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### **FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS-PSYCHOLOGISTS USING TRAINING METHODS IN THE EDUCATIONAL PROCESS**

*У статті автор описує суттєві проблеми навчання студентів-психологів у вищих навчальних закладах України пов'язані із сучасною кон'юнктурою ринку праці. Одним із основних критеріїв успішності студентів виступає підвищення компетенцій, що є наслідком впровадження компетентнісного підходу в освіті. У статті розкриваються важливі для професійної діяльності компетенції, а також засоби розвитку професійно важливих компетенцій у студентів-психологів. Одним з провідних засобів формування професійних компетенцій майбутніх психологів виділяється впровадження тренінгових методів і технологій у навчання. Описуються основні тренінгові методи і специфіка їх використання під час підготовки студентів-психологів: групова дискусія, мозковий штурм, кейси, ігрові методи, методи, спрямовані на розвиток соціальної перцепції, методи тілесно-орієнтованої психотерапії, групова дискусія, ситуаційно-рольові ігри, тренінг сензитивності, ігри-розминки, фасилітація, відеоаналіз.*

**Ключові слова:** компетенція, тренінг, тренінгові методи, дискусія, гра, кейс, мозковий штурм, фасилітація, відеоаналіз.

*В статье автор описывает существенные проблемы обучения студентов-психологов в высших учебных заведениях Украины связанные с современной конъюнктурой рынка труда.*

Одним из основных критериев успешности студентов выступает повышение компетенций, что является следствием внедрения компетентностного подхода в образовании. В статье раскрываются важные для профессиональной деятельности компетенции, а также способы развития профессионально важных компетенций у студентов-психологов. Одним из ведущих способов формирования профессиональных компетенций будущих психологов выделяется внедрение тренинговых методов и технологий в обучение. Описываются основные тренинговые методы и специфика их использования в подготовке студентов-психологов: групповая дискуссия, мозговой штурм, кейсы, игровые методы, методы, направленные на развитие социальной перцепции, методы телесно-ориентированной психотерапии, групповая дискуссия, ситуационно-ролевые игры, тренинг сензитивности, игры-разминки, фасилитация, видеоанализ.

**Ключевые слова:** компетенция, тренинг, тренинговые методы, дискуссия, игра, кейс, мозговой штурм, фасилитация, видеоанализ.

*The author describes significant problems of learning psychology students in higher educational institutions of Ukraine related to the current situation on the labor market. One of the main criteria for the success of students are improved competencies, that is a result of introduction of competence approach in education. The concept of "competence" the author considers as an integrated set of personality characteristics, values and personal attitudes, motives, knowledge and skills in a particular area, which is actualized, formed and developed in the process of training and practice, formulated and measured in accordance with the established levels. The article reveals the important competences of professional activity as well as methods of development of professionally important competencies among psychology students: ability to build logically true and clear arguments in oral and written language; ability to defend one's point of view without destroying relationships; formed empathy; development of basic abilities to carry out practical activities.*

*One of the leading methods of formation professional competences of future psychologists is the introduction of training methods and techniques in education. The article describes basic training techniques and specifics of their use in the preparation of students-psychologists: group discussion, brainstorming, case studies, play techniques; methods, aimed at the development of social perception; methods of body-oriented psychotherapy; group discussion, situational role-play games, training the sensitive, warming-up games, facilitation, video analysis.*

*The article might be interesting and useful for professionals working in secondary, professional and higher education. The author puts forward several problems for the successful implementation of the process of professional competence formation among students-psychologists with training methods in the educational process: to train teachers of high school to use active methods in education; to familiarize students in the first year of study with the content, rules and algorithms of high school; to include the application of methods in all disciplines that require group discussion and problem solving; to teach practitioners the techniques and skills to be used in programs of additional professional training.*

**Key words:** competence, training, training methods, discussion, game, case, brainstorming, facilitation, video analysis.

Higher professional education in Ukraine as well as many other areas of activity is currently experiencing a fundamental restructuring of its bases and foundations. This is due to recent changes having taken place in the country's internal and external environment. Transition of the Ukraine's economy to market relations and joining the Bologna Process has identified the urgent need for modernization and reform of higher education. Major new trends in the modernization of education are competence approach to education and quality systems that implement the competence approach as a result of new learning, as well as the integration of Ukrainian education in the Bologna process, which involves the transition to a two-level education system.

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In pedagogy the following concept has established, representing the objectives and content of education in the form of conceptual triad of «knowledge – abilities – skills». In our opinion, it is necessary to expand the given concept with additional qualities that should characterize graduates and to formulate the competences correspond the real conditions of their future activities. The most important thing here is to to prepare specialists capable not only to start work in the workplace without additional training, but also to be the bearer of new knowledge, new technologies, rather than «raw» material, which requires training the competences during employment.

Despite the growing popularity of the concept of «competence approach», there is still no universally accepted definition, or a point of reference against which one should evaluate various approaches to the definition and use of the term. Also it should be noted that the analysis of CBE-approach (competence based education) showed that the educational community faces a difficult and controversial research problem of determining the content of this concept, as well as the bases of differentiation of core competencies within the scope of these components [Taizova]. A clear concept definition of competence approach will determine the way to design the educational process, aimed at the implementation of competences and competencies.

Within the framework of scientific research, we analyzed various approaches to the definition of «competence» and «competency». As a result the following treatments of these definitions have been proposed suitable for practical purposes of competencies' formation among students in areas of training in higher professional education.

Competence is an integrated set of personality characteristics (psycho-physiological, innate personality traits (abilities), values and personal attitudes, motives, knowledge and skills in a particular area), which is updated, formed and developed in the process of learning (simulated) and practical activities, formulated and is measured in accordance with the levels.

Competency is a manifestation of interacting or mutually independent human competencies, his personal properties (including innate abilities) that meet certain system requirements of practical (professional) or other activities, allowing us to achieve mutual or individual result and contains the operational, axiological, ethical, emotional, volitional, and other aspects in its basic cognitive basis.

These definitions make it possible to build a model of formation and development of competences and determine not only the approaches but actual steps for the modernization of higher education and the implementation of new educational process based on the competence approach.

Based on the given definitions we can consider the relationship between these concepts as follows: 'competency for certain period in life and development of the individual is represented as a certain set of competences with clearly defined levels of development for each competence. It is necessary to take into account the fact that the majority of so-called shared competences,

which are considered in most classifications for specialists with higher education, formed long before the individual training in high school, virtually from its birth and developed during the period of his training in school, in high school (or college) and for some time during their career.

During school years some individual competences begin to form, related to the study of various fields of knowledge, the development of different types of thinking and so on; let's call them subject-specialized competences. Moreover, they are formed in parallel with the progress of development of general competences; and the level of subject-specific competencies depends on the level of development of the general ones.

While studying at the university the individual continues to develop general competences, for some time continues to develop subject-specialized competencies; and professional competences are formed, which continue to evolve during his future career.

Currently, many Ukrainian universities have started designing bachelors and masters curriculum programs based on the competence approach. As practice shows, it is very important to determine and plan the use of active learning methods in the educational process.

In training of future psychologists the following competences are defined as very important for the professional activity:

- ability to build logically true, and clear arguments in oral and written language;
- ability to defend one's point of view, without destroying relationships;
- formed empathy;
- development of basic abilities to carry out practical activities.

**Common training methods:**

- Group discussion.
- Brainstorming.
- Cases.
- Game methods.
- Methods aimed at the development of social perception.
- Methods of body-oriented psychotherapy.
- Case studies and role-play games.
- Training of sensitivity, focused on interpersonal sensitivity training and perception of itself as a psychophysical unity.
- Warm-up games.
- Facilitation.
- Video Analysis.

Let us consider in more detail the above listed training methods. This will reveal the essence of the methods and the possibility of their use in the practice of teachers in training students of psychology.

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Group discussion in psychological training is a joint discussion of a controversial issue, allowing to clear (or change) opinions, positions and beliefs of group members in the process of direct communication.

Group discussion is a joint discussion and analysis of the problem situation, question or problem. Group discussion can be structured (i.e. controlled by a trainer who asks questions or offers topics for discussion) or unstructured (the process depends on the group discussion participants).

Group discussion can be used in order to enable participants to see the problem from different viewpoints (it clarifies the mutual position that reduces the resistance of the new information perception from the facilitator and other members of the group), as well as a method of group reflection through individual experiences analysis (it strengthens the cohesion of the group and at the same time facilitates the self-revelation of the participants).

### **Classification of group discussion forms in training:**

- structured discussions, which are set to discuss the topic and have a clearly regulated procedure for discussion (form, organized in accordance with the principle of «brainstorming»);
- unstructured discussions, in which the facilitator is passive and the topics are chosen by the participants, the duration of discussion is not formally limited;
- thematic discussions, that discuss problems significant for all participants of the training group;
- biographical discussions, focused on past experience;
- interaction discussions which focus on the structure and substance of the relationship between the group members.

Discussion methods are used in the analysis of a variety of situations from life or professional experience of the participants as far as in the analysis of the proposed difficult situations of interpersonal interaction, and in other cases.

### **Game methods include:**

- case and role plays;
- didactic;
- creative;
- activity organization;
- simulation;
- businessgames.

**Business game** is a simulation of various aspects of professional activity or social interaction.

**Role play** is the fulfillment of certain roles by members in order to address a specific case or solution.

The game can be used as a psychotherapeutic method, which is especially evident in the gestalt therapy and psychodrama. In a sense, the game methods include work with destructive games in dialogue, used in transactional analysis by Eric Berne.

The advantages of game methods in training:

- way to overcome the stiffness and tension of participants in the first stage of group work, as a condition for the painless removal of «psychological defense»;
- diagnosis and self-diagnosis tool that allows to detect communication difficulties and serious psychological problems in an unobtrusive, soft and easy way;
- intensifies the learning process, develops new behavioral skills, helps to gain previously seemed inaccessible optimal ways of interaction with other people; trains and develops verbal and nonverbal communication skills;
- creates conditions for self-disclosure and finding creative human potentials as far as for the manifestation of the sincerity and openness, as forms of human psychological link with one's childhood;
- game is a powerful psychotherapeutic and psycho-correction tool not only for children but also for adults.

Methods aimed at the development of social perception. Group members develop the ability to perceive, understand and appreciate other people, themselves, their group.

With the help of specially designed exercises, participants receive verbal and nonverbal information about how they are perceived by others, how well is their own perception of themselves.

Methods of body-oriented psychotherapy (founder – Wilhelm Reich (1960). Three main subgroups of tools:

- work on the body structure (the Alexander technique, Feldenkrais method);
- sensory awareness;
- neuromuscular relaxation;
- eastern techniques (Hatha Yoga, Tai Chi, Aikido).

Case is a problematic situation that requires a response and a solution. The solution may be found both individually and in a group. The main task of the case is to learn how to analyze information, identify key problems and solutions, and form a program of action.

Brainstorming is one of the most effective methods to stimulate creative activity. It allows you to find a solution to the complex problems through the application of special rules: first, participants are encouraged to give as many options and ideas, including the most fantastic; then out of the total number of ideas expressed the most successful is selected, which can be used in practice.

Warm-up game is a tool used to manage group dynamics. Warm-up games are a relaxing and tension – releasing group assignments.

Facilitation is a tool to stimulate the exchange of information within the group. Facilitation helps to accelerate the processes of awareness, stimulate group dynamics. During facilitation coach helps the process of group discussion, directs the process back on track.

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Video analysis is a tool that includes demonstration of videos produced by coach, or videos in which training participants show different behaviors. Video analysis allows clearly see the advantages and disadvantages of different types of behavior.

In order to form skills of application of these methods in variety, their development and effortless use, it is desirable to develop such methods for teaching in school. The described in the article competences should be developed in the university on all disciplines that require the use of discussion and group work.

It seems to us that it is necessary to do the following to generate sustainable skills, so important for the professional activity of psychologists' competencies:

- to use active methods to train teachers of high school;
- to acquaint with the content rules and algorithms of high school students in the first year of study;
- to include the application of methods in all disciplines that require group discussion and problem solving;
- to teach techniques and skills to form their use in programs of additional professional training of practitioners.

Thus, the fulfillment of all these conditions will significantly increase the effectiveness of training for future psychologists and formation of professionally important skills. However, there is the problem of training teaching staff to meet the requirements of the introduction of competence-based approach that can serve as further research and implementation in practice.

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## PEDAGOGICAL ETHICS AND MODERN SOCIETY CHALLENGES

*У статті йдеться про комплекс складних морально-етичних проблем, на які нашою освітою України в процесі інтеграції до європейського простору і які суттєво впливають на педагогічну сферу, вимагаючи від українських вчених, педагогів, філософів сучасних інноваційних рішень. Підкреслюється, що українська система освіти інтенсивно трансформується і є об'єктом уваги спеціалістів ряду галузей соціоантропоцентричного знання в плані виявлення нового етичного забезпечення діяльності педагога в умовах глобалізаційних процесів.*

**Ключові слова:** професійна етика, педагогічна етика, глобалізація, освіта, наука, інновації, інтеграція, освітньо-інтелектуальний простір, філософія освіти.

*The article refers to a set of complex social and globalization issues, which education of Ukraine deals with in the process of integration into European area, and which substantially affect the educational sphere requiring the latest technological innovations from Ukrainian scientists, educators, philosophers. It is emphasized that Ukrainian education system is intensively transformed and is the object of socio-humanitarian specialists' attention in terms of identifying new ethical provision of pedagogues' activity in globalization processes. New tasks which rely on education and training in search of new pedagogical tools and guidelines to mitigate the confusion caused by the collision of cultural, ethnic, religious and economic interests are outlined. Upbringing and education are aimed to find ethical and effective pedagogical approaches to reconcile social and moral conflicts within public national-state space in terms of European integration processes.*

*Institutionalization directions, theoretical background and praxeological principles of pedagogical ethics, as well as specifics of corporate social responsibility in transitive societies, which include Ukraine are investigated in the article. Attention is paid to the pedagogue's responsibility in the era of scientific and technological innovations, development of responsibility idea and specifying of its content in globalized world; moral and theoretical issues of pedagogue's professional activity and ethical regulation of educational and pedagogical environment in the context of humanistic values transformation as well as the possibility of pedagogue's moral individual improvement within the framework of professional activities have been found. The study relevance of moral content of Ukrainian teachers' pedagogical activities is caused by absence of theoretical and practical works in the field of teaching ethics in the conditions of integration processes.*

**Key words:** professional ethics, pedagogical ethics, globalization, education, science, innovations, integration, educational and intellectual space, philosophy of education.