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### **ANALYSIS OF THE EXISTING CURRICULA OF PROFESSIONAL DISCIPLINES FOR PROFESSIONAL PSYCHOLOGISTS: ADVANTAGES AND DISADVANTAGES**

**Abstract:** The article analyzes and gives assessments to the disciplines of the existing programs of training a professional psychologist in higher educational institutions and provides the necessary list of tasks that must be achieved in the process of forming the professional competence of a psychologist in an institution of higher education. For the analysis of the degree of implementation of the main tasks of forming the professional competence of the psychologist the program of professional disciplines in the leading native universities are considered.

**Key words:** general psychology, age psychology, psychology pedagogical, psychology of management, self-education and self-realization of the person, psychology of higher school.

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### **АНАЛІЗ ІСНУЮЧИХ НАВЧАЛЬНИХ ПРОГРАМ ФАХОВИХ ДИСЦИПЛІН ПІДГОТОВКИ ПСИХОЛОГІВ: ПЕРЕВАГИ ТА НЕДОЛІКИ**

**Анотація:** У статті проаналізовано та надано оцінки дисциплінам існуючих програм підготовки професійного психолога у ВНЗ та сформовано необхідний перелік завдань, що мають бути досягнуті у процесі формування професійної компетентності психолога у ВНЗ. Для аналізу ступеню реалізації основних задач формування професійної компетентності психолога були взяті до розгляду програми з фахових дисциплін у провідних вітчизняних ВНЗ.

**Ключові слова:** загальна психологія, вікова психологія, психологія педагогічна, психологія управління, самовиховання та самореалізація особистості, психологія вищої школи.

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## АНАЛИЗ СУЩЕСТВУЮЩИХ УЧЕБНЫХ ПРОГРАММ ПРОФЕССИОНАЛЬНЫХ ДИСЦИПЛИН ПОДГОТОВКИ ПСИХОЛОГОВ: ПРЕИМУЩЕСТВА И НЕДОСТАТКИ

***Аннотация:** В статье проанализированы и даны оценки дисциплинам существующих программ подготовки профессионального психолога в ВУЗе и сформирован необходимый перечень задач, которые должны быть достигнуты в процессе формирования профессиональной компетентности психолога в вузе. Для анализа степени реализации основных задач формирования профессиональной компетентности психолога были приняты к рассмотрению программы по специальным дисциплинам в ведущих отечественных ВУЗах.*

***Ключевые слова:** общая психология, возрастная психология, психология педагогическая психология управления, самовоспитания и самореализации личности, психология высшей школы.*

**Problem setting.** In various sources, we can see that the definition of competence is closely linked to pedagogy and psychology. So the question of the formation of psychological competence is relevant not only for representatives of this specialty, but also for human beings in general. Among its main components, it is definitely necessary to identify the ability to communicate with people, and the ability to analyze and self-analysis of behavior. However, very often in order to understand the processes of communication, and building relationships, whether in the work team, whether among the subordinates, or in the family, a person turns to the psychologist for help. Then, before the psychologist, the question arises of professionally competently formulating the main aspects of the problem and selecting the most effective methods for solving it in the shortest time (but the question of time is an individual matter and depends on various factors in each individual case). Therefore, in order to implement and carry out professional activities, the psychologist has have a certain set of professional qualities that as a whole make up his professional competence.

**Analysis of recent research and publications.** The question of forming the

professional competence of a future psychologist during the study of professional disciplines was studied by: O. Romanovskiy, O. Ponomariov, L. Gren`, S. Reznik, Z. Chervaniova, T. Gura, E. Pryazhnikova, Johana Vuori, Loren J. Naidoo and others. [1], [2], [3], [4], [5], [6], [7], [8]. In their searching, they note that the professional competence of a psychologist is a multi-dimensional and multi-level definition that includes a certain amount of knowledge and skills necessary to achieve the end result.

**Highlighting of previously unresolved parts of the general problem.**

A psychologist must have a bunch of professional knowledge of skills, and must be able to apply them professionally in necessary practice situations. The process of both the formation and the practical application of skills must begin with the first moment of studying at higher educational institution. For this, necessary educational program should be developed and put into practice by pedagogical collectives, scientists, and education officials.

**The purpose of the investigation.**

To analyze valid curricula of native higher educational institutions on professional disciplines in the specialty "Psychology" and on contiguous disciplines in order to reveal the main disadvantages for further

development of methodological recommendations.

Statement of the main material. To analyze and evaluate the disciplines of existing curricula for the forming of a professional psychologist in higher educational institutions, we propose to form the necessary list of tasks which must be achieved in the process of forming of the professional competence of a psychologist. According to the analyzed scientific literature, we can allocate the main tasks of forming of the professional competence of a psychologist:

- to be able to manage the necessary terminology tools for the professional activities.

- to acquire the necessary methods, techniques, knowledge, skills and abilities that will be used by a psychologist during his professional practice.

- to train to apply practically acquired methods, techniques, knowledge, skills necessary for the professional activities.

- to master innovative psychological methods what are actively used in modern professional practice.

- to know the history of the development of psychology and to understand its current scientific problems

- to understand and to use the connections of psychology with other sciences, necessary for knowledge of human mental processes and behavior.

- to know the basic models of human behavior individually and in a group.

- to develop leadership and communicative skills that will be needed in direct contact with a client theta-a-tete, or with a group of people

- to be an erudite personality, knowledgeable both in the professional sphere and in the general human aspect as well:

- have pedagogical skills to teach psychology as a science

To analyze the degree of the implementation of the main tasks of forming of the professional competence of

a psychologist, we have taken into consideration curricula of such professionally directed disciplines as general psychology, age psychology, pedagogical psychology, psychology of management, self-education and self-realization of personality, psychology of higher education. These disciplines are taught both in the specialty "psychology" and in external faculties in many leading native universities.

In the curricula in the discipline "General Psychology" of the East-European National University named after Lesya Ukrainka in the content module "General Psychology as a scientific discipline. Psychology as a science about the regularities and functioning of the psyche as a special form of life of animals and humans "we highlight the theme" psychological approaches, directions, concepts "," General Psychology as a branch of psychological science ". In these topics the stages of historical development of science of Psychology, the ways of its study, the creation of different scientific approaches and schools are studied. It corresponds to the task of forming the necessary knowledge about the history of the development of Psychology and its current scientific problems [9].

In a view of solving of other tasks in Kremenets Regional Humanitarian and Pedagogical Academy's curricula in the same discipline we can distinguish the following content modules: personality in activity and communication, individual psychological peculiarities of personality, Pedagogical Psychology [10].

In the curricula of Kiev University named after Boris Grinchenko, in addition to the above-mentioned topics, we can pay attention to the study of philosophical and physiological issues of Psychology, types of psychological research [11].

The next discipline we analyzed was "Age-specific Psychology". In the curricula of Dnipropetrovsk National University named after Oles Gonchar,

we've distinguished research methods, psychoanalytic studies, cultural-historical theories, algorithms of mental development and their age classification of formation, which are studied in the content modules "the concept of Age-specific Psychology" and "theories and periodization of mental development" [ 12].

In Kremenets Regional Humanitarian and Pedagogical Academy named after Taras Shevchenko this discipline's curricula provides just the study of the direct mental processes of personality at different ages, not considering the psychological properties of the personality during their direct professional formation. These topics are the part of the content module "introduction to Age Psychology" [13], [14].

The next curricula we payed attention to was a curricula of Kiev University named after Boris Grinchenko for the faculty of philological specialty "Institute of Human Rights". Thus, in this curricula in the content module "theoretical foundations of Age-specific Psychology" the main directions of foreign and domestic psychology are studied, as a separate subject of the course of discipline. The presence of such topic of the research in curricula of Age-specific Psychology, as a professional discipline, makes it possible to realize more fully the task of studying the modern problems of Psychology, as a science about human [15].

The next discipline we proposed to analyze was Pedagogical Psychology. Studying this discipline should form pedagogical skills, pedagogical attitude and understanding of science in general, and the specifics of their profession in particular.

Thus, in the curricula in this discipline for specialty "Psychology" (i. e. the discipline is professional) of Kharkiv State Academy of Culture in the single module provided by the curriculum "general fundamentals of Pedagogical Psychology" we mark first of all such

themes as "learning and teaching", "learning and development", "Motives of training" [16]. During the studying of these topics, the student has the opportunity to learn and understand the psychological principles of the process of gaining new knowledge and skills. Such mastering and studying directly corresponds to the task of forming the professional competence of a psychologist what is formed as a practical mastering of the acquired methods, techniques, knowledge, skills and abilities. Also, analyzing this curricular, we pay attention to the topic "Psychology of pedagogical activity and personality of the teacher". The study of this topic forms the pedagogical competences of future psychologists, which are included in the list of core professional competencies [16].

In the curricula of Kremenets Regional Humanitarian and Pedagogical Academy named after Taras Shevchenko in this discipline 4 content modules are provided, which include such topics as the history of formation and modern issues of Pedagogical Psychology, Psychology of pedagogical communication and collective, and other already considered by us psychological foundations of education, upbringing, studying, etc. We have also to notice that a certain scientific interest in the realization of the solution of our problems is caused by the theme "Psychological aspects of individualization and differentiation of pedagogical interaction with the child". Although the consideration of the mental development of a child is not the main issue of studying the formation of the professionalism of the future psychologist (Though they can't deny that the basic abilities, tendencies and talents for psychoanalysis have been formed since childhood), an individual and differentiated approach to learn is one of the key aspects of development abilities of future specialists of any scientific branch. [17].

The next discipline we have taken for analysis is "Psychology of Higher Education". This discipline is directly

intertwined with Pedagogy and aims to develop the pedagogical skills of a psychologist for further work at university. The curriculum in this discipline of the State Pedagogical University "The Precarpathian National University named after Vasyl Stefanyk" consists of 3 content modules, and includes such important for the formation of professional competence topics as the substantive core and methods of Higher School Psychology, the psychological characteristics of the student group, the psychological peculiarities of educational activities, psychology of students' upbringing, psychological analysis of pedagogical interaction between teacher and student [18].

In Kyiv National University named after Boris Grinchenko, this discipline is called as "Psychology of Higher School with a Teaching Method". The program of this discipline extends and complements the pedagogical aspect of professional and practical skills of a psychologist. The list of necessary knowledge might be learned in this discipline by the graduating includes the issue of mastering the methodological aspects of constructing and conducting training in Psychology [19].

The next discipline that we have taken for analysis in the context of the implementation of the tasks of forming the professional competence of a psychologist, namely of the development and acquisition of psychological knowledge, skills and abilities, is "Self-education and Self-Realization of Personality".

The curriculum in this discipline of Kremenets Regional Humanitarian and Pedagogical Academy named after Taras Shevchenko offers us 2 content modules: "psycho-pedagogical substantiation of self-education and self-regulation" and "technology of self-knowledge and self-regulation in the process of self-education". In them we can distinguish the following topics: "methods of organization of self-education", "psychological and pedagogical principles of self-education,

self-knowledge and self-regulation", "self-assessment of personality as the first step of self-creation", "development of abilities and improvement of character" and "Reserves of successful activity" [20].

In Kiev University named after Boris Grinchenko, this discipline, according to the curriculum of higher education, is taught at the university college of this institution for the specialty "Social Pedagogy". We should mention that as this program had been developed for college education, this discipline has been already in use since student's adolescence [21].

For the formation of leadership qualities in the development of the professional competence of the future psychologist, we have taken into the consideration the curricula in discipline "Psychology of Management". So at Kiev University named after Boris Grinchenko, this discipline is represented by three content modules: general principles of Psychology of Management, Psychology of managerial relations, Psychology of management of group processes [22].

In the State Pedagogical University "Precarpathian National University named after. Vasyl Stefanyk " the curriculum in this discipline represents 4 content modules: the place of Psychology of management in the system of scientific knowledge, Psychology of managerial activity, Psychology of the person of the head, Psychology of the organization in management. Among the most important in our opinion themes, we distinguish the Psychology of Management, as the branch of psychological knowledge, the history of the formation and development of the Psychology of Management, the Psychology of styles and types of leadership, the Psychology of responsibility, authority, authority in management [23].

In Kharkiv National Technical University "Kharkiv Polytechnic Institute" Psychology of Leadership is actively explored and implemented in the training

of psychologists at the Department of Pedagogy and Psychology of Social Systems Management named after academic I. Zyaziun. In the scientific investigations of O. Romanovskiy, O. Ponomarev, T. Gura the psychological aspect of the behavior of the leader in the team is studied [1]. However, apart from studying the Psychology of the leader, in the curricula developed at this department. We can also find research on the leadership qualities of the formation of psychologists not only for the management of the team but for their practical professional activities as well. O. Romanovskiy, S. Reznik, T. Gura, Yu. Panfilov, B. Goloyoshko and V. Bondarenko have developed and actively use in the practical training of psychologists a manual "Leadership in professional activity "[2].

Other curricula of domestic higher educational establishments in this discipline represent a purely managerial training program, and are intended for the formation of future managers of various types of institutions.

The results of the research. After analyzing the curricula in educational disciplines of different universities of Ukraine from the following for the formation of professional competence of psychologist, such as General Psychology, Age-specific Psychology, Pedagogical Psychology, Psychology of Management, Self-education and Self-realization of the Person, Psychology of Higher Education, and comparing their content with the goals set by us to form the future psychologist, we can state that:

1. We can find the full amount of necessary knowledge of the terminological tools that a student-psychologist must master in the curricula in the discipline "General Psychology".

2. The curricula in this discipline also allow you to acquire the necessary knowledge, skills that will be needed in order to carry out the future competent professional activities. The presence of the

topics necessary to solve this problem, we can see in disciplines "Pedagogical Psychology" and "Psychology of Higher Education". However, a certain number of curricula in these disciplines are written for a specialty with a pedagogical bias, but not for psychological specialty. Also, the task of forming the professional competence of a psychologist corresponds to many working curricula in the discipline "Self-education and Self-realization", which highlights the main mechanisms and principles for acquiring new information in professional discipline.

3. The same disciplines are aimed to solving the next problem we have set ourselves - mastering the necessary methods of practical application of the acquired methods, techniques, knowledge, skills and abilities that a professional psychologist must possess. It should be noted that in some curricula in "General Psychology" particular attention is paid to the study of the philosophical and physiological aspects of the formation of the personality of the psychologist, which, in our opinion, gives us a wider range of opportunities for an independent understanding of the practical application of the information acquired in the higher educational institutions from specialty psychology.

4. The task of mastering the innovative psychological methods of modern practical activity of a psychologist is, in our opinion, most consistent with the curricula in the discipline "Psychology of Higher School". However, this discipline has a specific field of application and is compulsory only for master students who plan to work in higher educational institutions. This limits the process of mastering these techniques for practical psychologists planning to engage in applied activities.

5. In our opinion, the task of forming the necessary knowledge on the history of the development of psychology and understanding of modern scientific

psychological problems corresponds most to the working curricula of the disciplines "Age-specific Psychology" and "Pedagogical Psychology". However, the curricula have the disadvantages of their application and inclusion in the general training plan that we mentioned above. Work curricula in other disciplines, unfortunately, do not fully cover or do not address the issue of solving this problem at all.

6. The next task that we have formulated, as the understanding and use of the implications of psychology with other sciences, necessary for the knowledge of the mental processes of human activity and its behavior, just the curricula in Pedagogical Psychology corresponds to. In other disciplines, which could be used to solve this problem, we have not found corresponding topics.

7. Formation of knowledge of the basic models of human behavior alone or in the group we provide above all work syllabus on age psychology. Sufficient information on this topic is also found in the work programs on discipline "self-realization and self-education". Also, certain attention to the problem of solving this problem is given in the work program of psychology of higher education. We do not find themes in other programs that we have reviewed and analyzed in order to resolve this issue.

8. Development of leadership and communicative skills of a psychologist according to the analysis of working curricula can be given to us by the disciplines "Self-education and Self-realization of Personality" and "Psychology of Management". In the curricula in the first discipline, we observe the presence of the necessary topics for the development of abilities aimed at contacting a psychologist with a person or with a group of people during their professional activities. Studying the Psychology of Higher Education enables the future psychologist to master the methods and techniques that a modern

leader and manager in practical and scientific activities has. However, firstly, we are not able to trace the existence of themes or content modules that solve both the first and second tasks in general, and secondly, we must take into account that Psychology of Management is not a professional discipline of the specialty "Psychology" in most domestic curricula.

9. The task of forming an erudite and fully developed personality of a psychologist is currently not solved adequately in contemporary psychological science. So with our worked out study curricula of domestic higher educational institutions in professional psychological disciplines, only the curriculum of Psychology of Management touches upon certain aspects of solving this problem. However, they mostly deal with issues that are necessary for the formation of a managerial mindset and character. As for such competencies as cultural, none of the curricula provide sufficient amount of training hours for the formation of such skills and the acquisition of relevant knowledge.

10. The task of forming the pedagogical competence of a psychologist is considered and solved at different levels in almost all of our analyzed disciplines. So in curricula in General Psychology, both in Age-specific Psychology and in Self-education, a certain number of topics are devoted to the study of pedagogical skills of a psychologist or to the study of history of the formation of Pedagogical Psychology, etc. Work curricula in disciplines "Pedagogical Psychology", "Psychology of Higher Education" and "Age-specific Psychology" are directed to solve the task. In our opinion, pedagogical competence is one of the main competences of a professional psychologist, therefore, the issue of its formation should be highlighted in all professional disciplines of the main working educational curricula of the main domestic higher educational institutions.

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