



UDC 37.091.12:159–051

## THE PROBLEM OF MATURITY OF A FUTURE PSYCHOLOGIST AS A COMPETITIVE SPECIALIST WITHIN HIS VOCATIONAL TRAINING

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The article reveals the issue the problem of maturity of a future psychologist as a competitive specialist within his vocational training. The carried-out qualitative and quantitative analysis of diagnostic data is presented as a theoretical basis for proof of the effectiveness of the suggested psychological and pedagogical conditions of studying at a higher educational establishment. In order to fully realize their abilities, skills and abilities, and, in addition, to reveal reserve capabilities as a compulsory element of competitiveness, the future psychologist needs to prepare for the conditions of professional activity. All that was worked out and accumulated in the process of training future psychologists may be confused by the face of practice and high requirements for a competitor in the labor market. Therefore, it should be remembered that training the preparation of a future psychologist as a competitive specialist is an important and compulsory element of learning.

**Key words:** *future psychologist as competitive specialist, situation of reflection, problem-oriented lecture, analysis of specific situation, supervision, role-based training.*

У статті розкрито проблему становлення психолога як конкурентоздатного фахівця в межах професійної підготовки. Проведений якісний та кількісний аналіз діагностичних даних представлено як теоретичну основу для підтвердження ефективності запропонованих психолого-педагогічних умов навчання у вищому навчальному закладі. Щоб цілком реалізувати свої здібності та виявляти резервні можливості як обов'язковий елемент конкурентоспроможності, майбутній психолог має підготуватися до умов професійної діяльності. Все, що було розроблено і накопичено в процесі підготовки майбутніх психологів, може бути корисним на практиці, зважаючи на високі вимоги до фахівця на ринку праці. Тому варто пам'ятати, що підготовка майбутнього психолога як конкурентоспроможного фахівця є важливим і обов'язковим елементом навчання.

**Ключові слова:** *майбутній психолог як конкурентоспроможний фахівець, ситуація розмірковування, лекція проблемного характеру, аналіз конкретної ситуації, супервізія, ролевий тренінг.*

Мытник А.Я., Середюк Т.В., Святенко Ю.А. ПРОБЛЕМА СТАНОВЛЕНИЯ ПСИХОЛОГА КАК КОНКУРЕНТОСПОСОБНОГО СПЕЦИАЛИСТА В РАМКАХ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ

В статье раскрыта проблема становления психолога как конкурентоспособного специалиста в рамках профессиональной подготовки. Проведенный качественный и количественный анализ диагностических данных представлен как теоретическая основа для подтверждения эффективности психолого-педагогических условий обучения в высшем учебном заведении. Чтобы полностью реализовать свои способности и выявлять резервные возможности в качестве обязательного элемента конкурентоспособности, будущий психолог должен подготовиться к условиям профессиональной деятельности. Все, что было разработано и накоплено в процессе подготовки будущих психологов, может быть востребованным перед лицом практики и высокими требованиями к специалисту на рынке труда. Поэтому следует помнить, что подготовка будущего психолога как конкурентоспособного специалиста является важным и обязательным элементом обучения.

**Ключевые слова:** *будущий психолог как конкурентоспособный специалист, ситуация рассуждения, лекция проблемного характера, анализ конкретной ситуации, супервизия, ролевой тренинг.*

**Staging problems.** The rapid and irreversible socio-economic changes in the development of our state require to strengthen the direction of the system of vocational training in Ukraine toward preparing not only skilled but also socially and creatively active, initiative, and competitive specialists, who can think flexibly, quickly analyze unplanned professional situations, quickly plan their actions a few steps forward. The subject of the vast majority of psychological research is shaping the future specialist's professional knowledge, abilities, professionally significant qualities, necessary for the implementation of diagnostic, correctional, developmental, expert, advisory, managerial, teaching, educational-methodical, and research (for the Master higher education qualification level) activities. But in addition to that, the result of vocational training should be the development of a mobile and creative psychologist who is able to create new methods for studying the personality, to offer and implement recommendations for optimizing educational, labor, and sports activities, working and recreation conditions; to develop means of personal adaptation to new conditions and mode of life, etc. These, in our opinion, are characteristic features of a competitive specialist. The article analyzes the views of scientists on the content and the ratio between the concepts of *competition* and *competitive specialist*. The work with the teachers in the format of scientific and practical seminars is presented, in which the methodology of the problem-oriented lecture delivery, in general, and its variants, in particular, are revealed. The psychological and pedagogical experiment, aimed at studying the dynamics of personality maturity of a psychologist as a competitive specialist is presented.

**Analysis of recent research and publications.** The analysis of scientific literature on the research problem makes it possible to state that the concept of competition is generic to the concept of competitive specialist. Thus, Grayson and O'Dell indicate that a competitive specialist is characterized, above all, by the ability to compete, i.e. by having certain features that allow him/her to win a competitive struggle [1, p. 70]. The study of the emotional competence of psychologists has been carried out by R.Valeeva, E. Khakimova [2]. The researcher Porter emphasizes that the main feature of a competitive specialist is the ability to produce competitive products – those demanded by users [3]. The ability to compete, according to V. Bondar [4], stems, first of all, from individual psychological resources of a specialist. About the psychophysical health, age, looks, abilities, talent, intelligence lev-

el, energy reserve) [4]. Fil emphasizes that a competitive specialist should be endowed with competitive competencies that would help him achieve the best results in his professional activities in a competitive environment [5].

#### **Setting objectives.**

1. The topic of the article is to theoretically analyze the problem of maturity of a psychologist as a competitive specialist within his vocational training.

2. To develop and conduct a psycho-pedagogical study of the personality formation of a psychologist as a competitive specialist, which would allow to substantiate appropriate methods and forms of training for practical psychologists.

**Presentation of the main research material.** Our research is devoted to the problem of theoretical and methodological provision of vocational training of a clinical psychologist as a competitive specialist that was carried out within the activity of the Department of Applied Psychology, Faculty of Education and Psychology, National Dragomanov Pedagogical University. The experimental research was conducted among students, future psychologists of the Bachelor higher education qualification level, and was divided into three stages. Based on the results of the experiment conducted (2015–2017 academic years), the psychological and pedagogical conditions for the maturity of the personality of a psychologist as a competitive specialist were introduced into the educational process. In order to study the effectiveness of these conditions, the state of the investigated phenomenon was re-discovered.

When a theoretical and methodological analysis of this phenomenon was carried out, an ascertaining stage of the research was conducted in order to identify and analyze the level of maturity of the personality of a psychologist as a competitive specialist. Forty-eight fourth-year students of the Bachelor higher education qualification level in Psychology participated in the ascertaining stage of the study. In April 2015, the students enrolled in September 2011 were offered a complex work of a combined nature, specially designed by us. Here are some elements of this work:

The first three tasks were aimed at identifying the level of maturity of the motivational sphere of the personality of a psychologist as a competitive specialist. Let's cover them in depth.

1. I study at a pedagogical higher educational establishment in order to:

a) get a diploma on higher education;  
b) acquire a dynamic system of knowledge on Pedagogy, Psychology, and methods of teaching, and learn how to use them in my



practical activities; c) acquire knowledge in order to successfully pass exams, d) not upset my relatives or friends

2. Will you seek constant professional self-improvement? Justify your point.

3. To build a professional image, it is important to know how to create innovations:

a) I agree; b) I disagree. Justify your point.

With the help of the following two tasks, we've tested the availability of certain professional knowledge and skills to apply them in a variety of life (professional) situations. These tasks were aimed at revealing the level of maturity of the cognitive sphere of the personality of a psychologist as a competitive specialist. Let's cover them in depth.

4. Evaluate the actions of the teacher in the suggested pedagogical situation. Write down your grade under point A. What actions would you recommend to the teacher to undertake in this situation? Write down your answer under point B.

The situation. Sashko is a second-year student, the only child in the family of elderly parents. In the mathematics lesson after the winter break, Sashko began to view the album with photos of the places where he had been with his parents during the holidays for everyone to see and called the teacher to show him the photos.

The teacher: answered him rudely, "I do not care. Hide them immediately! Bring me quickly your exercise-book and show me what you have done at the lesson". Sashko burst into tears and tore up all the photos.

A/ \_\_\_\_\_

B/ \_\_\_\_\_

5. Solve a problem situation by defining: the psychological counseling type; the problem subject; the subjects of psychological counseling, possible causes of the problem, and the most productive actions of the psychologist.

**The situation.** A psychologist is visited by a father of a girl, a tenth-year student of a comprehensive secondary school who wants his daughter to enter a medical university. However, the girl's mother insists on the pedagogical one. What should you do?

The rest of the work is aimed at revealing the level of maturity of the social sphere of the personality of the psychologist as a competitive specialist, namely, his intentional skills. To this end, the Leading Type of Response diagnostic methodology was used.

The results of the tasks completed proved high, average, and low levels of personality maturity of the psychologist as a competitive specialist. Let's characterize each of the levels.

Students with a high level of psychological maturity of the personality as a competi-

tive specialist study in order to gain dynamic knowledge on Pedagogy, Psychology, and methods of teaching, as well as to learn to apply them in practice. They seek constant professional self-improvement because they consider that self-development is a mechanism for the formation of a unique self (image), which is provided by the created innovation. In this regard, they want to master certain techniques (technologies) for creating the new. They are able to see and formulate certain problems, to provide effective psychological help in solving them; to suggest certain developing tasks (recommendations). They are able to organize constructive interaction with clients in solving a certain problem.

Students with an average level of psychological maturity of the personality as a competitive specialist associate the aim of their training with the successful passing of exams for the purpose of obtaining a diploma. Such students are aimed at episodic self-development. Focus on self-development depends on certain professional situations for dealing with which knowledge gained is not enough. Achievement of a professional image is associated with the availability of certain personal qualities, possession of verbal and non-verbal communicative skills, but not with the creation of innovations. They mostly provide superficial psychological help, evoking sympathy, trust, and leading the client away from his/her problem.

Students with a low level of psychological maturity of the personality as a competitive specialist study only not to upset their relatives and friends; the knowledge in their textbooks is enough for them. They believe that in the process of attending university, it is possible to acquire certain knowledge, skills, and use them throughout their professional activity and, as a result, they demonstrate destructive tendencies (a halt of development). While providing psychological help, they show no initiative and try to act on a certain pre-prepared template. They are very self-confident and show aggression in the process of interaction with the client.

Taking into account the above level characteristics, we have obtained the following quantitative indicators (n = 48): 7 (15%) with a high level, 29 (60%) with an average level, 12 (25%) with a low level of psychological maturity of the personality as a competitive specialist.

In order to find out the reasons for the above-described state of the psychologist's personality maturity as a competitive specialist, we have attended classes of teachers lecturing not only the professional training disciplines but also the humanitarian, so-

cio-economic, fundamental, and natural science training disciplines. As a result of the observation, we found out that there mostly dominated the teacher's communicative activity, i.e. the lecture monologue; there was no relationship between psychological and pedagogical, philosophical and professional disciplines; the teacher tended to be annoyed with the students' opinion and was most pleased when students in their responses repeated all the information they had heard at the lecture; in practical and seminar sessions, the organization of search activity was being replaced by control over the students' behavior. Having analyzed the teachers' characteristic actions in the educational process, we came to the conclusion, that the basis of the discovered by us quantitative indicators of the psychologist's personality maturity as a competitive specialist was that in the educational process, students were preferably consumers of the information, presented by the teacher; the students' activity was permitted only in certain educational situations, pre-planned by the teacher, and in certain roles, defined by him/her; the bulk of the theoretical material was of no use for the student in his/her practical activity. It leads to the fact that the educational process is of no interest to the student, does not satisfy him/her as a future specialist.

As a result of comparison of the results of control and ascertaining experiment stages, there has been revealed a positive dynamic of the psychologist's personality maturity as a competitive specialist. Thus, the number of students with a high degree of maturity of the above-mentioned state has increased from 7 (15%) to 20 (42%), while there has decreased the number of students with an average level: from 29 (60%) to 21 (43%); and with a low level: from 12 (25%) to 7 (15%). If at the ascertaining stage, the number of students with an average level of the psychologist's personality maturity as a competitive specialist prevailed, at the control stage, there was found an approximately equal number of students with high and average levels of the investigated state maturity. At the final meeting of the Department of Applied Psychology, which took place on 06.27.2017, it was emphasized that according to the results of the summer session, state examinations, and the bachelor qualifying papers defense, there increased, compared with the previous academic year, the number of students who could: generate and accurately formulate hypotheses, build reasonable, logically non-contradictory theories that explained certain psychological phenomena, processes, mental conditions, etc.; consistently ponder, building

chains of reasoning that led to the intended result; build correct inferences on the basis of facts and separate concepts; quickly make a decision on the selection and use of means of psychological influence which optimally met unforeseen problematic situations; think in categories of success, i.e. see the positive in some of their failures, which ensured good emotional health; use psycho-pedagogical theory to support their own practical actions.

In our opinion, the psychologist as a competitive specialist is a complex characteristic of the personality able to change himself/herself and others for the better, to analyze and evaluate the consequences of these changes, to create innovations and prove the value of the created to the professional community. Taking into account that a complex characteristic of the personality as a generic concept to a competitive specialist is an integrative personal entity, in which the motivational, cognitive, and social spheres are interrelated, we will disclose the operational characteristics of each of these spheres in the structure of the clinical psychologist's personality.

Motivation as a set of impelling factors causes the activity of the individual and determines the orientation of his/her activities. Psychologists distinguish between internal and external motivation [6]. Internal motivation is characterized by the presence of deep and permanent, clearly motivated cognitive interest in Pedagogy and Psychology, methods and techniques of interaction with clients; the need for professional knowledge; the desire to prove his own thoughts, to reflect in the process of professional interaction; the presence of operational and action-related interest in the provision of psychological assistance, the acceptance of himself and others, orientation toward achieving mutual understanding and positive mutual evaluation; the need for constructive interaction with clients and colleagues at work. External motivation includes socially and personally driven desire for self-education and self-development, for continuous professional self-improvement (self-management), as well as a sense of responsibility for the activity results.

Cognitive sphere of the psychologist's personality as a competitive specialist covers professional thinking, which contains a high development level of mental actions of analysis, synthesis, reflection, prediction, and conversion. The psychologist must be endowed with professionally important qualities of cognitive processes, such as attentiveness, observancy; the ability to recognize psychosomatic states, to distinguish the significant and to generalize, to predict the client's reactions and actions, to model the work's im-





fact, to transform the developed models into research projects. In the cognitive sphere, special attention is paid to the development of cognitive, reflexive, and operational components. The cognitive component of the psychologist's cognitive sphere is, in essence, a dynamic system of knowledge of the basics of Psychology, Pedagogy, and professional technologies, as well as knowledge of oneself and others. Improvement, critical analysis, and determination of ways of constructive improvement of one's activity are carried out with the help of the reflexive component of the cognitive sphere. The reflexive component of the cognitive sphere is characterized by autopsychological competence, namely, the capacity for self-knowledge, self-evaluation, self-control, the ability to manage one's condition and ability to work. In achieving success in the professional activity, the leading role is played by the operational component of the cognitive sphere, namely, the ability to act mentally, research and diagnostic skills. These skills are the operational characteristic of diagnostic and analytical and counseling and correctional competencies [7].

**Conclusions.** 1. The subject of the vast majority of psychological research is shaping the future specialist's professional knowledge, abilities, professionally significant qualities, necessary for the implementation of diagnostic, correctional, developmental, expert, advisory, managemental, teaching, educational-methodical, and research activities. But in addition to that, the result of vocational training should be the development of a mobile and creative psychologist who is able to create new methods for studying the personality, to offer and implement recommendations for optimizing educational, labor, and sports activities, working and recreation conditions; to develop means of personal adaptation to new conditions and mode of life, etc. These, in our opinion, are characteristic features of a competitive specialist.

2. The identified positive dynamics of the psychologist's personality maturity as a competitive specialist makes it possible to claim that the described psychological and pedagogical conditions, methods and forms of teaching at a pedagogical university determine the prospects for the development of higher education in Ukraine, its focus on preparing not only qualified but socially and creatively active, initiative specialists.

Together with the teachers of the Faculty of Education and Psychology of the National Dragomanov Pedagogical University, scientific and practical seminars were organized, at which there was disclosed the methodology of conducting a problem-oriented lecture, in

general, and its variants, in particular; requirements for a lecturer who should choose from the flow of scientific information the most important things, i.e. to compensate for the gap between teaching aids and modern achievements of pedagogical science and practice, to focus the students' attention on the focal points of the content. Within the framework of such seminars, the following teaching methods were presented: microteaching, a specific situation analysis, supervision, peculiarities of their implementation at seminar (practical, laboratory) studies of professional disciplines of the Curriculum in Psychology. The main format at such seminars was role-based training, in which fragments of lecture, seminar (practical, laboratory) studies were demonstrated. During the role-based training, a method of a pedagogical game is used, which combines elements of educational and research games. An educational game during the role-based training is focused on simulation modeling in the educational process of the real processes and mechanisms that exist in the professional activity. A research game during the role-based training is directed, except for the pedagogical reality modeling (a microteaching method), at the modeling of certain objects, processes, mechanisms for their experimental study (the role of experts). Also, the teachers' attention was drawn to the fact that the implementation of a role-based training in the educational process also implied the use of the empathy method (identification of oneself with clients) and the incident method (the need to quickly respond to unexpected answers of respondents). As a result of that work, most teachers realized the "handwriting" of a problem-oriented lecture, which consisted in the fact that at the beginning of the lecture, a certain scientific and pedagogical problem was outlined, while the lecture content represented the search for its solution, and the end of the lecture was the construction of certain conclusions.

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