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Formation of the professional readiness of future psychologists in the conditions of distance learning

OLENA SERGIENI. Formation of the professional readiness of future psychologists in the conditions of distance learning. *The main objectives of modern higher education are stipulated by the formation of a professionally competent, socially active, creative, patriotically oriented personality that can be competitive both on the domestic and European labor markets. The work presents modern requirements for the professional readiness of future psychologists in connection with the challenges posed by the emergency situation of military operations in Ukraine and the need to provide differentiated psychological assistance to different segments of the population in the conditions of using the distance learning. The theoretical review of the scientific literature on the problem made it possible to identify the main components of a psychologist's readiness for professional activity. A selection of psycho-diagnostic methods was carried out, which made it possible to determine the components of a psychologist's readiness for professional activity. The complex of psychodiagnostic methods was in line with the purpose of the study and can be used in research and practical*

work. The study can be continued on the contingent of master psychologists to determine their readiness for scientific, teaching and practical activities.

Keywords: *psychology students, professional readiness, educational process, distance form of education.*

1. Formulation of the problem

Education is the basis for the development of every individual, the key to the successful future of Ukraine. It should meet the interests and demands of society, which is why one of the main tasks of education is the professional training of specialists aimed at the nowadays needs. The changing socio-economic and political conditions of the development of society actualize the problem of forming the personal and professional orientation for training of psychology students. The objectives of modern higher education are stipulated by the formation of a professionally competent, socially active, creative, patriotically oriented personality that can be competitive both on the domestic and European labor markets. Professional orientation, which ensures and regulates the actions of a person as a subject of professional activity, is an important determinant of a professional's training. [6, 400 p.; 7, 350 p.]

A modern psychologist must possess not only an appropriate set of theoretical knowledge and general practical skills, but also specific knowledge and technologies related to the provision of psychological assistance to a person in a difficult life situation and under the influence of extraordinary wartime factors. [12, 250 p.] In particular, the following areas of differentiated psychological assistance have become relevant, such as psychological assistance to forced migrants who have lost their homes, jobs, and familiar surroundings; psychological assistance to people who took part in hostilities and need to remove the negative impact of a prolonged stressful situation and prevent the development of post-traumatic stress disorder (PTSD); psychological work with people who lost loved ones as a result of hostilities, in particular with children left without parents; with people who were in the occupied territories and were subjected to violence, abuse and were traumatized; with people who suffered stress as a result of the factors of the military situation. [13, 34-35 p.]

The specified aspects of the practical work of a psychologist must be taken into account in the process of training modern students – future psychologists. Therefore, the problem concerning formation of personal and professional competence of future psychologists, aimed at providing differentiated psychological assistance to various sections

of the population of Ukraine, affected by the effects of the emergency situation, arises [2].

In the conditions of the military situation in Ukraine, the distance learning for students as a forced measure was introduced, and the question arises about its effectiveness in training future psychologists.

So, the **purpose of the work** is to analyze the scientific literature on the problem and to conduct empirical study of the formation of professional readiness of future psychologists during their studies at a higher educational institution in the conditions of distance learning.

The **object** is professionally important qualities of psychology students, the subject of the research is the state and psychological components of the professional readiness of future psychologists in the conditions of distance learning.

2. Theoretical analysis of scientific literature on the problem

The training of a future psychologist is accompanied by mastering a number of competencies and practical skills within the framework of the "Psychology" educational program. Competence is an individual's ability to effectively apply acquired knowledge and skills in a certain field of professional activity and everyday life; competencies are certain constructs that determine the direction of a competent personality. [5, 5-8 p.]

The concept of competence is supplemented and objectively revealed in many psychological studies related to the professional activity of a person. The approach to competence in domestic psychology, in our opinion, allows for a broader consideration of the task of its formation, as it leads practitioners to the analysis of conditions as personal formations that ensure the successful implementation of the motivational, operational, and evaluative component of professional activity, as well as the understanding of the genesis and necessity of the whole, systematic approach to education and professionalization of personality, formation of competence in the broad and narrow sense of this concept. [1, 20 p.; 6, 400 p.]

Competence should be distinguished by the form of manifestation, scope and types. According to the form there is conscious one, when a person knows what is included in the structure and content of any life activity and begins to practice, and unconscious one, which characterizes mastery. According to the volume, competence is distinguished as subject-specific one, in relation to certain educational subjects; special one in relation to narrow spheres of activity and general one in relation

to a broad sphere of life activity. According to functions, competence is distinguished as cognitive one, which refers to the process of cognition, testing one, when performing what a person has learned; regulatory one as an awareness of how one's actions are evaluated by others, and controlling one.

M. Toba considers the structure of professional competence in the unity of the following components: cognitive competences (general cultural and special knowledge and intellectual-and-creative means); practical-methodical competences (the ability to use the means of target formation of ideas adequate to the specific situation and use the obtained results for designing and subjectively implementing one's own actions); personal competences (building systemic experience as the basis of a wholesome personal style of adequate understanding and solving significant situations) [14, 32-35 p.].

Some scientists (L. Karamushka, S. Maksymenko, O. Bodaliyov, A. Derkach, A. Markova, L. Stoliarenko, V. Tretiachenko, M. Kholodna, O. Fastova and others) emphasize the special role of social competence in personality development in the process of formation of future practical psychologists [6, 400 p; 8, 200 p.]. Therefore, the acquisition of professional knowledge by a psychologist depends on his/her ability to accept another person as he/she is, to understand the cognitive prerequisites for the emergence of various emotional states, to connect them with basic forms of protection, to adequately determine his/her contribution to the emergence of misunderstandings with other people, to see stereotypical, destructive behavioral tendencies that are unproductive for interaction with other people.

N. A. Aminov and M. V. Molokanov discovered that the most important personal qualities for the success of a practical psychologist are: general intelligence and stress resistance, supportive communication style. According to them, a psychologist knows how to maintain contact and is resistant to stress when communicating, empathetic, self-confident, relaxed, energetic, self-sufficient, and can control his/her behavior

The researchers A. Sukhov, A. Derkach include special knowledge about society, politics, economy, culture, i.e., a worldview that enables a person to navigate in any social situation, make the right decisions, and achieve the goals, to the content characteristic of an individual's socio-psychological competence.

They define that socio-psychological competence is a set of special communicative, socio-perceptive and interactive knowledge that enables

an individual to navigate in social situations, interpersonal relations (understanding of social evaluations, regulation of behavior), make correct decisions and achieve defined goals. It is important to be able to adapt to interpersonal contacts, to the people involved in them, correctly perceive and evaluate their actions, interact with them and establish productive relationships in various social situations, without which a normal life and mental development of the individual is impossible [11, 3-6 p.].

Socio-perceptual competence means the degree of conformity of formed world pictures, stereotypes, images with scientific pictures of the world. It is manifested in the ability to understand the intentions, actions, personal motivation of the interlocutor. Competence in interaction reveals itself in knowledge about the nature of social influence. Empathy is of particular importance for socio-psychological competence, which affects the cognitive sphere, promotes deep penetration into the situation, helps to reveal the identification of a person.

Socio-psychological competence is determined by: individual characteristics (socio-psychological factors: psychological personality type, social intelligence, etc.); mental states (asthenic and sthenic) and typical moods; the effectiveness of socialization (for example, a violation of socialization leads to the emergence of emotional deafness, complexes, aggressiveness); the influence of cultural characteristics; special social and psychological training in the process of studying at the university.

The development of socio-psychological properties of a person takes place in the unity of inner-psychic and external practical activity, on the one hand, but socio-psychological properties of a person are revealed, formed and developed in society, on the other hand. The social environment, possessing many levels of freedom, is largely determined by personal communicative qualities and perceptive-interactive capabilities of a person.

So, socio-psychological competence as an integral quality of a person permeates all his/her professional and personal formations: it forms an individual program of behavior in the system of social relations, determines the motivational focus on the development of communicative abilities, the desire to preserve and develop the socio-psychological traditions of a specific social institution, group, in which its socialization takes place in general, that is, it creates a communicative lifestyle of a person.

Based on L. Lepikhova's research results, the components of socio-psychological competence were determined as a complex of personal properties: social intelligence; adaptability to the social situation; personal

flexibility; verbal intelligence; soft dominance as a situation control; social courage; initiative in contacts; self-confidence; success in life [5, 5-8 p.].

Researchers consider socio-psychological competence as a mechanism “that complements all other types of personal competence which are somehow connected by interpersonal relations”.

Thus, the structure of socio-psychological competence of a psychology student should include socio-psychological abilities and qualities that correspond to the content of information in the field of socio-psychological knowledge, as well as abilities and skills that allow for adequate socio-psychological support of interaction with clients and colleagues in the process of performing future professional functions. The structural model of the socio-psychological competence of a psychology student consists of cognitive, motivational, personal and social components. [8, 200 p.]

The cognitive component should be evaluated according to the level of intelligence (social intelligence, adaptability to the social situation, verbal intelligence).

The motivational component assumes that the student has professional values and ideals, motivation, an understanding of the meaning of this activity and his/her place in it, a civic position and a moral and ethical outlook. This sphere of personality can be described as a set of individual motives, values, meanings, needs, and attitudes.

The personality component is characterized by the presence of socio-psychological characteristics necessary for successful interaction, the list of which can be developed in the course of psychological analysis, professional activity and contained in the psychogram. A psychogram is a list of the most significant psychological qualities of a person, the presence of which contributes to the successful performance of professional activities. [9, 420c.]

In the structure of specialists' activities as to working with people, the following tasks are distinguished: understanding the psychological content of various life and professional situations, actions, perpetrators and other manifestations of the client's personality; predicting behavior patterns and developing meaningful and adequate interventions in the context of relevant situations; adequate understanding of oneself, one's emotions, states, thoughts, mastering the skills of psychological relaxation, which will prevent professional burnout; realization of the own personal and professional potential [3, 289c; 4, 116c.].

There are subsystems of psychological competence: social-perceptive (knowledge of people as a result of alertness and insight); socio-

psychological (knowledge of patterns of behavior and activity of a person included in a social group); autopsychological (self-knowledge, self-evaluation, self-control of emotions, states, performance of behavior, as well as self-efficacy); communicative (knowledge of strategies and methods of effective communication); psychological and pedagogical (knowledge of influencing methods) [10, 446c.; 11, 3-6c.].

3. The results of an empirical research

Two groups of psychologist students were formed and studied in the following comparison: the younger group – students of the first – second year of the bachelor's degree and the older group – students of the third – fourth year. The results of students' learning activities conducted on MOODLE and Zoom platforms were analyzed [12, 29-61c.].

Psychodiagnostic methods were chosen for the psychological diagnosis of the components of professional readiness: Diagnostics of communicative and social competence (CSC); Differential-diagnostic questionnaire (DDQ) by E. A. Klimov; Methodology for determining stress resistance and social adaptation by Holmes and Raghe; Determining the level of perceptual-nonverbal competence (H.Ya. Rosen); Questionnaire "Motivation of success and fear of failure" (Rean A.A.); Psychological evaluation of organizational abilities of an individual within an organized group (L.I. Umanskii, A.N. Lutoshkin, A.S. Chernyshov, N.P. Fetiskin); Methods of diagnosing empathic abilities (V.V. Boiko); Time syndrome of a manager by N. Vodopianova; Methodology for diagnosing the level of reflexivity by Karpov A.V.; A study of social intelligence according to Guilford.

The selected set of methods made it possible to reveal individual psychological characteristics of psychology students in dynamics.

Diagnostics of communicative and social competence CSC revealed that almost all students were sincere during the research. Most students were sociable, they easily found a common language with others, which is an important quality of a future psychologist. Senior and junior students were divided into two almost equal groups, some liked to work in a team, while others liked to work alone. According to the factor of emotional stability, the students had its average level.

The students propensity to a certain type of profession was detected in the with the help of a questionnaire for determining the type of future profession (DDQ by A. E. Klimov), which made it possible to establish that in both groups of subjects there was a predominance of professional

activity in the sphere "human – human" (I group – 25%, II group – 28.07%), "human – nature" (I group – 30.08%, II group – 15.79%), and "human – art image" (31.71% and 42.11%, respectively), which fully meets the professional requirements for the profession of a psychologist, but among students there were those who were prone to the professions of "human – engineering" and "human – sign", which is not conducive to the profession.

Research of the level of stress resistance showed that it was high in senior students; younger people had a lower level of stress resistance, but the difference was in the zone of insignificance.

Perceptual-nonverbal competence was determined using the G.Ya. Rosen method. It showed that students of junior and senior years had moderate perceptive-nonverbal competence, that is, they were able to be attentive to their problems and the problems of the people around them.

The questionnaire "Motivation for success and fear of failure" (Rean A.A.) established that many students had a motivational pole that was not clearly expressed, but there were students who were motivated to succeed in the I group – 26.23%, in the II group – 37.93%).

A psychological assessment of the organizational abilities of a person within an organized group (L.I. Umanskii, A.N. Lutoshkin, A.S. Chernyshov, N.P. Fetiskin) made it possible to reveal that the practical-psychological mind was manifested more often in students of senior years than in the younger ones. Demandingness towards people and tendency to organizational skills were more often presented in students of the senior group.

The method of diagnosing empathic abilities (V.V. Boyko) established that the majority of students had a low level of empathic abilities; only 22.95% of the I group and 24.14% of the II group had their average level.

The experience of limited time, which we discovered with the help of the technique of time – syndrome by N. Vodopianova, made it possible to ascertain moderate tension during the emotional experience of time shortage.

The level of reflectivity was determined with help of the method by A.V. Karpov. It revealed that in group I, the majority of students had a low (60.66%) level of reflectivity, and in group II, most students had an average (62.07%) level of reflectivity. Thus, this may indicate that the II group of students had a more developed ability to analyze themselves by rethinking actions and thoughts. The obtained empirical value (5.1) was in the zone of significance. Social intelligence was developed at an average level, but its indicators were higher in the group of senior students.

4. Conclusions

Thus, the inclination to the future profession of a psychologist was established in the majority of the researched ones; at the same time, such a tendency was not established in a quarter of them. The individual and psychological characteristics of a person that reveal suitability for the professional activity of a psychologist were established: extroversion, low level of neuroticism, high level of social and psychological adaptation, high and threshold levels of stress resistance; moderate level of communication and organizational skills in senior students. An insufficient level of empathy, a low level of communication and organizational abilities among junior students was established.

The continuation of the research is planned to be conducted among master psychologists, as well as in the direction of the development of psychological and pedagogical measures aimed at increasing the effectiveness of the distance learning.

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Abstracts

ОЛЕНА СЕРГІЄНІ. Формування професійної готовності майбутніх психологів в умовах дистанційної форми навчального процесу. Метою сучасної вищої освіти є формування професійно-компетентної, соціально-активної, творчої, патріотично-спрямованої особистості, конкурентоспроможної як на вітчизняному, так і на європейському ринку праці. В роботі наведені сучасні вимоги до професійної готовності майбутніх психологів у зв'язку з викликами, поставленими надзвичайною ситуацією військових дій в Україні та необхідністю надавати диференційовану психологічну допомогу різним верствам населення в умовах застосування дистанційної форми навчального процесу. Проведений тео-

ретичний огляд наукової літератури з проблеми дозволив виявити основні складові готовності психолога до професійної діяльності. Здійснений відбір психо-діагностичних методик, який дозволив визначити складові готовності психолога до професійної діяльності. Комплекс психодіагностичних методик був адекватним меті дослідження та може бути використаний в науково-дослідній та практичній роботі. Дослідження може бути продовжено на контингенті психологів-магістрів для визначення їх готовності до наукової, викладацької та практичної діяльності.

Ключові слова: студенти-психологи, професійна готовність, навчальний процес, дистанційна форма навчання.

OŁENA SERHIJENI. Kształtowanie gotowości zawodowej przyszłych psychologów w warunkach zdalnej formy procesu edukacyjnego. *Celem współczesnego szkolnictwa wyższego jest kształtowanie osobowości kompetentnej zawodowo, aktywnej społecznie, twórczej, patriotycznie nastawionej, konkurencyjnej zarówno na krajowym, jak i europejskim rynku pracy. W pracy przedstawiono współczesne wymagania dotyczące przygotowania zawodowego przyszłych psychologów w związku z wyzwaniami, które stawia wyjątkowa sytuacja działań wojennych w Ukrainie oraz koniecznością zapewnienia zróżnicowanej pomocy psychologicznej różnym grupom społeczeństwa w warunkach korzystania z formy zdalnej procesu edukacyjnego. Przeprowadzony teoretyczny przegląd literatury naukowej dotyczącej tego problemu pozwolił na określenie głównych elementów składowych gotowości psychologa do aktywności zawodowej. Dokonano doboru metod psychodiagnostycznych, który pozwolił określić elementy składowe gotowości psychologa do aktywności zawodowej. Kompleks metod psychodiagnostycznych był zgodny z celem badania i może być stosowany w pracy naukowo-badawczej i praktycznej. Badanie może być kontynuowane na psychologach-magistrach w celu określenia ich gotowości do działalności naukowej, dydaktycznej i praktycznej.*

Słowa kluczowe: studenci psychologii, gotowość zawodowa, proces edukacyjny, forma kształcenia na odległość.