

The article analyzes the problems of researching the concept of “readiness for professional activity” in the context of various areas of professional activity and focuses on the security and defense sector of Ukraine, taking into account the specifics of the tasks performed by the units of the state's power structures in general and the National Guard of Ukraine in particular.

It should be noted that the service and combat activities of the National Guard of Ukraine have their own specific features, in accordance with the main functions defined by the Law of Ukraine “On the National Guard of Ukraine”. These features are actualized by the current conditions and specifics of service and encourage future officers of the National Guard of Ukraine to develop their readiness to perform combat missions as assigned in the course of studying at a higher military educational institution.

Scientists have identified the following periods of scientific research on the issue of readiness for a particular type of activity:

- late nineteenth - early twentieth century - the issues of readiness are studied in the context of I. Pavlov's theory of reflexes;

- 20s - 40s of the twentieth century - the neurophysiological mechanisms of regulation and self-regulation of human behavior and the role of psychological readiness as one of the mechanisms of its success in a particular type of activity are studied;

- 50s - 60s of the twentieth century - research on readiness from the standpoint of the activity approach, the cognitive concept of activity and self-regulation at the level of physiological and psychological mechanisms (attitudes, needs, motives) is intensified;

- 70s of the twentieth century and up to the present day - the theory of psychological readiness for various types of activities is being actively developed, the concept of “psychological readiness for work” acquires modern essential features and the terms “professional readiness”, “readiness for professional activity”, etc. are introduced.

Researchers consider readiness for professional activity as an active state of a personality that encourages action; as a consequence of activity; as a guideline for performing professional tasks, as a prerequisite for purposeful activity, its regulation, and efficiency; as a form of activity of a subject that is part of the general flow of its conditions, etc.

The approaches to interpreting readiness for professional activity include the following:

- functional - readiness is considered as a mental state of a personality that determines the potential activation of mental functions during future professional activity;
- personal, where readiness is a holistic personal formation that integrates a set of internal subjective factors of a particular activity and is studied mainly in the context of professional preparation for it;
- personality-activity - readiness is defined as a manifestation of all facets of the personality that provide the ability to effectively perform professional functions;
- performance-activity, which defines readiness as the result of the training process;
- acmeological, according to which the concept of readiness for activity is interpreted on the basis of a person's self-perception of activity and his or her place in it.

The process of vocational training plays an important role in the formation of readiness for professional activity. In general, professional training and its result - readiness for professional activity - are aimed at forming professional competence in a specialist and are an important prerequisite for his/her effective professional activity.

The main feature of readiness for professional activity is its integrative nature, which is manifested in the orderliness of internal structures, coherence of the main components of a professional's personality, stability, and continuity of their functioning.

In general, professional readiness can be presented as a personal quality that is reflected in the activity. Readiness to work is developed on the basis of mastering general and professional knowledge, developing skills and abilities, and improving professionally important personality qualities. However, studies of readiness for a particular type of activity necessarily include a structural analysis of the activity itself.

The review of scientific sources has shown that most studies are devoted to the essence and structure of readiness for pedagogical activity, but in our study we focused on the essential characteristics of readiness for professional activity of specialists in the security and defense sector of Ukraine and, in more detail, future officers of the National Guard of Ukraine to perform combat missions as assigned.

The researchers examined the readiness of future officers to perform assigned tasks through the coordination of knowledge about the content and structure of professional activity and the requirements of this activity to the level of special physical fitness and psychophysiological state (O. Khatsaiuk); the specifics of the readiness of the future officer of the National Guard of Ukraine to perform tasks to protect public safety and order (V. Kryvoruchko); readiness for combat (A. Kurbatov), which is closely related to the operational and combat activities of the National Guard of Ukraine and is defined as the organized use of troops (forces) to achieve set goals during the performance of operational and combat tasks.

Having summarized the research materials, we consider it expedient to use the concept of “readiness to perform combat missions as assigned” in relation to future officers of the National Guard of Ukraine as a derivative of the broader concept of “readiness for professional activity” and to formulate our own definition of this definition - the readiness of future officers of the National Guard of Ukraine to perform combat missions as assigned is a complex integrative characteristic of a future officer of the National Guard of Ukraine, combining professional competencies, experience, and motivation aimed at achieving specific indicators in the performance of combat duties as assigned.

Therefore, the formed readiness of future officers of the National Guard of Ukraine to perform assigned combat missions is an important result of training, an indicator of the quality of the educational process in a higher military educational institution and is an important prerequisite for further effective service and combat activities of servicemen in units and subunits of the National Guard of Ukraine.

A higher level of this readiness will help a young officer of the National Guard of Ukraine to perform his professional duties efficiently, actively apply the acquired knowledge, and quickly reorganize his activities in accordance with the situations that will arise during his service.