

## A MODEL FOR SHAPING FUTURE ACTORS' READINESS FOR PROFESSIONAL ACTIVITIES USING INNOVATIVE TECHNIQUES

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*The article describes the essence of modelling in the educational process. The expediency of building a structural and qualitative model for shaping the readiness of future actors for professional activity is substantiated. The complex concept of future actors' readiness for professional activity is considered. Based on the analysis of pedagogical and psychological scientific literature, the main approaches to the interpretation of the concept of "readiness", as well as related concepts of "career readiness", "creative readiness", "readiness for professional activity" and other types of readiness such as psychological, communicative, self-regulatory, etc. are identified. The article presents a step-by-step structure for shaping the readiness of future actors for professional activity. It presents the view of foreign scholars on the distinction between the concepts of job readiness and work readiness. The components of future actors' readiness for professional activity (motivational, cognitive and practical, emotional and volitional, personal and development) are allocated. The justification of the selected components, which reflect various aspects of the development of future actors as specialists (the need for motivation for the profession, a formed set of professional knowledge, skills, and abilities, the ability to regulate their own emotions, the desire for personal and professional self-development) is provided. The indicators for determining the level of development of each component of future actors' readiness for professional activity are determined. The expediency of using innovative pedagogical technologies, particularly art-therapeutic technologies, in the professional training of future actors is characterized. Examples of art therapy techniques that have the greatest potential for forming the readiness of future actors for professional activity (art therapy itself, book therapy, dance therapy, music therapy, drama therapy) are given.*

**Keywords:** future actors; readiness for professional activity; model; innovative techniques; art therapy techniques.

**Fig. 1. Ref. 13.**

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### МОДЕЛЬ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ АКТОРІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ЗАСОБАМИ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ

*У статті охарактеризовано суть моделювання в освітньому процесі. Обґрунтовано доцільність побудови структурно-якісної моделі формування готовності майбутніх акторів до професійної діяльності. Розглянуто комплексний концепт готовності майбутніх акторів до професійної діяльності. На основі аналізу педагогічної та психологічної наукової літератури визначено основні підходи до трактування поняття "готовність", а також суміжних концептів "кар'єрна готовність", "творча готовність", "готовність до професійної діяльності" та інші види готовності: психологічна, комунікативна, саморегуляційна тощо, безпосередньо пов'язані з готовністю майбутніх акторів здійснювати професійну діяльність. Представлено поетапну структуру процесу формування готовності майбутніх акторів до професійної діяльності та подано погляд зарубіжних науковців щодо розмежування понять job readiness і work readiness. Виокремлено компоненти готовності майбутніх акторів до професійної діяльності (мотиваційний, когнітивно-практичний, емоційно-вольовий, особистісно-розвивальний). Наведено обґрунтування виокремлених компонентів, що відображають різні аспекти становлення студентів – майбутніх акторів як фахівців (необхідність наявності мотивації до професії, сформований комплекс професійних знань, умінь та навичок, здатність до регуляції власних емоцій, прагнення до особистісного і професійного саморозвитку). Визначено показники, за якими відбувається визначення рівня сформованості кожного з*

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компонентів готовності майбутніх акторів до професійної діяльності. Охарактеризовано доцільність використання інноваційних педагогічних технологій зокрема арт-терапевтичних технологій у процесі професійної підготовки майбутніх акторів. Наведено приклади арт-терапевтичних технологій, що мають найбільший потенціал для формування готовності майбутніх акторів до професійної діяльності (ізометрія, бібліотерапія, рухова терапія, музикотерапія, драматерапія).

**Ключові слова:** майбутні актори; готовність до професійної діяльності; модель; інноваційні технології; арт-терапевтичні технології.

**Introduction.** Professional readiness should be both the goal and the outcome of high-quality specialist training. Being a state of preparation or prompt willingness, readiness for professional activity refers to an individual's ability to effectively engage in their profession by possessing the necessary knowledge, skills, motivation, and adaptability. The practical aspect of a future specialist's professional development should begin with the ability and the willingness to engage in specific activities – in other words, with readiness for the profession. Since readiness for professional activity is an integrative concept, it is reasonable to present its structural model, incorporating all its key components.

**The purpose of the article** is to present a structural and qualitative model for developing future actors' readiness for professional activity, including its components and indicators.

**Review of the sources.** The conceptual provisions of the formation of readiness for professional activity of specialists in artistic specialties, particularly stage actors, are revealed in the studies of U. Dutka, N. Kobzar, O. Serhieienkova, H. Clark, and others. A. Ioannidou, C. Rader, C. Brand, A. Repenning, P. Fritzson, B. Kuipers, and others study various aspects and types of modelling within the educational context. At the same time, the issue of identifying components and indicators and building a structural and qualitative model of the process of shaping the readiness of future actors for professional activity remains unexplored.

**Presentation of the material.** Since ancient times, humans have used models to comprehend and represent systems or phenomena. Scholars (J. Banks, J. Carson, M. Cosgrove, G. Cherry, etc.) argue that models serve as a valuable technique for studying the behavior of phenomena and dynamic systems. Modelling a small portion of a complex real-world system can help understand and discuss its intricate phenomena. In this context, the modelling process involves using a simplified representation of a phenomenon or system, where certain aspects are intentionally omitted to enhance clarity and comprehension. Various types of models can be utilized in an educational context, but they can generally be classified into quantitative and qualitative models. Quantitative models consist of entities represented by numerical values, with relationships between them expressed through mathematical equations. These models provide users with numerical data that illustrate their evolution and behavior. On the other hand, qualitative models represent entities

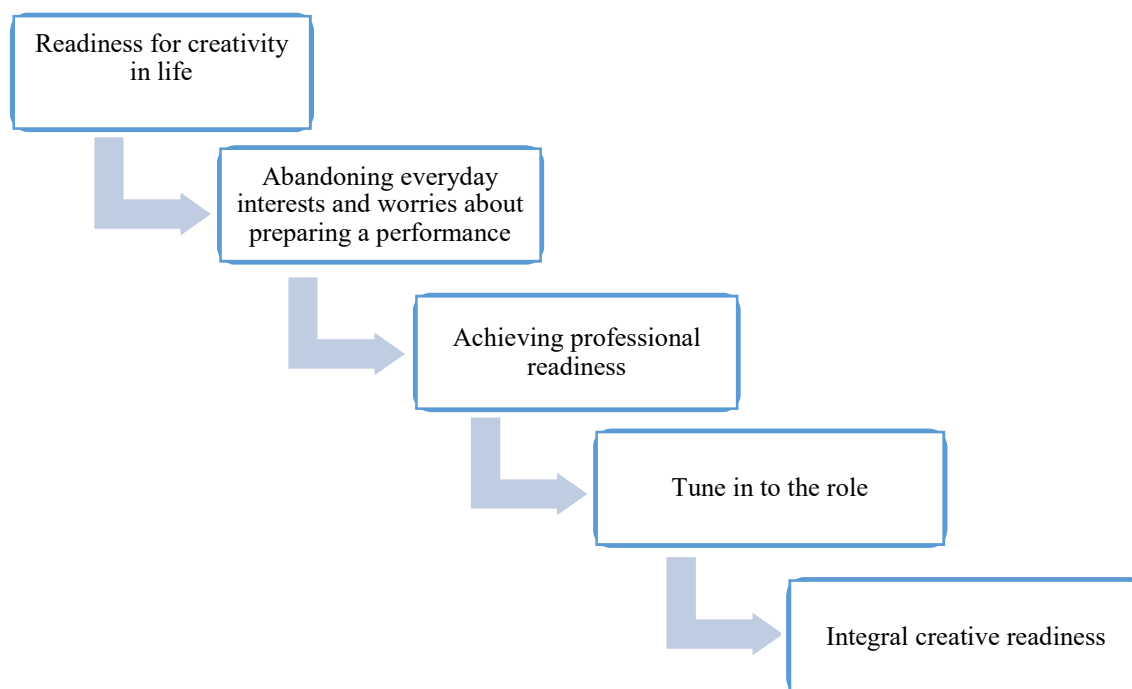
using a finite set of qualitative states [7]. Qualitative modelling enables the representation of complex and dynamic systems by focusing only on their essential structural and behavioral characteristics. This approach captures the key aspects of the system while disregarding a significant amount of irrelevant information. Therefore, we will focus on developing and describing a structural and qualitative model for shaping future actors' readiness for professional activities using innovative techniques.

A literature review reveals that readiness for professional activity is interpreted differently depending on the specialist's field. However, in modern science, two main approaches define this concept: the functional approach views readiness as the specific mental state of an individual. In contrast, the personal approach considers readiness as a newly formed quality or characteristic of a person. Although scientists do not unanimously agree on the definition of readiness for professional activity, they all recognize it as a complex, multi-component phenomenon. Its key prerequisites include a positive attitude, readiness for action, and an awareness of the motives behind the activity.

In dictionaries and reference materials, the concept of readiness is frequently not analysed in isolation but rather in relation to other ideas, such as school readiness [8, 439] and career readiness, which pertains directly to readiness for professional endeavours [12, 3286].

Creative activity is fundamental to an actor's professional responsibilities, so their preparedness for such work is incomplete without the crucial aspect of creative readiness. Nevertheless, creative readiness represents only one facet of an actor's comprehensive integrative readiness for professional engagement, encompassing communicative, psychological, performative, technological, physiological, and self-regulatory readiness.

This framework delineates a sequential process for cultivating an actor's readiness for performance. The initial stage involves readiness for creativity in everyday life. Subsequently, professional readiness is attained by temporarily setting aside daily interests and concerns in preparation for the performance. The next phase entails immersing oneself in the role, during which a profound, temporary personality transformation occurs. Ultimately, the final stage is characterized by integral creative readiness, which arises as the actor fully inhabits the character and participates in the internal actions of the role on stage. This framework is illustrated in the accompanying image (Fig.1)



**Fig. 1. Process of shaping the actor's readiness for the performance**

American and European scholars traditionally use two terms related to readiness for professional activity: *job readiness* and *work readiness*. While these terms are similar, they are not identical.

Researchers define *job readiness* as a combination of knowledge, skills, and attitudes necessary for entering the workforce. It includes both a general understanding of professional competencies and the specific requirements for performing job-related tasks, as well as skills unique to each profession [5, 193].

In contrast, *work readiness* is a broader concept frequently used in American and Western European pedagogical and methodological literature. Unlike *job readiness*, which focuses on preparedness for a specific workplace, *work readiness* is more closely aligned with the concept of "readiness for professional activity" used by Ukrainian researchers. According to the *Work Readiness Standards and Benchmarks* manual by ACT Inc., a work-ready individual meets the minimum qualifications required by occupational standards. The authors emphasize that *work readiness* includes fundamental and occupation-specific competencies, which vary in importance depending on the profession and the critical tasks associated with a particular occupation [4, 3].

Industrial and organizational psychology research examines skills, abilities, and personal characteristics that enable individuals to perform their professional duties effectively [4, 9]. Scholars agree that indicators of basic or general cognitive abilities strongly predict an individual's success in the workplace [11, 268].

*Work readiness* skills encompass both cognitive and non-cognitive abilities. Basic cognitive skills include reading, applied mathematics, information retrieval, problem-solving, and critical thinking. Non-cognitive skills, commonly called *soft skills*, are personal and behavioural traits that enhance interpersonal interactions, productivity, and career growth. These include adaptability, teamwork, collaboration, and work discipline [4, 3].

Ismaya&Ahmad emphasize that soft skills play a crucial role in students' work readiness, with communication skills, teamwork, and adaptability being the most influential factors. Developing these skills significantly enhances students' preparedness for the workforce.

Soft skills such as communication, teamwork, leadership, and time management are essential for a smooth transition into professional life. Therefore, fostering these skills through formal and non-formal education is vital to ensuring students are well-equipped for their careers [9, 292].

Considering both researchers' perspectives and our own view on the structure of future actors' readiness for professional activity, we have identified four key components of this phenomenon:

1. Motivational – The desire and motivation of future stage actors to engage in professional activities.
2. Cognitive and practical – The acquisition of theoretical knowledge and practical skills essential for performing professional tasks.

3. Emotional and volitional – The ability to regulate emotions and prevent emotional burnout in future performing arts professionals.

4. Personal and developmental – The commitment of future stage actors to continuous self-improvement and personal growth.

The motivational component is rooted in the phenomenon of motivation, which, in turn, is based on the concept of motive – the urge to act. Analyzing the essence of specialists' motivation for professional activity from a psychological perspective, N. Ivanova notes that "the motive is an internal impulse to certain actions, as it reveals the inner content of the motive as a phenomenon that triggers the desire to act, compels, inclines, and pushes toward action" [10, 22].

M. Armstrong offers a more concise definition, describing a motive simply as "a reason to do something" [2, 170]. It is important to note that, according to N. Ivanova, human activity is poly-motivated, meaning it is driven not by a single motive but by a hierarchy of multiple motives, ranked according to their significance at a given moment. The primary sources of motivation include desires, interests, beliefs, aspirations, and ideals [10, 22]. A. Yokob supports the idea that fostering positive motivation in students' learning activities depends on specific conditions, such as the professional orientation of learning, diverse active teaching methods, and the teacher's competence [13, 189].

When analysing the structure of motivation, researchers such as Arnold et al. [3] identify three key components:

- Direction – What a person aims to achieve.
- Effort – The amount of energy a person invests in their actions.
- Persistence – How long a person continues striving toward a goal.

A highly motivated individual demonstrates positive discretionary behavior, meaning they willingly put in effort and exhibit high self-motivation – often considered the most effective form of motivation. Additionally, various factors can influence motivation, including the activity's nature, management quality, and different forms of recognition and encouragement.

In modern science, motivation is categorized into two main types, with numerous theories explaining their nature [2, 170]. We view motivation as the primary driving force behind professional and personal growth.

Specific criteria and indicators were used to assess the development of key components of readiness for professional activity among future stage actors. The primary criterion for the motivational component of future actors' readiness for professional activity is their motivation to master the profession and apply innovative technologies in their work. Key indicators of this criterion include interest in innovative technologies, desire to master the future profession, and self-identification within the profession.

Beyond motivation, a crucial aspect of professional readiness – for specialists in general and future stage actors in particular – is a strong foundation of theoretical knowledge and practical skills essential for professional practice. This is known as the cognitive and practical component.

The development of this component is assessed using the following indicators:

- Knowledge of the theoretical foundations of professional activity
- Mastery of practical skills and abilities essential for stage performance
- Awareness of the role of acting in shaping the cultural life of the state and society

The third component of future stage actors' readiness for professional activity is the emotional and volitional component, which is closely linked to an individual's emotional resilience and willpower.

Acting is a profession that involves significant emotional demands. Therefore, beyond theoretical knowledge and well-developed practical skills, a crucial aspect of a performing actor's expertise is the ability to manage emotions and regulate their internal state. This skill is essential regardless of the roles and characters an actor must embody.

The primary criterion for developing the emotional and volitional component of future stage actors' readiness for professional activity is their ability to self-regulate emotions and prevent emotional burnout. This is assessed using the following indicators: development of self-control and self-regulation skills, ability to manage emotions effectively, capacity for intellectual and behavioural flexibility, and adaptability

Key qualities that reflect the development of emotional resilience and willpower essential for the emotional and volitional component include self-control, self-regulation, emotion management, flexibility, and adaptability.

The fourth component of future stage actors' readiness for professional activity is the personal and development component. There is a close connection between personal and professional development. Personal self-development largely occurs within the context of professional activity, deriving meaning from it, while professional orientation is a key factor in personal growth. At the same time, personal self-development is the foundation for professional self-development. Personal self-development refers to an individual's desire to identify, understand, and improve personal qualities. In contrast, professional self-development is a conscious effort to realize one's potential within a chosen profession fully, in particular, developing personal and professionally significant qualities, enhancing both general (intellectual) and specialized (professional) creative abilities, mastering the ability to formulate and solve psychological, pedagogical, organizational, and subject-related tasks related to professional activities.

The main criterion for the personal and development component is a strong commitment to continuous self-development throughout one's professional journey. The personal and development criterion is evaluated based on the following indicators: a sustained need for self-development, professional reflection ability, and actualizing psychological resources. The personal and development component is crucial to a performing arts specialist's comprehensive development and growth.

Along with traditional forms, methods, techniques, and technologies, innovative techniques are also actively used in higher education. The relevance of innovation in education is driven by several factors, including the goal of improving learning outcomes, enhancing student engagement, increasing the effectiveness of learning activities, and making teaching more flexible.

Art therapy techniques are one group of innovative pedagogical techniques with significant potential for the effective professional training of future actors. These techniques are based on art therapy, which helps individuals explore their inner world and address personal challenges that may be difficult to express verbally.

Effective art therapy techniques have several key features:

1. Focus on long-term effects – They bring about change and help sustain these changes over time.
2. Inspire hope – They support individuals in overcoming difficulties, healing from emotional pain, and successfully applying therapeutic strategies.
3. Transform emotions – Using appropriate symbols evokes deep and powerful emotions, facilitating emotional processing and expression.

Art-therapy techniques make it possible to introduce various types of art into the learning process and thus to work with various aspects of the human personality. For example, the main art-therapeutic techniques used in the process of training future actors for professional activity are art therapy itself (painting) – work with artistic images; music therapy – work with musical pieces; book therapy – work with texts of artistic works selected according to the theme and problem to be worked on during the sessions, dance therapy – working on problematic issues through movement, dance; drama therapy – using the technique of dramatization to work on the inner world of the individual.

**Conclusions.** Building the model enables us to visualize and simplify the complex process of training future actors for professional activity using innovative techniques. The structural and qualitative model represents all the key components involved in developing actors' readiness and illustrates their relationships.

As an integrative concept, readiness for professional activity involves various aspects of preparedness, including psychological, creative, and self-regulatory readiness. At the same time, it is a multifaceted phenomenon that consists of motivational, cognitive and

practical, emotional and volitional, as well as personal and developmental components. The degree to which these components are developed is determined by clearly defined indicators.

Innovative pedagogical techniques, particularly art therapy techniques, are crucial in shaping future actors' professional readiness. Among these, art therapy, dance therapy, book therapy, music therapy, and drama therapy hold the greatest potential for effective professional training.

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