

УДК 378.21(045)

DOI 10.11603/me.2414-5998.2020.1.10998

V. M. Synyshyna

ORCID <https://orcid.org/0000-0002-7993-1638>

Uzhhorod National University

METHODOLOGICAL APPROACHES TO PROFESSIONAL TRAINING OF FUTURE PRACTICAL PSYCHOLOGISTS

В. М. Синишина

*Державний вищий навчальний заклад «Ужгородський національний університет»***МЕТОДОЛОГІЧНІ ПІДХОДИ ДО ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПРАКТИЧНИХ ПСИХОЛОГІВ**

Abstract. The article argues that the professional training of future practical psychologists involves taking into account different methodological approaches to the organization of the educational process in institutions of higher education, which enrich the methodological consciousness of the specialist by knowledge of professionally oriented sciences and contribute to its adaptation to the specifics of higher education. The justification of methodological approaches has allowed to establish causal relationships between pedagogical phenomena and processes and to determine the most important of them for effective solution of problems that take place in the training of practical psychologists.

The main methodological approaches, which are followed in the professional training of students-psychologists, include system-scientific, synergistic, thesaurus, complex, humanistic, competent, personally oriented, activity, praxeological, axiological, acmeological and others. It is proved that approaches, structured in this way, enabled the researcher-teacher to understand mentally in the organization of their own professional activity and to practically realize the educational actions and pedagogical actions in teaching the students; contributed to the definition of the professional training of practical psychologists and the most holistic acquisition of objectively impartial, professionally relevant knowledge, skills and competences by students. Within these approaches, the focuses are accented on the importance of reconstitution in the contest of the education of holistic image of human as biopsychological system and active-creative possibilities of student with his desire to realize himself on the principles of love to the person and in the public interests.

Key words: professional training; institution of higher education; methodological approach; students; future practical psychologists.

Анотація. У статті аргументовано, що професійна підготовка майбутніх практичних психологів передбачає врахування різних методологічних підходів до організації освітнього процесу в закладах вищої освіти, які збагачують методологічну свідомість фахівця знаннями професійно-спрямованих наук та сприяють його пристосуванню до специфіки вищої освіти. Обґрунтування методологічних підходів дозволило встановити причинно-наслідкові зв'язки між педагогічними явищами і процесами та визначити з них найбільш значущі для дієвого розв'язання проблем, які мають місце в підготовці практичних психологів.

До основних методологічних підходів, яких необхідно дотримуватися у професійній підготовці студентів-психологів, віднесено системно-науковий, синергетичний, тезаурусний, комплексний, гуманістичний, компетентнісний, особистісно орієнтований, діяльнісний, праксеологічний, аксіологічний, акмеологічний та ін. Доведено, що структуровані таким чином підходи дали змогу викладачу-досліднику мисленнево розібратися в організації власної професійної діяльності й практично зреалізувати в навчанні студентів оперативні осмислені освітні дії та педагогічні вчинки; сприяли визначенню стратегії професійної підготовки практичних психологів і найбільш цілісному отриманню студентами об'єктивно неупереджених, професійно значущих знань, умінь та навичок. У межах зазначених підходів акцентовано увагу на важливості відтворення у змісті освіти цілісного образу людини як біопсихосоціальної системи та активно-творчих можливостей студента з його прагненням реалізувати себе на засадах любові до людини та в інтересах суспільства.

Ключові слова: професійна підготовка; заклад вищої освіти; методологічний підхід; студенти; майбутні практичні психологи.

Introduction. The professional training of future practical psychologists is specific and involves the enrichment of the students' methodological consciousness with the knowledge of related sciences and adaptation to the specificities of higher education. Outlining, researching and solving professional tasks of psychological direction is complicated without

the use of different methodological approaches. At the same time, the poly-paradigm of the professional training of practical psychologists is conditioned by a complex of general methodological approaches that are deeply developed and scientifically substantiated in pedagogical theory and practice. The purposeful and appropriate approaches allow to establish causal

© V. M. Synyshyna

relationships between pedagogical phenomena and processes and to identify the most relevant to the effective study of problems that occur in the professional training of future practical psychologists.

The aim – to outline and determine the features of adherence to general methodological approaches in the professional training of future practical psychologists.

Methods. Methods, which were fully applied in research works of this direction, were used to write a scientific article, namely:

– retrospective-comparative, critical, logical analysis of philosophical, psychological-pedagogical and methodological literature to clarify the essence of the definition of “methodological approach”. According to V. Matskewych, it is “a complex of paradigmatic, syntagmatic, pragmatic structures and mechanisms of cognition and practice that characterizes competing (or historically changing) strategies and programs in philosophy, science, politics or in organization of life of people” [2]. It is advisable to define the “approach” as a scientific – methodological category that encompasses a complex of ideas that determine the overall scientific – philosophical position and actions of the scientist; theoretical provisions and the corresponding methods, techniques and procedures that ensure the implementation of practical activities [1, 5]; a complex-formed pedagogical tool consisting of the basic categorical-conceptual apparatus, didactic principles and structured techniques and effective methods of constructing the educational process of future specialists [4];

– synthesis, generalization, comparison, classification, comparative study of relevant concepts to clarify and substantively specify the essence of methodological approaches in the professional training of future practical psychologists. As a result, it is established that the structure of the approach is a holistic phenomenon, which is characterized by two levels: conceptual-theoretical, covering the original conceptual provisions, ideas, principles (epistemological basis of activity), and procedural-active, which is determined by the development and application of effective ways and forms of its conceptually oriented content into the process of educational activity [3].

Results. Determining of the need of adherence to methodological approaches to the system of professional training of practical psychologists is a rather complicated and not always straightforward process. Understanding of its essence and the effective choice of approach as a theoretical procedure depends

on the purpose of the research and the scientific situation. The main methodological approaches to be followed in the creation of a scientifically grounded system of professional training of future practical psychologists include systemic-scientific, synergistic, thesaurus, complex, humanistic, competent, personally oriented, activity, praxeological and axiological and acmeological.

Let us reveal the main ways of implementing some of these methodological approaches.

In order to use the system-scientific approach in the professional training of future practical psychologists, it is considered that it:

– serves as a methodological orientation in education and pedagogical research. In the epistemological plane, this approach is considered as a methodological tool, it involves a special research strategy for the formation of a single, educational professionally oriented model;

– intended to accept the subject of research in the totality and study the object in a versatile way, taking into account the totality of relationships and interrelationships between the various components. Such systematic consideration allows to find ways of ordering scientific-theoretical knowledge and to identify trends of the development of professional training, the main peculiarities of the object of scientific research.

Consideration of the professional training of practical psychologists based on system-scientific approach covers the totality of all elements of the educational system: its paradigm, methodological aspects, theory, organization, purpose, content, technologies and learning outcomes. This approach provides an understanding of the pedagogical system as a multidimensional and multilevel construction with many involved parameters; as a complex social structure with possible further consideration, analysis, etc.; as an important complex of properties, attributes, qualities and relationships that interact and have the ability to improve.

Certain main features characterize the system of professional training of future practical psychologists in institutions of higher education from the standpoint of system-scientific approach, namely:

- 1) effective complete realization of educational and pedagogical activities;
- 2) the production of theoretical and methodological thinking in teachers and students;
- 3) engaging in the education of students of the whole set of interrelated means, methods, techniques, methods, approaches, processes, etc. for purposeful,

specially designed by the teacher pedagogical influence on the future specialist for the purpose of individual formation of effective professional qualities;

4) focus on the usage of the teacher of meaningful, normative-technological, procedural and value-effective functions of pedagogical activity;

5) promoting the proper definition of the aims of professional development and growth of the student's personality.

The analysis of pedagogical training of future practical psychologists in accordance with its qualitative characteristics is done with the help of a system-scientific approach. This analysis-review is provided by specific steps:

- the boundaries of the professional training system are mentally determined;

- the basic subsystems and their leading elements (functions, positions, modes of activity, patterns of activity behavior, etc.) are established;

- the relationship between the structural components of the system is revealed;

- the relationship between the designed structure and the main functions of the system is considered;

- the focus of the system on the establishment of changes caused by pedagogical innovations.

Accordingly, the importance of a systematic-scientific approach to the professional training of future practical psychologists lies in the study of the object of educational cognition as an indivisible whole, always orderly and structurally organized.

Synergistic is an important approach in the professional training of practitioners of psychology, which significantly expanded the systematic approach. This methodological approach develops openness and self-organization of the educational system. The use of a synergistic approach in educational processes has led to an effective transition from normative to openly self-organized learning. A student with his own personal uniqueness is at the center of such learning.

A synergistic approach in the professional training of future practical psychologists directs the learning process to the development of a tolerant and creative personality. It serves as a methodological basis in the modeling and construction of an open organization and self-organization of the educational process, and is an effective factor in the creation and constructive mechanism of the evolutionary development of the pedagogical system as a whole.

The characteristic of the professional training of practical psychologists as a nonlinear system is that it actualizes the educational activity of a person

(motivates, potentially stimulates, arouses students' desire for learning) to discover themselves while working with themselves. Proper reaction on external factors causes the development of the system of professional training of practical psychologists in a non-linear way, which is expressed by bifurcation as an important turning point in the development of the educational system. Therefore, in the educational activity, students-psychologists and teachers are constantly working to create a special, non-linear, and at the same time open educational space, the components of which are the holistic structure and complete interdependence of its elements.

The introduction of methods of synergetic into the training of future practical psychologists has some difficulties, namely the orderly classification of categories and concepts and processes of development of the pedagogical system. Therefore, it should not be considered completely synergistic and generally methodological ideas and provisions of the synergistic paradigm, aimed at self-development of the personality of the future specialist, should be used to study the professional training of practical psychologists.

A thesaurus approach in forming a pedagogical system for the professional training of practical psychologists provides students with the development of systematic informative knowledge and attitudes in the psychological sphere of the client's life, realizes a triad of "knowledge – understanding – ability", and is aimed at making logically grounded decisions by future professionals. The thesaurus approach allows students to understand their knowledge. In the educational process, it is considered from the important positions of the definition of "thesaurus" and consists of a large number of lexical units, covering different levels of scientific fields; is displayed in all logically possible interrelationships between concepts, which assists in mastering the knowledge domain. Using a thesaurus approach promotes the acquisition of knowledge by students-psychologists, as it covers the content of professional training, supports their continued development and improves knowledge in accordance with the accumulation of new scientific knowledge.

A comprehensive approach is major in the training of psychologists. Its main task is to integrate knowledge of various sciences (sociology, philosophy, psychology, pedagogy, cultural studies, history, etc.) for effective professionalization of future practical psychologists and complex interdisciplinarity in the process of student preparation. Accordingly, the strategy of this approach is directed at improving the existing level

of development of specialists and turning it into a higher one, as it optimally combines certain aspects of the functioning of the individual and his individual development.

The humanistic approach is one of the leading in the professional education of future practical psychologists, as the psychologist, more than other specialists, puts at the core of his activity the ideas of man as the highest value and thus determines the value of the man himself. The humanistic approach to the professional training of specialists directs the educational process towards the acquisition of effective abilities and skills in providing various psychological assistance to people by psychologists.

The humanization of professional training is aimed at combining the principles and standards of ethical behavior of future psychologists, formulating program goals, values and leading provisions regarding the responsibility and obligations of future psychologists to the client, colleagues, profession, etc. According to the humanistic approach, professional education is aimed at the development of humanistic thinking and the general cultural outlook of the psychologist, the recognition of a decent, full and happy life for each individual. That is why the practical realization of the

humanistic mentality in psychology (the affirmation of a person as the greatest social value, understanding of the essence of human being, conformity of the professional activity of the psychologist to the modern requirements, needs and opportunities of any person) is important for professional training.

The following article will be devoted to discovering other methodological approaches to the organization of professional training of future practical psychologists in the institutions of higher education.

Conclusions and Prospects for Research. The methodological approaches used in the professional training of future practical psychologists are directed to the competent understanding of the students of the essence of practical psychology and the perception of themselves as a professional in this profession. At the same time, their complex application is aimed at the formation of the pedagogical system, the realization of which involves the effective formation of the psychology graduates' readiness to work in their specialty.

We see the prospects of further scientific research in the necessity of outlining and substantiation of general-scientific principles of professional training of future practical psychologists in institutions of higher education.

List of literature

1. Ребуха Л. З. Методологічні підходи до фундаменталізації професійної освіти майбутніх соціальних працівників / Л. З. Ребуха // Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Серія «Педагогічні науки». – 2018. – Т. 2, № 3 (62). – С. 258–262.

2. Харченко О. І. Порівняльна характеристика методологічних підходів в соціологічних дослідженнях / О. І. Харченко. – URL : <http://www.socd.univ.kiev.ua/ru/library/porivnyalnaharakteristika-metodologichnih-pidhodiv-u-sociologichnih-doslidzhennyah>.

3. Шандрук С. К. Психологічні засади розвитку професійних творчих здібностей майбутніх практичних психо-

логів : дис. ... доктора психолог. наук : спец. 19.00.07 / С. К. Шандрук. – Тернопіль, 2016. – 458 с.

4. Ярхо Т. О. Фундаменталізація професійної підготовки в технічному ВНЗ як основа методології компетентісного підходу у сучасній інженерній освіті / Т. О. Ярхо // Сучасні інформаційні технології та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми. – 2013. – Вип. 36. – С. 496–500.

5. Strategic Significance of English in Self-Education of the Students of Socio-humanitarian Specialities for Fundamentalization of University Education / I. Melnychuk, L. Rebukha, T. Zavgorodnia, I. Bloschynskyi // *Modern Journal of Language Teaching Methods*. – 2018. – Vol. 8 (11). – P. 712–720.

References

1. Rebukha, L.Z. (2018). Metodolohichni pidhody do fundamentalizatsii profesiinoi osvity maibutnikh sotsialnykh pratsivnykiv [Methodological approaches to the fundamentalisation of the professional education of future social workers]. *Naukovyi visnyk Mykolaivskoho natsionalnoho universytetu imeni V.O. Sukhomlynskoho. Ser.: Pedagogichni nauky – Scientific Bulletin of the Mykolayiv National University named after V.O. Sukhomlynskyi. Ser.: Pedagogical Sciences*, 2, 3 (62), 258-262 [in Ukrainian].

2. Kharchenko, O.I. *Porivialna kharakterystyka metodolohichnykh pidkhodiv v sotsiolohichnykh doslidzhenniakh [Comparative characteristics of methodological approaches in sociological research]*. Retrieved from: <http://www.socd.univ.kiev.ua/ru/library/porivnyalnaharakteristika-metodologichnih-pidhodiv-u-sociologichnih-doslidzhennyah> [in Ukrainian].

3. Shandruk, S.K. (2016). *Psykhologichni zasady rozvytku profesiynykh tvorchykh zdibnostei maibutnikh practychnykh psykhologiv [Psychological principles of development*

of professional creative abilities of future practical psychologists]. *Doctor's thesis*. Ternopil [in Ukrainian].

4. Yarkho, T.O. (2013). *Fundamentalizatsiia profesiinoi pidhotovky v tekhnichnomu VNZ yak osnova metodolohii kompetentnisnoho pidkhodu u suchasni inzheneranii osviti* [Fundamentalization of professional training in a technical university as the basis of a methodology of competence approach in modern engineering education]. *Suchasni informatsiini tekhnolohii ta innovatsiini metodyky navchannia u pidhotovtsi fakhivtsiv: metodolohiia, teoriia,*

dosvid, problemy – Modern Information Technologies and Innovative Teaching Methods in the Training of Specialists: Methodology, Theory, Experience, Problems, 36, 496-500 [in Ukrainian].

5. Melnychuk, I., Rebukha, L., Zavgorodnia, T., & Bloshchynskyi, I. (2018). Strategic significance of English in self-education of the students of socio-humanitarian specialities for fundamentalization of university education. *Modern Journal of Language Teaching Methods*, 8 (11), 712-720.

Received 26.12.19
Recommended 03.01.20

E-mail address for correspondence: vsinishina@ukr.net