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STRUCTURE OF READINESS FOR PROFESSIONAL ACTIVITY OF A PSYCHOLOGIST

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The relevance of the study is due to the rapidly growing need for specialists who are able to quickly navigate the internal needs of the individual and their value orientations. Successful fulfillment of professional duties by a psychologist is based on a deep understanding of their role and responsibility, which is possible only under conditions of a high level of readiness for professional activity.

The Aim is to theoretically substantiate the structure of a psychologist's readiness for professional activity.

Results. The definition of a psychologist's readiness for professional activity is given. The structure of the components of a psychologist's readiness for professional activity is characterized.



***Conclusions.** A psychologist's readiness for professional activity is a phenomenon that contains an ordered set of motivational, value-semantic, emotional-volitional, cognitive and other regulatory properties, determined by cognitive interest in the consciously chosen profession of a psychologist, professional orientation, positive attitude towards this profession, attitude to mastering professional skills, professionally significant qualities and abilities of the individual. The structure of a psychologist's readiness for professional activity contains motivational, operational, socio-psychological, personal, emotional-volitional and epistemological and moral-value components. The motivational component of a psychologist's readiness for professional activity involves cognitive interest in the profession, internal motivation and the provision of psychological assistance and the attitude to master professional skills. The operational component of a psychologist's readiness for professional activity involves a set of skills and abilities that ensure the effectiveness of the psychologist's solution of practical tasks of professional activity. The socio-psychological component of a psychologist's readiness for professional activity is understood by us as the development of social intelligence, communicative maturity, the ability to effectively interact in a team, and constructive conflict resolution. The emotional-volitional component of a psychologist's readiness for professional activity includes emotional intelligence and creativity, emotional stability, balance, the ability to self-regulation and self-organization, purposefulness, perseverance, and responsibility. The epistemological component of a psychologist's readiness for professional activity is defined by us as awareness of psychological science and practice, a sufficient level of intellectual development to solve psychological problems. The moral and value component of a psychologist's readiness for professional activity involves an axiological component that is revealed in the ethics of the psychologist's professional activity, a value attitude towards the profession, beliefs and views based on humanistic values.*

Keywords: *psychologist, readiness for professional activity, professional motivation, professional competence, professional orientation, professional skill.*

Структура готовності до професійної діяльності психолога

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Актуальність дослідження зумовлена потребою в спеціалістах, здатних оперативно орієнтуватися на внутрішні потреби особистості та її ціннісні орієнтири, стрімко зро стає. Успішне виконання професійних обов'язків психологом базується на глибокому розумінні своєї ролі та відповідальності, що можливо лише за умов високого рівня готовності до професійної діяльності.

Мета – теоретично обґрунтувати структуру готовності психолога до професійної діяльності.

Результати. Подано визначення готовності до професійної діяльності психолога. Охарактеризовано структурі компоненти готовності до професійної діяльності психолога.

Висновки. Готовність психолога до професійної діяльності – феномен, що містить впорядковану сукупність мотиваційних, ціннісно-сміслових, емоційно-вольових, когнітивних та інших регуляторних властивостей, зумовлених пізнавальним інтересом до свідомо обраної професії психолога, професійною спрямованістю, позитивне ставлення до даної професії, установка на оволодіння професійною майстерністю, професійно значущими якостям та здатностями особистості.

Структура готовності психолога до професійної діяльності містить мотиваційний, операційний, соціально-психологічний, емоційно-вольовий та гносеологічний та морально-ціннісний компоненти.

Мотиваційний компонент готовності психолога до професійної діяльності передбачає пізнавальний інтерес до професії, внутрішню вмотивованість та здійснення психологічної допомоги та установку на оволодіння професійною майстерністю.



Операційний компонент готовності психолога до професійної діяльності передбачає сукупність умінь та навичок, що забезпечують ефективність вирішення психологом практичних завдань професійної діяльності.

Соціально-психологічний компонент готовності психолога до професійної діяльності нами розуміється як розвинутість соціального інтелекту, комунікативна зрілість, здатність до ефективної взаємодії в команді, конструктивне вирішення конфліктів.

Емоційно-вольовий компонент готовності психолога до професійної діяльності містить емоційний інтелект та креативність, емоційну стійкість, урівноваженість, здатність до саморегуляції та самоорганізації, цілеспрямованість, наполегливість, відповідальність.

Гносеологічний компонент готовності психолога до професійної діяльності нами визначено як обізнаність у психологічній науці та практиці, достатній рівень інтелектуального розвитку для вирішення психологічних проблем.

Морально-ціннісний компонент готовності психолога до професійної діяльності передбачає аксіологічну компонентність, що розкривається в етиці професійної діяльності психолога, ціннісному ставленні до професії, переконаннях та поглядах, заснованих на гуманістичних цінностях.

Ключові слова: психолог, готовність до професійної діяльності, професійна мотивація, професійна компетентність, професійна спрямованість, професійна майстерність.

Introduction. The modern reality in Ukraine, burdened by war, economic instability and destructive informational pressure, presents new challenges to specialists in the field of psychology. The need for specialists capable of quickly focusing on the internal needs of a person and his value orientations is rapidly growing. The successful performance of professional duties by a psychologist is based on a deep understanding of one's role and responsibility, which

is possible only under the conditions of a high level of moral development of the individual. In this regard, the system of higher education should be aimed not only at the formation of professional knowledge, but also at the comprehensive development of moral qualities of future specialists. "At the same time," O. Romanenko points out, "despite a sufficient number of methodological and theoretical developments, the creation of ergonomic diagnostic programs that allow obtaining information on the structural components of readiness for educational and professional activity and monitoring the dynamics of its development is relevant in the practice of psychologist work today" (Romanenko, 2025). According to the researcher, the analysis of individual characteristics of students, which are the basis of their future professional success, acquires special importance. Psychological readiness for future activity is formed as a set of characteristics that determine the ability of a future psychologist to see himself as an active participant in professional interaction even at the stage of obtaining an education (Romanenko, 2025).

The **Aim** is to theoretically substantiate the structure of a psychologist's readiness for professional activity.

Results. Readiness is the actualization of an individual's capabilities at a specific moment to perform a successful action, an internal adjustment to a certain behavior when performing educational and work tasks, an instruction for active actions (cited by Matiykiv, 2019).

Readiness for professional activity in the field of psychology is considered as a holistic internal setting of the individual, which combines consistency in motivation, outlook and practical skills. One of the key aspects of this readiness is the integration of knowledge, skills and personal traits that form a professional identity (Spysia, 2025).

S. Mul (2016) considers readiness for professional activity as a set of personality qualities that ensure successful performance of professional functions. It contains various types of attitudes towards

the awareness of a professional task, models of probabilistic behavior, determination of specific methods of activity, assessment of one's own capabilities in accordance with future difficulties and the need for a result. Readiness for work is the formation of moral and psychological qualities of an individual, which determine the attitude to professional activity and ensure its successful performance (Khurtenko, Yakymchuk, 2020).

The readiness of future psychologists for professional activity is the presence of motives for choosing the profession of a psychologist, professional orientation (positive attitude towards this profession, attitude towards professional activity), professionally significant personality qualities; a wide range of special knowledge and skills; the presence of emotional and volitional personality properties that contribute to its realization (Formation of readiness..., 2014).

The main approaches to studying the subject's psychological readiness for professional activity are personal, personal-activity and functional approaches (Zhvaniya, 2012). The generalization of the ideas of representatives of different approaches regarding the structure of psychological readiness for professional activity made it possible to determine such components as: personal, intellectual (cognitive), operational (instrumental), emotional-volitional, etc. (Zhvania, 2012).

The personal readiness of a psychologist is a complete system of personality formations, his beliefs, views, attitude towards others, emotional-volitional and sensory qualities, knowledge and acquired experience (Grelich, 2009). As A. Mudryk notes, "the personal readiness of the future psychologist for professional activity is a socio-cultural and psychological phenomenon that includes an ordered set of value-content regulators that ensure the firmness of his subject position and emotional and volitional states" (Mudryk, 2015: 59).

The process of formation of readiness for the professional activity of the future psychologist is the entry of the future specialist



into an expedient and planned increasingly complex professional activity. The effectiveness of this activity is determined by the presence and development in the process of pre-professional and professional training of such students' abilities: communicative, organizational, expressive, reflective (Khurtenko, Yakymchuk, 2020).

The structure of the personal level of readiness for professional activity among students - future psychologists is a complex synthesis of closely interconnected structural components. They include: motivational-value, emotional and cognitive (Khurtenko, Yakymchuk, 2020).

Researching the psychological readiness for professional activity of psychologists Zh.P. Virna (2013a) singles out such groups of properties (components of readiness) as: "personal, cognitive-operational, emotional-volitional, interactive (Virna2013a). S.D. Maksimenko and O.M. Pelekh (1994: 70) considers readiness for one or another type of activity as "a purposeful expression of an individual, which includes his beliefs, views, attitudes, motives, feelings, volitional and intellectual qualities, knowledge, skills, abilities, instructions."

V.Y. Bochelyuk suggested that the structure of a psychologist's psychological readiness for professional activity should include functionally related and interdependent components: motivational (set of motives adequate to the goals and tasks of professional activity); cognitive (a set of knowledge necessary for professional activity); operational (combination of abilities and skills of practical solution of professional tasks); personal (set of personal qualities important for a psychologist) (Bochelyuk, 2003). Psychological readiness is "a complex of motives, knowledge, abilities and skills, personal qualities that ensure the successful interaction of a psychologist with athletes under his care as a whole" (Virna 2013b). The structure of psychological readiness of psychologists includes the following components: motivational, operational, cognitive and personal. The content of the cognitive



component of readiness consists of general professional knowledge, objectively necessary information regarding all aspects of professional activity, and separate components of knowledge related to the practice of sports. The motivational component of readiness is determined by "types of professional motivation (adequate, situational, conformist, compensatory). The operational component is a set of abilities and skills that ensure the effectiveness of the psychologist in solving practical tasks of professional activity. The personal component reflects the set of stable personal qualities of a psychologist that are important for effective professional activity in sports" (Virna, 2013b).

In the context of professional training, it is extremely important to develop psychological readiness for various forms of activity. It is formed through participation in various practical situations and role models, which provides the future specialist with confidence in his own ability for professional realization (Spysia, 2025). The personal component of professional readiness is autonomy, internality, adequate self-esteem, integration of the value-motivational sphere, humanistic orientation of the individual; cognitive-operational component – general intellectual abilities, verbal creativity, ability to reflect, desire for knowledge and self-development, successful professional training, learnability; emotional-volitional component – emotional stability, balance, ability to self-regulate and self-organize, purposefulness, perseverance (Virna 2013a).

The motivational component of readiness for the professional activity of a psychologist. The motivational component is represented by a system of motives and instructions of a specialist (Maksimenko, 1994). The motivational component of readiness is determined by "types of professional motivation (adequate, situational, conformist, compensatory) (Virna2013b).

A. Yablonsky notes that the motivational component is the foundation for professional self-determination. Its formation is connected with the combination of a high level of personal



development with a conscious awareness of the social importance of the profession (Yablonsky, 2015).

In the structure of readiness for professional activity, the central place is occupied by the motivational and value component, which is understood as the attitude of the student to the future professional activity (Khurtenko, Yakymchuk, 2020). This attitude should be considered as a unity of objective and subjective, where the objective position of the individual is the basis of his selective focus on the values of activity related to the satisfaction of the needs of the individual. This component performs an integrating function, determining the relationship of other structural elements. The cognitive component is a subject's various knowledge about future professional activities. The emotional component contains the subjective significance of professional values and higher feelings (congruence, empathy). The operational level contains a technological component, namely professional skills and involves their conscious formation in the process of professional training (Khurtenko, Yakymchuk, 2020).

Regarding the motivational component of a psychologist's readiness for professional activity, N.V. Spytza notes that "Self-confidence, belief in one's own competence and the ability to bring benefit appear to be fundamental positions on the basis of which the entire professional trajectory is built. Such internal motivation ensures readiness to learn, adapt and overcome challenges. At the same time, it is important that personal interests do not conflict with the ethical norms of the profession. In modern Ukrainian society, due to the special "publicity" of the psychologist profession as something super-trendy and financially promising, the excessive popularity of psychology sometimes creates a false impression of its essence, which, in turn, creates distrust in specialists due to the low quality of service provision in some cases. Everyone who chooses the profession of a psychologist needs to take into account the reality in which a psychologist is mostly not a fantasy image of "successful success", but painstaking and difficult work in which the problem of



burnout is often present, or the feeling that the specialty "psychology" was not chosen rationally, without a deep awareness of the entire complexity of this mission on a personal and social path" (Spytsia, 2025: 231).

The epistemological component of readiness for the professional activity of a psychologist is defined in studies as cognitive, cognitive-operational, intellectual.

The cognitive component of professional readiness is a measure of awareness of future work, concentration on it, understanding of tasks, assessment of their significance, knowledge of ways to solve tasks, forecasting of activity results (Maksimenko, 1994).

The content of the cognitive component of readiness for the professional activity of a psychologist consists of general professional knowledge, objectively necessary information regarding all aspects of professional activity, and separate components of knowledge related to the practice of sports (Virna 2013b). Cognitive-operational component – general intellectual abilities, verbal creativity, ability to reflect, desire for knowledge and self-development, successful professional training, learnability;

Regarding the cognitive-operational (epistemological) component of a psychologist's readiness for professional activity N.V. Spytsia notes that: "The introduction of new achievements of science into the practical sphere determines the importance of the cognitive-operational component as a component of the psychologist's psychological readiness for the profession" (Spytsia, 2025: 232).

Based on an experimental study, M.V. Badalova identified the following components of the intellectual readiness of psychology students to solve counseling tasks: 1) the ability to process information from various fields of knowledge; 2) the ability to use metaphorical language as a tool of professional influence; 3) the ability to creatively use professional knowledge, while reflecting the content of one's professional activity.



The emotional component of professional readiness includes an emotional mood, a sense of responsibility, and ethical norms (Maksimenko, 1994). The emotional-volitional component is emotional stability, poise, ability to self-regulate and self-organize, purposefulness, perseverance (Virna, 2013a).

Emotional readiness (EG) of future psychologists for professional activity, in our opinion, is a stable systemic psychological formation in the structure of the emotional sphere of the future specialist's personality, which expresses a certain level of emotional maturity of the individual, is based on developed emotional competence, is an indicator of a person's psychological health and ensures effective interpersonal interaction. The structural components of a psychologist's emotional readiness for future professional activity are awareness of one's own emotions, managing emotions, reluctance to affect and rapid unmotivated mood changes, developed empathy, optimistic attributive style (Zhvania T.V., 2012).

Socio-psychological component of readiness for the professional activity of a psychologist. Regarding the socio-psychological component of a psychologist's readiness for professional activity, N.V. Spytysa notes that: "Communicative maturity, the ability to effectively interact in a team, constructive conflict resolution presupposes the thoroughness of a psychologist's professional maturity and enables the success of his activities. The ability to build trusting relationships with both colleagues and clients is an integral part of a psychologist's work" (Spytsia, 2025: 232).

Regarding the moral and value component of a psychologist's readiness for professional activity N.V. Spytysia notes that: "The ethical and axiological component appears to be one of the most controversial and difficult for research, but, in our opinion, it is an integral and extremely important component of the overall picture of the psychological readiness of future psychologists for their professional activities (Spytsia, 2025: 232). The value-volitional component is the mobilization of forces, overcoming insecurity, the specialist's value system (Maksimenko, 1994).



The operational component of a psychologist's readiness for professional activity is a set of abilities and skills that ensure the effectiveness of a psychologist's solution to practical tasks of professional activity (Virna, 2013b). The interactive component is social intelligence, communicative abilities, acceptance of others, communicative tolerance, empathic abilities" (Virna 2013a).

Conclusions. The psychologist's readiness for professional activity is a phenomenon that contains an ordered set of motivational, value-semantic, emotional-volitional, cognitive and other regulatory properties, determined by cognitive interest in the consciously chosen profession of a psychologist, professional orientation, positive attitude towards this profession, determination to master professional skills, professionally significant qualities and abilities of the individual.

The structure of a psychologist's readiness for professional activity contains motivational, operational, social-psychological, personal, emotional-volitional and epistemological and moral-value components.

The motivational component of a psychologist's readiness for professional activity involves a cognitive interest in the profession, internal motivation and the implementation of psychological assistance, and a determination to master professional skills.

The operational component of a psychologist's readiness for professional activity involves a set of abilities and skills that ensure the effectiveness of a psychologist's solution to practical tasks of professional activity.

We understand the socio-psychological component of a psychologist's readiness for professional activity as the development of social intelligence, communicative maturity, the ability to effectively interact in a team, constructive conflict resolution.

The emotional-volitional component of a psychologist's readiness for professional activity includes emotional intelligence and creativity, emotional stability, poise, the ability to self-regulate and self-organize, purposefulness, perseverance, and responsibility.



We define the epistemological component of a psychologist's readiness for professional activity as knowledge in psychological science and practice, a sufficient level of intellectual development to solve psychological problems.

The moral-value component of a psychologist's readiness for professional activity involves an axiological component, which is revealed in the ethics of a psychologist's professional activity, value attitude to the profession, beliefs and views based on humanistic values.

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