activity. In this, the frontal areas of the large hemispheres of the brain, which participate in the formation of voluntary and purposeful behavior, play the greatest role. Functional systems determine the quality side of the city. The following working definition of readiness can be given, which summarizes the definitions available in the literature and is based on: the psychological readiness of an individual for professional activity is a purposeful expression personality, which includes a system of professional knowledge, abilities and skills, needs, motives, psychological qualities, instructions and states of the personality, which allows one to successfully engage in professional activity and carry it out in an optimal way for a certain activity and for a specific personality.

Understanding readiness as a set of internal conditions necessary for successful activity involves highlighting the most important among them. Obviously, the most important conditions of activity can be those that determine the content side of the activity itself. It is impossible to be ready for activity without knowing what needs to be done, without being able to solve certain activity tasks.

According to the research of V.O. Molyako (1985), the strategy of solving a creative task is the basis of the highest professional level of psychological readiness for work. The developed strategy precisely determines the substantive aspect of readiness for activity. Readiness necessarily implies the existence of a certain program that exists in an ideal form and determines the direction and nature of further activities. This program is based on the operational system of activity (professional knowledge, skills and abilities) and includes anticipation processes. So, in a generalized form, readiness is: a) the final product of professional training for a certain type of professional activity; b) the status of a person as a specialist (professional) and as a condition for his involvement in professional activity.

Conclusions

As evidenced by the analysis of the research results, it was important at this stage to involve students in the educational-professional dialogue, which is

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characterized by such signs as problematic, the presence of a situation of creative search, a sense of mutual understanding between the participants of the dialogue, respect for the opinion of others, which requires a certain decentrtion. Educational and professional dialogue stimulated independent thinking, created a space for communication, and activated the application of knowledge already acquired by students. Work in small groups, as well as the "brainstorming" method, which allowed to significantly increase the creative activity of students in a short time, proved to be effective. At the same time, it was noticed that it is not easy for students to depart from existing stereotypes in solving any problem and to offer a new, original solution that goes beyond the possible. In general, the "brainstorming" that was used in seminars, laboratory-practical classes included the following stages: preparatory – defining the conditions of group work (group rules and time budget), creating several groups of "idea generators" and groups of "experts", formulating the problem to be solved; basic ("brainstorming") – problem solving, maximum manifestation of creative possibilities, free expression of ideas, recording of all expressed ideas; revision - on the basis of defined criteria, "experts" chose the best ideas (up to 10 minutes); final – discussion of the work, substantiation and presentation of the best ideas, recommendation for their practical implementation. The participants of the "brainstorming" were placed in a circle in the auditorium. "Experts" were located outside the circle, monitored the work and recorded all statements based on the need to receive the largest number of ideas. The teacher managed the course of work, but did not exert any pressure on the participants.

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