

# **Structural and Logical Model of Educational and Professional Training of Psychologists in the Modern Innovative Educational Environment of Establishments of Higher Education**

## **Структурно-логічна модель освітньо-професійної підготовки психологів у сучасному інноваційному освітньому середовищі ЗВО**

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DOI (article): <https://doi.org/10.32626/2227-6246.2022-58.26-42>

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### ABSTRACT

**The purpose.** *The purpose of the research is to develop a structural and logical model for the educational and professional training of psychologists in the innovative educational environment of establishments of higher education. In accordance with the set goal, the main tasks are defined: analysis of the demands placed on the psychologist in modern conditions; determination of the ratio of theoretical, practical and applied disciplines in educational professional programs; development of a professional training model in the modern innovative educational environment of establishments of higher education.*

**Methods of the research.** *To implement the key tasks, a set of scientific research methods was used: theoretical analysis, generalization, comparison, systematization, theoretical modeling, and scientific interpretation.*

**The results of the research.** *The structural-logical scheme of professional education in the field of psychology provides for the formation of components of general and professional training in a structural-logical sequence. The components of general training, which provide a basic level, appear first in the educational trajectory. The next level is fundamentally important for the formation of professional competences, it is provided by the educational components of professional training – these are theoretical, practical and applied*

*disciplines responsible for the content component of the educational and professional program. Its competence component largely depends on its integration with psychological practice. Taking this into account, the structural and logical scheme of the discipline provides for the planning and completion of educational and professional practices by higher education students. The formation of competencies necessary for the implementation of innovative forms of professional training is ensured by a scientifically oriented approach to obtaining higher education. All these components form a continuous model of professional education.*

*The analysis of educational and professional programs shows that today it is important to solve the following problems in the system of higher professional education of psychologists: the need to use system analysis in solving the tasks of professional training of future psychologists; revision of the ratio in educational professional programs of theoretical, practical, and applied disciplines in accordance with the psychologist's activity model in the conditions of psychological practice; increased volume of educational and methodological training and introducing professionally oriented methods of psychological work into the educational process; increased significance of psychocorrective, psychorehabilitation orientation of psychological work, provision of psychological assistance in crisis situations; development of an anticipatory learning strategy aimed at studying current trends in psychology.*

**Conclusions.** *Summarizing the theoretical and methodological positions regarding research, a conceptual model of professional training of psychologists in establishments of higher education has been developed, which provides for multi-level variable education and is provided by four content components: theoretical, practical, applied and scientific.*

**Key words:** *psychology, establishment of higher education, educational and professional training, innovative educational environment, future specialists.*

## Introduction

Modern trends in the development of the higher education system, aimed at the European integration of educational technologies, have led to a change in priorities in the training of specialists of various branches, including psychologists. The multifactorial spectrum of innovations, which covers all links of the education system, requires new approaches in the training of psychological personnel capable of solving the problems of psy-

chological development and ensuring the mental health of the nation at a high professional level.

### **Analysis of recent research**

The issues of the transformation of educational standards and the formation of innovative approaches to the training of future specialists in the field of psychology began to be actively covered in the works of researchers (Матвієнко & Затворнюк 2014; Синишина, 2020; Шандрюк, 2020). The task of educational and professional training of psychologists is set out in the legislative acts of the Ministry of Education and Science of Ukraine (Стандарт вищої освіти України, 2019) and confirmed by normative and legal documents of the psychological service (Положення про психологічну службу системи освіти України, 2009; Типове положення про центри практичної психології і соціальної роботи, 2000; Положення про забезпечення розвитку психологічної служби в системі освіти України, 2002). Their analysis made it possible to single out the main directions of educational and professional training of higher education of students in the conditions of the formation of a new educational environment.

### **Purpose of our study**

The purpose of our research is to analyze the situation, identify priority tasks and develop a structural and logical model of educational and professional training of psychologists in the innovative educational environment of higher education establishments.

### **Objectives of the study**

- Analysis of requirements for psychologists in modern conditions;
- determination of the ratio in educational professional programs of theoretical, practical and applied disciplines;
- development of a professional training model in the innovative educational environment of higher education establishments.

## **Research methods and techniques**

Achieving the goal and solving the tasks of our research involves the use of a number of methods of theoretical scientific research: analysis of the education system in the field of psychology; generalization of conceptual provisions of professional education; comparison of educational and professional programs; systematization of the main provisions of educational and professional training; modeling of the structural and logical scheme of educational and professional training in establishments of higher education.

## **Results and discussions**

The training of specialists in the psychological profile is aimed at the formation of professional competences in the psychological service units of preschool, secondary and higher education establishments, the sphere of social security, health care, labor, sports, vocational education, training and methodical centers and laboratories of the psychological service. According to this priority, the following tasks are needed (Положення про психологічну службу системи освіти України, 2009; Бевз, 2017; Матвієнко & Затворнюк 2014; Синишина, 2020; Шандрук, 2020):

- 1) formation of professional orientation and value-motivational factors of professional activity of future specialists;
- 2) development of principles and methods of selection of students majoring in "Psychology";
- 3) justification of professional and personal requirements for students of the psychological profile, taking into account the professional profile of a psychologist;
- 4) development of educational and professional programs based on the standard of higher education in Psychology major for various levels of higher education;
- 5) modeling the professional activity of psychologists in emergency conditions caused by epidemiological and quarantine restrictions, military actions, etc. extreme circumstances that require psychological support of the population;

6) organization of the training system and training of highly qualified and competitive specialists on the national and international labor markets;

7) determination of the theoretical, methodological and methodical tools for the training of specialists in the psychological profile;

8) educational and methodological provision of psychological work in the fields of practical psychology (psychological counseling, psychocorrection, psychorehabilitation, etc.);

9) educational and methodological support of psychological work in applied fields of psychology (education, social security, health care, etc.);

10) educational and methodological support of psychological work at various levels (practical psychologist of preschool, secondary, and higher education establishments; methodologist of educational and methodological centers; specialist of psychological service laboratories);

11) ensuring the concept of internationalization based on the development of academic international mobility, international standardization and unification of educational and professional programs of programs in the field of training psychologists.

Considering this, the structural-logical model of professional education in the field of psychology provides for the formation of educational components of general and professional training in a certain sequence. The *educational components of general training*, which provide the basic educational and cultural level of higher education of students, appear first in the educational trajectory. Among the fundamental educational components of general training there are disciplines that ensure general literacy (Ukrainian language for professional purposes, history and culture of Ukraine); computer and information competence (information technologies); international mobility (foreign language for professional purposes); knowledge of legal and social protection mechanisms (social and legal studies); propaedeutics and methodology of scientific research (philosophy), etc. Posses-

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sion of the specified basic tools is necessary for the mobile use of the following disciplines, as they require specialized psychological training.

The study of issues related to the disclosure of the main directions of the professional trajectory acquires special relevance. For this purpose, *educational components of professional training* are introduced; those are responsible for the content component of the educational and professional program. They form a structured professional vector aimed at consistently ensuring the professional potential of future specialists. The structure of this vector involves a combination of theoretical, practical and applied training disciplines.

The educational components of theoretical training are based on modern ideas about the trends and regularities of the psychological development. Basic theoretical training involves teaching a number of disciplines, the leading ones being introduction to the specialty, general psychology, age-specific and pedagogical psychology, social psychology, personality psychology, differential psychology, and history of psychology. It is advisable to introduce the teaching of these disciplines during the 1st-2nd year of the first (bachelor's) level of higher education.

One of the constitutive directions of obtaining an education by specialists of the psychological profile is the implementation of not only educational, but also social tasks. Ukrainian researchers (Гончарук & Онуфрієва, 2018; Синишина, 2020) indicate that the social situation of the development of practical psychologists in the higher education system is a special combination of a new educational environment and the internal professional position of the individual. This makes it necessary to introduce disciplines that promote socialization and social adaptation of future specialists into the educational process. It is these disciplines that will be fundamental for the formation of a positive professional orientation. At the initial stages of training, social and psychological adaptation trainings act in this direction; the formation of the professional identity and motivation of future

psychologists, which enable higher education students not only to master the norms and rules of interaction in the conditions of the educational process of higher education establishments, but also to master professional competences related to solving the tasks of professional identity.

The disciplines of practical training are psychodiagnostics, psychodiagnostics workshop, psychological counseling, psychocorrection, psychological rehabilitation, basics of psychotherapy, and psychotherapeutic techniques. They are aimed at mastering professional competencies of a practical nature, at the same time, their content concept is based on disciplines of theoretical direction. Therefore, in the trajectory of the educational and professional program, they are represented by the levels of psychological preparation, which to a greater extent provide for the formation of special competencies and program learning outcomes. Such disciplines are implemented during the 2-3rd year of study.

Within the scope of acquiring psychological practice, special attention is paid to the methodical support of psychological work, which is provided in the 3-4th year of undergraduate studies or during master's studies. In this regard, it is recommended to introduce such disciplines as "methodology of psychologist's work organization", "methodology of conducting psychological examination in various fields of psychology", "methodology of psychological coaching", "methodology of psychological work in extreme situations", etc. The introduction of active methods of socio-psychological training, including trainings for personal growth, communicative competence, business communication and team building, etc., is also relevant.

No less important disciplines for future psychologists are those that provide applied aspects of their activities. These include pedagogical psychology, special psychology, clinical psychology, legal psychology, work and professionalism psychology, management psychology, etc. Their content aspects are studied during 3-4 years of study, as well as during master's studies.



The uniqueness of the educational and professional program lies in its integration with psychological practice. The formation of higher education recipients of special competencies necessary for the practical implementation of professional training is ensured by the availability of educational and industrial practices. The training course is held in elementary courses (1-2 years of study) in order to acquaint students with the organization and features of the psychologist's work. Professional practice (3-4 years of study) makes it possible to implement acquired special competences. This is facilitated by psychodiagnostic, consultative and corrective, experimental and research pre-diploma practices. They are even distributed throughout all years of study.

The need to transition to a competency-based system of professional psychologist education is due to the need for multi-level training of specialists. One of these levels is the research activity of higher education students, which enables the formation of creative professional thinking and is aimed at the wide use of innovative educational technologies. In this regard, the educational and professional programs of higher education establishments plan to introduce scientific research disciplines, such as the basics of scientific research, experimental psychology, mathematical methods in psychology, the methodology of scientific research in psychology, which make it possible to master the statistical and mathematical regularities of the functioning of mental processes and properties. The unity of education and research lays the foundations of scientific thinking, research potential, and creative activity of higher education students. The potential of educational and professional programs in terms of solving the tasks of scientific formation provides the possibility of constant empirical research and quick adaptation to everything innovative in science.

The process of educational and professional training of a psychologist should fully focus on the model of his professional activity. Accordingly, it is important to analyze the scope of work

of a psychologist, which is implemented in establishments of various types. This amount can be clearly traced to the Time Norms for the main activities of a practical psychologist. For example, if 6 (individual) to 16.5 hours (group) are allotted for psychodiagnostic work; consultation – from 1 to 5 hours, corrective and restorative and developmental – from 30 to 40 hours, then there is a need to proportionally take into account these standards during the development of educational and professional programs, thus increasing the representation of disciplines in the higher education establishments (educational and professional program), which reflect, for example, the content of corrective, restorative, and developmental activities. This makes it possible to more realistically represent the professional activity model of a psychologist in the educational process of higher education establishments (Матеріали щодо планування діяльності, ведення документації і звітності усіх ланок психологічної служби системи освіти України, 2000).

The modern strategy of higher education in the field of psychology should anticipate the existing needs of society and foresee the leading trends of professional activity. At the same time, the classical basis of professional development is an undeniable dogma in the training of future specialists. In this context, it primarily deals with the ratio of the logical sequence of the presentation of professional knowledge and the flexibility of the structural and content model of professional education. If antiquated, albeit classic, concepts are resisted, future specialists will not be able to keep pace with current trends in modern society. It will be difficult for them to navigate innovative methods, European integration processes and technologies that ensure the progress of psychological practice in the modern professional space.

The flexibility of the structural and content model of professional education involves the mastery of “soft skills” that produce the ability to adapt to changes in the needs for professional services (Онуфрієва & Ващенко, 2018). Each stage of the

development of society is characterized by new trends, new requirements, which must be taken into account during the training of future specialists. The ability to adapt to different social circumstances, to reorient in new and vitally relevant conditions ensures the availability of a cycle of selective disciplines, which are an important component of educational and professional programs. In the professional psychological context, this need is realized in different directions:

- psychology of work in special conditions (disciplines “military psychology”, “psychological assistance to servicemen and members of their families”, “psychological rehabilitation of persons through bioresonance therapy”, “psychological assistance to victims of violence”, “criminal psychology”, “penitentiary psychology”, “psychological assistance in extreme situations”);
- psychology of social relations and communication (“psychology of leadership”, “psychology of management”, “psychotechnologies of negotiations”, “psychological selection and assessment of personnel”, “psychology of motherhood and child upbringing”, “psychology of family and marital relations”, “ethnopsychology”, “media psychology”, and “advertising psychology” disciplines);
- psychology of work with different categories of citizens (“special psychology”, “inclusive psychology”, “autistic child psychology”, “psychology of dependence”, “psychology of addictive behavior”, “psychology of suicidal behavior”, and “gerontopsychology” disciplines);
- innovative and relevant techniques of psychological work (“existential art therapy”, “techniques of client-centered psychotherapy”, “cognitive-behavioral psychotherapy”, “body-oriented methods in psychology”, “techniques of neurolinguistic programming”, “psychotechnologies of management”, and “psychological technologies of image making” disciplines), etc.

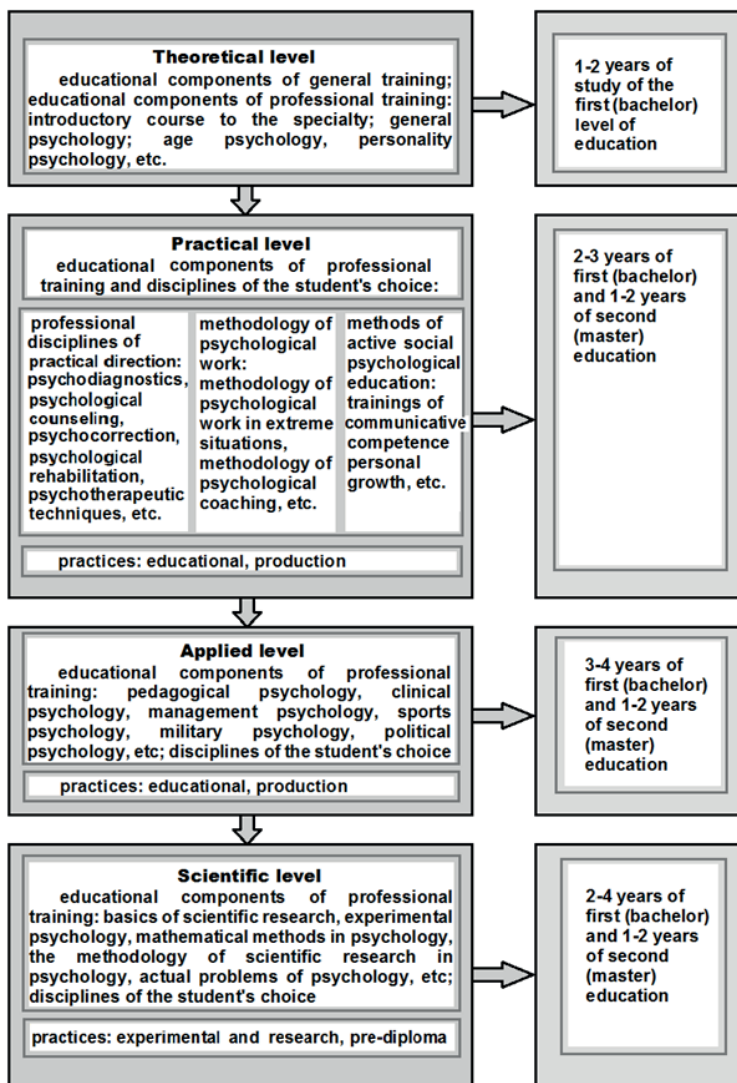
## Conclusion and Recommendation

Therefore, the analysis of educational and professional programs shows that today in the system of higher psychological education it is important to solve a number of the most important problems. They are related to:

- the need to use system analysis in solving the tasks of professional training of future psychologists;
- revision of the ratio in educational professional programs of theoretical, practical, applied and scientific disciplines in accordance with the model of the psychologist's activity in the conditions of psychological practice;
- increasing the volume of educational and methodological training and introducing professionally oriented methods of psychological work (methods of psychological work in extreme situations, methods of psychological coaching, etc.) into the educational process;
- urgent needs of society, aimed at strengthening the importance of psychocorrective, psychorehabilitation orientation of psychological work, providing psychological help in crisis situations;
- anticipatory learning strategy aimed at working out current trends in psychology.

Considering the above mentioned information, we can state that the conceptual model of professional training of psychologists in establishments of higher education provides multi-level variable education, which is formed by four main levels: theoretical, practical, applied and related to scientific research (see Figure 1).

A timely and urgent solution to the problems of educational and professional activity will contribute to increasing the graduates' level of readiness to perform their professional functions.



*Fig. 1. Conceptual model of educational and professional training of psychologists in establishments of higher education*

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DOI (article): <https://doi.org/10.32626/2227-6246.2022-58.26-42>

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**Гончарук Наталія, Онуфрієва Ліана. Структурно-логічна модель освітньо-професійної підготовки психологів у сучасному інноваційному освітньому середовищі ЗВО.**

**Мета.** Мета дослідження – розробити структурно-логічну модель освітньо-професійної підготовки психологів в інноваційному освітньому середовищі ЗВО. Відповідно до поставленої мети визначено основні завдання: аналіз вимог, що висуваються до психолога у сучасних умовах; визначення співвідношення в освітніх професійних програмах дисциплін теоретичного, практичного та прикладного спрямування; розроблення моделі професійної підготовки в сучасному інноваційному освітньому середовищі ЗВО.

**Методи дослідження.** Для реалізації ключових завдань використано комплекс методів наукового дослідження: теоретичний аналіз, узагальнення, порівняння, систематизація, теоретичне моделювання, наукова інтерпретація.

**Результати дослідження.** Структурно-логічна схема фахової освіти в галузі психології передбачає формування компонентів загальної та професійної підготовки у структурно-логічній послідовності. Першими в освітній траєкторії постають компоненти загальної підготовки, які забезпечують базовий рівень. Принципово важливим для формування професійних компетентностей є наступний рівень, який забезпечують освітні компоненти професійної підготовки – це дисципліни теоретичного, практичного та прикладного спрямування, які відповідають за змістову складову освітньо-професійної програми. Компетентнісна складова освітньої програми також значною мірою



залежить від її інтеграції з психологічною практикою. Зважаючи на це, структурно-логічна схема дисципліни передбачає планування і проходження здобувачами вищої освіти навчальних і виробничих практик. Формування компетентностей, необхідних для реалізації інноваційних форм професійної підготовки, забезпечується наявністю науково орієнтованого підходу до здобуття вищої освіти. Усі ці складові формують безперервну модель професійної освіти.

Аналіз освітньо-професійних програм показує, що на сьогодні у системі вищої професійної освіти психолога важливим є вирішення таких проблем: необхідності застосування системного аналізу у вирішенні завдань професійної підготовки майбутніх психологів; перегляду співвідношення в освітніх професійних програмах дисциплін теоретичного, практичного, прикладного спрямування відповідно до моделі діяльності психолога в умовах психологічної практики; збільшення обсягу навчально-методичної підготовки і впровадження у навчальний процес професійно орієнтованих методик психологічної роботи; посилення значимості психокорекційної, психореабілітаційної спрямованості психологічної роботи, надання психологічної допомоги у кризових ситуаціях; розроблення стратегії випереджувального навчання, спрямованого на опрацювання актуальних тенденцій психології.

**Висновки.** Узагальнюючи теоретико-методологічні позиції щодо дослідження, розроблено концептуальну модель фахової підготовки психологів у закладах вищої освіти, яка передбачає багаторівневу варіативну освіту і забезпечується чотирма змістовими компонентами: теоретичним; практичним; прикладним; науковим.

**Ключові слова:** психологія, заклад вищої освіти, освітньо-професійна підготовка, інноваційне освітнє середовище, майбутні фахівці.

Original manuscript received 17.07.2022

Revised manuscript accepted 30.09.2022