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Professional training of future psychologists in the information space in higher education institutions⁴⁸

Професійна підготовка майбутніх психологів в інформаційному просторі закладів вищої освіти

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Abstract

The article lights up the professional training of future psychologists in higher education institutions of Ukraine and considers the specifics of the professional training of future psychologists. Future specialists professional training in psychology is considered one of the key problems of the theory, science and practice of psychology. The article reviews the main areas of work of a psychologist in the education system. We noted various criteria for personal self-realization of future psychologists. The article shows the theoretical foundations of the structure of the psychologist's professional personality for work with adolescent children. The use of modern pedagogical technologies during the professional training of future psychologists is currently expedient in the informational educational space. The article shows that the desire to quickly win the status of an adult, to achieve independence, is characteristic of adolescence, and the

Анотація

У статті висвітлено професійну підготовку майбутніх психологів у закладах вищої освіти України та розглянуто особливості професійної підготовки майбутніх психологів. Професійна підготовка майбутніх фахівців з психології вважається однією з ключових проблем теорії, науки і практики психології. Стаття оглядає основні напрями роботи психолога в системі освіти. Ми зауважили різні критерії особистісної самореалізації майбутніх психологів. У статті показано теоретичні засади структури професійної особистості психолога для роботи з дітьми підліткового віку. Використання сучасних педагогічних технологій під час професійної підготовки майбутніх психологів є нині доцільним в інформаційному освітньому просторі. У статті показано, що своєрідним для підліткового віку є прагнення швидше вибороти статус дорослого, досягти самостійності, а також розглянуто особливості психолого-

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peculiarities of psychological and pedagogical conditions and the organization of the educational process of training practical psychologists in the information space are also considered. During the analysis of scientific works and consideration of trends in the development of education, the article revealed contradictions characteristic of the system of higher psychological education.

Keywords: psychologist, information space, teenagers, education, professional training.

Introduction

The latest period of the development of Ukrainian society can be considered a crisis: military actions, political and social instability - all this provokes the development of insecurity in one's future, a decrease in self-confidence, endurance and vitality of the individual. There is an urgent problem among young people who are just entering active public life and acquiring the profession of a psychologist (Shevchenko, 2018). Psychological science is reaching new frontiers and fulfills an increasing role in solving urgent problems of education, production, and the sphere of human communication. The strategy for the development of the psychological service of the education system of Ukraine, approved by the Ministry of Education and Science of Ukraine, emphasizes the need for professional assistance in the self-development of an individual, the protection of the mental health of all participants in the educational process.

The success of these assignments depends on the degree of professional skill of psychologists and the formation of their readiness for practical activities. Readiness for work is a complex personal creation that involves a number of components that collectively allow a certain person to successfully implement a specific job.

The practice of training psychologists shows that the existing traditional education system does not fully ensure the formation of a future specialist who can fulfill his professional duties and fulfill professional functions at a high level. Not every specialist who has a professional education is able to perform the functions of a psychologist, and even more so to provide psychological assistance to clients.

педагогічних умов та організації освітнього процесу підготовки практичних психологів в інформаційному просторі. Практика підготовки психологів показує, наразі звична система навчання не повною мірою забезпечує формування майбутнього фахівця, який спроможний належним чином здійснювати свої професійні обов'язки та виконувати професійні функції. Під час аналізу наукових праць та розгляду тенденцій розвитку освіти, у статті виявлено протиріччя, характерні системі вищої психологічної освіти.

Ключові слова: психолог, інформаційний простір, підлітки, освіта, професійна підготовка.

The analysis of trends in the development of higher education, scientific works and modern practice of psychological activity revealed a number of contradictions inherent in the system of higher psychological education: between the objective and socially determined need of society for psychologists capable of preventive, psychodiagnostic and psychocorrective work with clients and their lack of orientation towards this professional training in the conditions of the institution; between the level of preparation of students and the ability to apply their knowledge, abilities and skills in practice (Bochelyuk, 2014).

The need for the domestic system of higher education to enter the world educational space, the importance of raising the competitiveness of graduates of higher education institutions on the labor market poses the task of an unbiased assessment of the current situation, primarily from the standpoint of the existing world. Improving the procedure for training specialists also outlines the identification of the causes of existing contradictions and the search for opportunities to overcome them. These circumstances determine the relevance of this study (Vintyuk, 2016).

The purpose. The purpose of this paper is to determine the specifics of professional training of future psychologists in the information space of higher educational institutions and emphasize the importance and necessity of the psychological readiness of doctors for work, who, according to the requirements of their profession, must be highly qualified psychologists for quality patient care.

Literature Review

O. Kokun (2012) considers the main psychological problems of professional development of a modern psychologist. He paid special attention to the psychological features of the professional development of specialists in professions of the "person-person" type. The author describes that «...results of empirical research aimed at identifying the peculiarities of the development of professional orientation and competence of specialists at different stages of professional development».

O. Vasylieva (2021) considered that «...the importance of innovative pedagogical technologies in the system of professional training of future psychologists in higher education, as well as their role as a means of optimizing professional psychological education». She analyzed the basic concepts of the terminological apparatus of pedagogical modernization. The author emphasized that «...the study offers a list of innovative educational technologies that should be used in the system of professional training of psychologists to increase the level of effectiveness of their professional education: personality-oriented, developmental, research, modular development, distance, project, group, differentiated training». In the article attention is focused on the fact that the implementation of innovative procedures at all levels of professional training of students of higher educational institutions should be regular and be built taking into account the realities of the changing world and the requirements of the labor sphere.

T. Kravchenko et al., (2022) underlines that «...the innovation of computer technologies, especially multimedia ones, is a necessary condition for the functioning of specialists in modern society, since specialists are at the center of the educational process, during the improvement of professional competence».

O. Plakhotnik et al., (2022) illustrate the position of multimedia teaching tools which are hopeful and very effective tools that let the educator not only to present an array of information in a larger volume than traditional sources of information, but also to include text, graphs, diagrams, sound, animation, video, etc. in a visually integrated form.

O. Shchyrbul et al., (2022) explain the essence of the concept of multimedia. In the situation of media education, multimedia lists a number of

functions: informational, interpretive, cultural, entertainment, and educational. The necessity to see the requests charted in the article in the circumstances of informatization of the educational process involves the educator to have knowledge and skills in the field of multimedia pedagogical technologies, knowledge of advanced methods and means of modern science.

S. Shevchenko (2018) considered the problem of the relationship between self-confidence and resilience in the background of professional future psychologists training. The author emphasizes that «...based on the theoretical analysis of scientific research, it defines the content of the concepts of "viability" and "resilience", it is argued that self-confidence acts as a certain hypothetical construct that allows a person to choose a certain value position in relation to himself, to the world and, based on this position, build his own strategy of life».

V. Bochelyuk (2014) proved that «...the experience of training psychologists shows that the existing traditional training system does not fully ensure the formation of a future professional who is able to perform his professional duties and realize professional functions at a high level».

Yu. Vintyuk (2016) notes that «...the improvement of the system of training psychologists and provides for identifying the causes of existing inconsistencies of specialists and finding opportunities to overcome them».

Methodology

To achieve our objective, we used a set of research methods that complement and test each other, which include: theoretical methods: studying the works of teachers, psychologists, methodologists, philosophers, psychological specialists, as well as government documents on research, the use of modern teaching methods and technologies; studying and analyzing methodological manuals and recommendations; empirical methods: psychological and pedagogical observation.

Theoretical methods.

According to V. Noskov (1999), the training of modern psychologists is impossible «...without changing the content of the educational process, the educational values of which should be: humanistic principles, scientifically based psychological and pedagogical teaching methods, the certainty of psychologists-teachers

regarding the understanding of the mechanisms of psychophysical mental movement, spiritual properties of the individual».

The problem of using innovative technologies and methods in the system of professional training of future specialists and doctors is relevant in modern higher education. The orientation of the modern education system is reflected in the new system of requirements for the content of educational programs, methods of their implementation, and learning outcomes.

New approaches to professional training of future psychologists and doctors require teachers of higher educational institutions to master and implement innovative teaching methods, use innovative learning technologies in the information space.

Modern training of specialists has a technocratic orientation, which is expressed in the information and subject content of training and in didactic and algorithmic methods that correspond to the traditional attitude in psychology to teaching methods of assimilation and understanding of knowledge. When training future specialists, the emphasis should be placed on the acceptance of knowledge, on the transformation of message values into the recipient's own values, since only the values accepted by the person form the basis of his activity and regulate individual behavior. At the same time, external orientations can be included in their own value system if: this does not cause moral and orientation dissonance, internal discomfort; external values do not contradict the values already existing in the personal structure; a new orientation that has arisen as a result of accepting values allows the individual to satisfy any of their needs (Yaraya, 2011; Radchuk, Adamska, & Oliinyk, 2019; Sapargaliyeva et al., 2023).

Empirical methods

Generalization of the main theoretical aspects of pedagogical innovation in the psychological and pedagogical literature allows us to reveal innovative pedagogical technologies, the use of which in the process of professional training of future psychologists and doctors is appropriate and rational at the present stage in the information space (the research was based on O. Vasylieva (2021):

- personality-oriented training aimed at ensuring independent thinking, making your own choice in the learning process;

- developmental training aimed at developing of new design technologies, methods of developing and finding optimal solutions to problem situations is implemented by immersing students in the developing environment, giving them freedom to put forward hypotheses with their subsequent justification and independent choice of ways to solve problems;
- research activities aimed at developing future specialists' research skills, educating an active creative person;
- modular and educational training aimed at the formation of self-educational competence among future specialists, which is possible thanks to innovative software and methodological support, in particular: electronic textbooks, graph schemes of academic disciplines, research projects, self-realization programs, etc.;
- distance learning aimed at interaction of teachers and students in the process of mastering knowledge, skills, abilities and methods of cognitive activity in the educational environment of information and communication technologies;
- project-based training aimed at stimulating students' interest in new knowledge, developing their own personality by solving personal problems and using this knowledge in practical activities;
- group training on the use of interactive methods of personal and educational influence, aimed at the formation of internal motivation for active assimilation of knowledge, communicative qualities of future specialists, activation of mental activity in particular (group, frontal; collective, cooperative; situational modeling; discussions);
- differentiated training aimed at developing the ability to learn, the need to find alternative solutions to typical and non-standard situations, the ability to generate new original ideas.

The analysis of innovative pedagogical technologies gives grounds for highlighting the features of this approach, in particular:

- creation of an educational environment in the information space, in which interpersonal and intergroup mechanisms of successful development and self-development of the individual and group, cognitive activity, cooperation and creativity are updated;
- interaction and mutual integration of the vocational training system with practice,

which implies compliance of the goals, objectives, content of vocational education with the real needs of practice, prospects for its development, and at the same time modern scientific achievements.

Fundamental concepts and original technologies are the theoretical and methodological basis for the development of subject-oriented professional training of psychologists at the current stage.

The methodology for selecting the content of the professional training of future psychologists should be aimed at solving both tactical and strategic tasks and be based on a set of both general didactic principles and provisions specifically aimed at ensuring the effectiveness of such training.

The modern methodology of professional training of future practical psychologists assumes personal centering.

For the most part, educational and methodological provision of professional training of practical psychologists is not addressed to the personality of the future professional, which does not provide for the actualization of its potential and does not create a "zone of its promising development"

The issue of modernization of higher education, improvement of the traditional system of professional and methodical training of future psychologists is acute. Emphasis is placed on increasing the level of their professionalism, competence, and intellectual culture. All these questions are considered by us in the article.

Results and Discussion

The experience of training psychologists shows that the existing traditional training system does not fully ensure the formation of a professional psychologist who is able to perform various duties at a high level that he faces in practice.

In the professional activity of a psychologist and doctor, there are several main areas of work, such as psychodiagnostics, correction, counseling, prognostics, rehabilitation, therapy, and prevention. Among them, psychodiagnostic and correctional work is of key, initial importance, and serves as the basis for all other activities of a practical psychologist and doctor. The role of these activities increases when working with adolescents whose mental development is accompanied by certain difficulties and problems that require timely identification and correction.

Therefore, it is especially important to study the development of personal readiness of psychologists, first, for diagnostic and correctional work with schoolchildren. The initial link of the system of training practical psychologists should be special professional training in this direction, integrating all other elements of this system (Vyshnovskiy, 2007).

One of the most important problems of our time is the problem of pedagogically expedient and non-confrontational adaptation of a young person's personality to social changes, his preparation for independent life in society. This requires the help of psychologists who carry out career guidance, diagnostic, correctional and developmental, rehabilitation and educational work with all participants in the educational process: students of general education schools and vocational educational institutions, students, teachers, parents. Such activities have a positive impact on the development and formation of the personality of young citizens of Ukraine. The creation of optimal psychological and pedagogical conditions for the formation of future specialists, increasing the level of their professional training, socialization and adaptation to activities in the labor collective require appropriate psychological support. In addition, the development of psychological support for the purpose of constructive implementation of practical social and psychological assistance in the educational process, in a person's life, the use of modern psychological approaches by teachers and doctors, the development of psychological recommendations regarding the style of pedagogical influence, etc.

Employees of the psychological service of educational institutions should assist future specialists in choosing a specific field of professional activity and recommendations for a successful choice of profession. Because of psychological consultation, it is planned to identify physiological, psychophysiological capabilities and features of the human body, formulate conclusions about the presence or absence of medical contraindications to work in the chosen specialty, and so on. This makes it possible to draw a scientifically based conclusion about the professional suitability of an individual for a particular profession (Rudenko et al., 2012; Andrushchenko et al., 2022).

The following criteria for personal self-realization of future psychologists and doctors are highlighted:

- a) low level of personal anxiety;
- b) low level of aggressiveness;
- c) the expressed strength of the «I»;
- d) flexibility of views;
- e) developed empathy;
- f) high level of creativity;
- g) self-confidence;
- h) emotional stability;
- i) independence (independence of judgments).

Speech is one of the main tools of a psychologist's and doctor activity and a form of representation of his professional consciousness, and speech competence is a professionally important quality for a psychologist. As a component of professional competence, a complex of knowledge, skills, characterizes it and abilities that provide the ability to perceive, understand and create texts that contain information expressed by specific means of language concerning the object of his profession, as well as store such information in memory and process it in the course of mental operations. Speech proficiency, as the most active means of psychological influence, is an important regulatory mechanism for professional interaction between a psychologist and doctor with a client. The psychologist's speech influence on the client is determined by the level of development of the linguistic structure of utterances, their psychological saturation and verbal creativity of the psychologist and doctor (Antonova, 2007).

As shown by N. Antonova (2007), at different stages of professionalization, the professional «I-concept» of psychologists and doctors undergoes significant changes: ideas about the ideal psychologist, about real well known representatives of this profession and about themselves as a professional change:

- The stage of choosing a profession (starting professional training). First-year students are characterized by greater anxiety. They are not very sure that the psychologist has the qualities attributed to him, and doubt that they have them in themselves. At this stage, the professional «I-concept» is blurred and contradictory. This is also confirmed by the fact that first-year students attribute opposite qualities to the professional psychologist and themselves, such as the desire for affiliation and self-affirmation, trust and skepticism.
- The stage of the beginning of professional development (completion of training). For fifth-year students, a greater «saturation» of the image of a psychologist with

professionally important qualities is characteristic, which add up to a complete picture. When describing one's real «I», certain contradictions continue to persist, but the description of the «I-ideal» practically coincides with the image of a real psychologist and is characterized by the absence of intrapersonal contradictions. Therefore, we can say that the desire to join the professional community is characterized by the desire to adapt to objective requirements, without violating the integral, harmonious, internally coordinated personality, which should become a professional psychologist. By the fifth year, the desire for greater sobriety in grades (yourself, people, and profession) also increases.

- Stage of professional adaptation. Young professionals (with up to three years of experience) attribute quite high indicators to their own real image, which may indicate recognition and perception of the versatility of their own personality. There is also a desire to focus on cooperation, instead of a willingness to help and sympathize with others. Contact with the real work of a psychologist leads to a departure from the desire to help «each and every one», the content of targeted assistance that is necessary for a particular person in this situation is realized, that is, there is a decrease in the romanticization of the chosen specialty.

The stage of forming an individual activity style. Specialists with more than three years of experience note in their real image of the «I» the predominance of an optimistic and active mood, focused on their own picture of the world, with a tendency to authenticity and optimism. The self-image is almost formed (Andrushchenko et al., 2022).

A. Matvienko and A. Zatvorniuk (2014) highlighted that «...the peculiarities of psychological and pedagogical conditions and organization of the educational process of training practical psychologists in the information space»:

- 1) designing the content of psychological disciplines with a focus on the formation of a culture of thinking of future psychologists and constructive solution of professional problems;
- 2) application in the educational process of fundamental, conceptual and psychotechnical knowledge of psychology,

- as well as game and creative methods that activate the personal potential of future practical psychologists, guide and improve the process of professional training;
- 3) taking into account the level of reflectivity, formation of self-management skills and creative thinking of students in the framework of training for the purpose of self-development and self-improvement of future specialists in the field of psychology;
 - 4) the use of psychological means of activating students' professional training in the forms of purposeful application of professionally important qualities;
 - 5) application of the main forms of psychological support for future psychologists in extracurricular activities (psychological counseling centers, psychological clubs);
 - 6) the use of socio-psychological trainings of professional and personal growth aimed at activating the relevant structures in the personality of the future specialist;
 - 7) participation in training groups to master a set of relevant psychological knowledge for self-knowledge and the ability to have a positive self-attitude to yourself and life;
 - 8) the use of various training activities aimed at solving the problems of professional training of future psychologists.

Let us highlight the features of professional training of future psychologists:

- not everyone can work as a psychologist, so the training process should include the formation of professionally important personality traits of a specialist (psychological worldview, personality orientation, self-regulation skills, development of professional intuition, specific self-concept, altruistic attitudes, etc.);
- forms and methods of professional training in the field of psychology should be commensurate with the content of this training, so in the course of training they should evolve from academic lectures, at the stage of theoretical assimilation of knowledge, to practical, more active ones – seminars, trainings, workshops and others;
- practicing psychologists should specialize in a specific type of practical psychology, in the process of professional training, the selection and deepening of professional orientation of future specialists should be carried out, a certain specialization in a specific type (technique) of work (child psychotherapy, marital counseling, individual psychocorrection of deviant behavior);
- the central method of organizing and presenting educational material should be a random (situational) approach;
- professional training of a psychologist is impossible without theoretical and practical assimilation of ethical norms (psychological deontology) (Matvienko & Zatvorniyuk, 2014). This position is important for doctors, who, according to the requirements of their profession, must be highly qualified psychologists for quality patient care.

The features of the professional position of a psychologist of an educational institution include:

- double subordination: according to the professional line, it reports to the head of the relevant department in the educational management bodies, according to the administrative line – to the director of the educational institution, which often creates unfavorable conditions of activity. As a result of contradictory tasks set by the administration that do not agree with the professional principles of the psychologist;
- takes a «position next to» in relation to the child, unlike the teacher with a position «opposite» to the child. The psychologist of an educational institution does not have the right to refuse to work with a child who needs it; on the contrary, he is obliged to take all measures to make this work possible;
- since most of the child's psychological problems are secondary, arising from a wide range of social, economic, and pedagogical problems, their solution requires the psychologist of the educational institution to be an intermediary in coordinating the efforts of all parties, sometimes not interested in joint activities. Unlike a teacher who independently solves educational tasks, the activity of a psychologist and its effectiveness depend on the degree of acceptance of its tasks by other participants in the pedagogical process;
- in comparison with a consulting psychologist, he faces a much larger range of tasks, so he does not have enough knowledge and skills of one or two types of activities;
- the content of the activity requires possession of not only special psychological knowledge, but also knowledge of modern pedagogical technologies used in education;
- in the course of the psychologist's activity, his functional status is updated, depending

on the professional situation, with whom (adults or children, with sick or healthy people, etc.) and with what type of problems (professional, personal, family, etc.) he works. Studying the features of the educational space and the above-mentioned features of the activity of an educational psychologist, we can assume a less pronounced nature of updating its professionally differentiated properties; rather, on the contrary, the formation of professionalism of an educational psychologist is associated with the universalization of his knowledge and experience (Kobylyanska, 2019).

The features of the result of the activity of a psychologist of an educational institution include:

- the result of the activity of a psychologist of an educational institution is not obvious and achieved, in contrast to the result of the teacher's activity measured by students' knowledge;
- in comparison with the immediate result of the practical psychologist's activity in the form of positive reflection of the client with the effect of assistance, participation and hope for improvement. The immediate result of the educational psychologist's activity may be a reflection of a different nature, caused by the concern «what is wrong with me (my child, my activity) that attracted the attention of the psychologist of the educational institution»;
- the delayed result of the psychologist-client interaction is usually known only to the client himself, while the delayed result of the educational psychologist's activity is expected, it can be observed and evaluated by all participants in the pedagogical process;
- responsibility for the course and result of the activities of the practical psychologist and the client, as a rule, is assigned to the client himself, responsibility for the course and result of pedagogical activities depends not only on the specific teacher. Also on his colleagues, the student himself and on his family, while responsibility for the course and result of the activities of the educational psychologist is individual, that is, entirely lies with this specialist (Kobylyanska, 2019).

Professional training of future psychological personnel is one of the key problems in the theory, science and practice of psychology.

Researchers and practitioners who assess the education system draw conclusions about the crisis state of training psychologists. The crisis is manifested in the fact that the level of readiness of graduates of higher educational institutions in our country does not meet the requirements of society and international standards. Modern professional training is not focused on quality indicators, new principles and technologies of training. There is a gap between the general cultural and professional components in training, which does not ensure the formation of a professional culture of a psychologist, his readiness for professional activity.

As the experience of highly developed countries shows, the tasks of training future specialists of the education system are most effectively solved on the ways of its professionalization, humanitarization, and creativity. The key problems are the humanitarization of education, because it sets the strategy for creating a holistic education system. Therefore, a new approach to the very understanding of specialist training in line with general humanistic trends in society is important.

The main areas of work of a psychologist in the education system are defined as psychodiagnostics, psychocorrection, psychoprophylaxis, rehabilitation, psychological forecasting, and psychological expertise.

In the process of professional development of future psychologists-practitioners and doctors, it is important to diagnose their readiness for professional activity: not only theoretical training is important, but also age, psychological characteristics of the future specialist, existing experience in communicating with children, formed value orientations. Having an initial level of Teacher Education, future psychologists and practitioners get the opportunity to implement in practice the theoretical knowledge gained during their studies.

Professional training of practical psychologists consists of three conditional blocks: theoretical and experimental training – the study of classical psychological disciplines, carried out by traditional methods (general psychology, history of psychology, personality psychology, age psychology, experimental psychology, etc.). Mastering the theoretical foundations of practical psychology, which is carried out through the participation of students in active (interactive) forms of educational activities: seminars, master classes, trainings, discussions (psychological counseling, the basics of psychotherapy and

psychocorrection, psychological service in the education system, etc.). Mastering practical psychological technologies, techniques and methods of forming skills in working with people (groups), which is carried out in the process of practical work and during participation in workshops. Such three-level training of future practical psychologists will allow: to carry out professional selection in the course of training and deepen the professional orientation of students; systematically teach the basics of scientific and practical psychology; to form professionally significant personality traits and skills of practical work of a specialist (Shavrovska & Smalius, 2011).

Conclusions

Therefore, the professional training of future psychologists in higher education institutions of Ukraine is highlighted. The article considers the features of professional training of future psychologists, the main directions of work of a psychologist and doctors in the education system. Criteria for personal self-realization of future psychologists are highlighted. The theoretical foundations of the formation of a professional psychologist to work with adolescent children are considered. Generalization of the main theoretical aspects of pedagogical innovation in the psychological and pedagogical literature allowed us to reveal innovative pedagogical technologies, the use of which in the process of professional training of future psychologists is appropriate and rational at the present stage in the information space. In the professional activity of a psychologist, several main areas of work, which is an important aspect for doctors, who, according to the requirements of their profession, must be highly qualified psychologists for quality patient care.

We see prospects for further research in finding out the main areas of work of a psychologist in the education system.

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