

## THEORY AND INSTITUTIONS OF EDUCATION

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### FEATURES OF PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF FUTURE SPECIALISTS IN HIGHER EDUCATIONAL INSTITUTIONS

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**Abstract.** Modern requirements for a higher education teacher have not only increased, but also changed radically. The new situation in society and the education system requires the training of a new type of teachers, capable of working effectively and productively in constantly changing conditions. Now a teacher needs not only to have a high level of general culture, psychological and pedagogical competence, but also to take an unconventional approach to solving various psychological and pedagogical situations, to organize their own activities on a creative basis. It is generalized that psychological and pedagogical training of pedagogical personnel consists of a set of areas of psychological, theoretical and practical training, the main principles of which are a value-based attitude towards the subjects of the educational system, a focus on flexibility and self-development; integration of fundamental and humanitarian professionally significant knowledge; formation of skills to plan and implement the pedagogical process in accordance with the conditions of the educational system.

The psychological and pedagogical competence of higher education applicants is considered as an integrative quality that reflects the formation of a positive attitude towards education, the presence of formed scientific and theoretical, psychological and pedagogical, didactic and methodological knowledge and skills of their application in professional activity. It is concluded that in forming the content of professional training of pedagogical personnel, it is necessary to integrate fundamental training and professionally directed psychological and pedagogical training; to coordinate the goal of professional and pedagogical training of pedagogical personnel with the general goal of professional education; to ensure the unity of the main components of the training of pedagogical personnel (general cultural, psychological and pedagogical and subject-technical).

**Key words:** psychological and pedagogical training, professional competence, pedagogical staff, subjects of the educational process of higher education institutions, professional activity.

**Introduction.** Pedagogy and psychology of higher education, addressed primarily to the individual, are gradually changing the idea of the goals and objectives of education. The higher education system is faced with the task of training specialists of a new type, with an attitude towards constant cognitive activity, with a broad scientific outlook. This task determines the need for reconstruction of higher education in terms of improving the structure and quality of personnel training, improving the content of education, developing the creative abilities of specialists, raising the professional level of scientific and pedagogical personnel, re-equipping the educational and material base of higher education institutions (Zinchenko, 2017). It should not be forgotten that to a large extent the intellectual potential of Ukraine depends on solving a number of specific problems of the modern higher education system.

The education system as one of the knowledge-intensive spheres of spiritual reproduction should help overcome the contradiction between the orientation of modern society to the construction and functioning of material production and the ever-increasing desire to preserve the spiritual potential of the nation (Homoniuk, 2020, p. 157). Higher education in general is a process, a movement from goal to result, it is the interaction of individuals. Fundamentally new tasks facing the theory of teaching students of higher education institutions are quite problematic to solve using the guidelines of traditional didactics. In the context of the modernization of higher education, the transition to a multi-level system of bachelor's and master's degrees, and the increasing importance of issues of providing competitive specialists in the intellectual labor market, the problem of training teachers of higher education institutions for their professional activities has not only retained its importance, but has also become even more relevant. Changing socio-economic conditions in society have significantly changed the nature and content of pedagogical activity in higher education, putting forward new requirements for the professional and pedagogical knowledge and skills of the teaching staff, the level of their pedagogical competence, skill and mobility. The formation of a new generation of specialists (educated, well-mannered, with a high level of culture, intellectual development, competitive in changing political and socio-economic conditions) depends, first of all, on the scientific and pedagogical competence of a higher education teacher.

**Literature Review.** Pedagogy and psychology are called the most important areas of scientific and spiritual development of a teacher, his socio-cultural reproduction. This is confirmed by the study of N. Alexandrova, who considers the structure of professional competence of a higher school teacher to include special training (high level of academic knowledge; awareness and acceptance of the requirements of society and the professional community for the activities of the individual); individual qualities (formation of need-motivational, emotional-volitional, moral characteristics; readiness for self-development); psychological and pedagogical readiness (knowledge of methodological principles and categories of pedagogy and psychology; understanding of the laws of socialization and personality development; ideas about the essence, goals and technologies of upbringing and education; understanding of the laws of anatomical, physiological and mental development of a person at different age stages, etc. (Aleksandrova, 2014, p. 12). That is why scientific research actively considers the problems of modernization and improvement of professional training of pedagogical personnel (N. Naumenko (2024), N. Nychkalo (2021), L. Luk'yanova (2021), O. Stolyarenko (2015), L. Khomych (2021), etc.); psychological and pedagogical training in the professional development of teachers of different levels of education (S. Zinchenko (2017), Yu. Gvozdet'ska (2023), N. Tytova (2018), etc.); the relationship between pedagogy and psychology in the educational process as the foundations of training specialists (V. Boychuk (2018), O. Boychuk (2018), A. Lisova (2018), etc.); the formation of professional and pedagogical competence (O. Homonyuk (2020), T. Horokhiv'ska (2017), etc.). The analysis of the outlined works gives grounds for the conclusion that psychological and pedagogical training of pedagogical personnel involves considering all aspects of the educational process through the

prism of psychological knowledge, and psychological phenomena – within the framework of psychologically grounded pedagogical systems.

**Aims.** The aim of the article is to reveal the features of psychological and pedagogical training of future specialists in higher education institutions and professional and pedagogical competence as a basic qualitative characteristic of a higher education teacher.

**Methods.** To implement the set goal and objectives of the study, traditional (theoretical analysis and generalization of data from scientific and methodological literature: abstraction, systematization, comparison and juxtaposition) and specific research methods (deductive, axiomatic, hypothetical-deductive, inductive methods: to substantiate the essence of the concept of "psychological and pedagogical competence of teachers" and determine the role of psychological and pedagogical knowledge in the professional training of pedagogical personnel in higher education institutions) were used.

**Results.** The formulation of the problem of psychological and pedagogical training of pedagogical personnel is determined by the analysis of the requirements of society for higher education, graduates and the teacher; pedagogical interpretation of the social order and the allocation on this basis of the most general goals of training future specialists; selection of the content of education in accordance with the defined goals; experimental verification of curricula (the presence of a block of general humanitarian disciplines in them), etc. It should be noted that any higher education system is designed to train young specialists with a high level of theoretical training in the chosen specialty, able to quickly and effectively respond to modern scientific achievements, who have a wide range of professional thinking and are ready to introduce new technologies into the practical sphere. One of the main components of the higher education system is a developed model of a specialist with a reflection of the necessary level of business and personal qualities, knowledge and skills. Therefore, the educational process in higher education institutions involves the gradual and consistent mastering of theoretical and practical knowledge by each student with the mandatory implementation of a number of functions, in particular the formation of personality and the development of intellectual abilities that determine the individual way of thinking and contribute to self-development. Today, the implementation of the educational process in higher education institutions involves the widespread use of various innovative technologies. In particular, innovations in education are manifested in the trends of accumulation and modification of initiatives in the educational space (the use of new methods and teaching techniques, the creation of real conditions for the organization of independent work of students and their self-educational activities), which lead to changes in the field of education, as well as the transformation of its content and quality to a higher level (Tytova, 2018, p. 125). This process is greatly influenced by the system of professional training, which is implemented in the field of academic knowledge (Radkevych, Pryhodii, Kruchek, Voronina-Pryhodii, & Kravets, 2023).

Nychkalo and co-authors point out that the professional training is a kind of process of technical equipment, mastering by the subject of norms, samples and rules of activity. The training of its subject consists in mastering the methods of educational activity: subject, structure, norms, means, in developing an individual professional style (Nychkalo, Lukianova, & Khomych, 2021, p. 28). At the same time, professional training is aimed at forming students' competency basis for the formation and development of theoretical psychological and pedagogical knowledge, practical skills and abilities, which are actively used during professional adaptation, develop and, further, are endlessly improved.

Modern teachers must combine three diverse groups of competencies: the competencies of a teacher who implements training and education within the framework of educational subjects; the competencies of a scientist who conducts research in a specific scientific field; the competencies of a practitioner who solves applied problems and creates a professional product (Stoliarenko, 2015, p. 49). This combination of competencies is aimed at increasing the scientific and practical level of teaching based on a departure from predominantly academic training, based on the teacher's reproduction

of textbooks, monographs and articles. There is a significant expansion of the psychological and pedagogical competence of teaching staff as a basic qualitative characteristic, increasing mobility and speed of adaptation to changes in the educational process.

The state, trends and prospects for the development of the Ukrainian education system show that currently, among others, the problem of professional and pedagogical training of teaching staff is quite acute. The issues of professional and personal growth of teachers are gaining particular relevance due to the need to solve the tasks set by society to activate human potential, which cannot be achieved without a detailed study of the phenomenology, mechanisms, and dynamics of the process of personality development in general and professional development in particular.

The basic qualitative characteristic of pedagogical staff is professional competence, the indicators of which are:

- a clear vision of the guidelines for training (the standard of a specialist, the tasks of his achievement, the professionigram, the sequence of formation of professional competencies, etc.) (Aleksandrova, 2014);
- manifestation of a model of professionalism (a standard of a person and a specialist for students on their path to professional mastery);
- stimulation and organization of effective student activities (mentor, consultant, advisor, assistant);
- knowledge and application of modern innovative technologies of teaching and education, maximally adapted to one's own experience and the specifics of the academic discipline/subject;
- orientation on the connection between theory and practice regarding the development of an active professional position and effective thinking in future specialists;
- providing feedback in learning based on the use of various types of control and self-control.

The professional competence of pedagogical personnel reflects three key functionally interconnected components – general cultural, psychological-pedagogical and subject-technical. *General cultural competence* characterizes the teacher as a carrier of universal and national culture and moral norms and principles, views, actions and deeds determined by them (Horokhivska, 2017, p. 285). *Psychological-pedagogical competence* involves the teacher's understanding of himself and others (students, teachers), knowledge of the laws of general and professional development of the personality in the educational process, abilities to organize interpersonal interaction and communication (communication of participants in the educational process, their individual and joint activities to achieve the goals of learning, upbringing and development). *Subject-technological competence* reflects the level of mastery of the content of education and effective pedagogical technologies, traditional and innovative, including informational (Naumenko, 2024, p. 112), abilities for pedagogical innovation, conducting pedagogical research and implementing their results in practice.

In general, the professional activity of pedagogical personnel (primarily teachers) involves two aspects: pedagogical and psychological. That is why professional training of pedagogical personnel is carried out on a psychological and pedagogical basis as important components of this process. *The psychological orientation* of professional training of pedagogical personnel involves the formation of personal and professional views (Tokareva, 2013); humanistic qualities in relation to the educational process in general (tolerance, empathy in relation to people, readiness to accept human values). *The pedagogical orientation of training* involves theoretical and practical readiness, therefore in pedagogical theory it is also called the “professional orientation of training” (Hvozdetzka, 2023), that is, the formation of the readiness of teachers for professional activity.

The psychological and pedagogical activity of teachers is aimed at ensuring the unity of teaching and upbringing in the educational space of an educational institution. In the absence of professional psychological and pedagogical training, teachers, as a rule, do not attach importance to this unity, are not receptive to situations in which educational aspects can be implemented. That is, the psychological and pedagogical aspect reflects deep theoretical training and practical application of modern

technologies of teaching and upbringing in the educational process, taking into account psychological mechanisms and individual characteristics of students. Thus, psychological and pedagogical activity involves the interaction of two forms – cognition and transfer of knowledge. The improvement of pedagogical activity is a complex and multifaceted process.

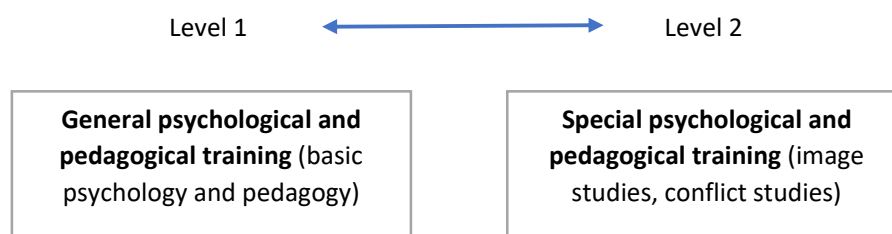
Therefore, to ensure effective pedagogical activity, psychological and pedagogical training seems necessary, as it allows to:

- put the personality of the teacher and students at the center, giving secondary importance to educational material, methodological tools and techniques and thereby "spiritualizing" the educational process;

- consciously and purposefully implement not only the educational, but also the educational function necessary for the harmonious formation of students;

- reflect on the educational process and orient the teacher towards continuous self-development and professional development based on the formed psychological and pedagogical competence.

Thus, S. Zinchenko sees the main way to optimize pedagogical activity in the modernization of psychological and pedagogical training of pedagogical personnel, which is carried out at two levels, based on the integration of humanitarian, fundamental and professionally oriented disciplines (fig. 1).



**Fig. 1. Continuity of psychological and pedagogical training (according to S. Zinchenko) (2017)**

In view of this, psychopedagogical research should be directed towards the scientific substantiation of the structure of education taking into account the regularities of student development; development of the activity content of education at different stages of personality development based on leading types of activity; search for new technologies and forms of organization of the educational environment at different stages of personal formation; radical changes in the training of pedagogical personnel and improvement of their qualifications (Aleksandrova, 2014, p. 357). In scientific and pedagogical research of recent years, a tendency towards deepening of the interrelations between pedagogy and psychology is clearly visible. In the process of pedagogical activity, mutual enrichment of psychological and pedagogical knowledge can be achieved in various ways:

- if the focus of research attention is on pedagogy, and psychological data play the role of important prerequisites, then psychology is an objective factor (primarily in the form of individual psychological characteristics of students) that must be identified and taken into account in the educational process. In this case, it is necessary to pay attention to psychological prerequisites, which are studied as significant factors influencing the educational process;

- considering pedagogical psychology as a science that studies the psychological aspects of education, it is worth using its achievements in pedagogical practice, conducting monitoring and screening studies in education;

- the dialogue between pedagogy and psychology is possible in the context of experimental pedagogy, when psychology provides general pedagogy with an empirical basis. Pedagogy and psychology use each other's methodological approaches, methods, and techniques in the study of the educational space.

That is why we assume that it is important to explore the possibilities of a fundamental change in both the structure and content of the disciplines of the psychological and pedagogical cycle. However, this is a rather complex task that will require a long time, thorough discussion, and experimental verification. In the meantime, it is urgent to strive for the development and strengthening of organic interdisciplinary and intra-disciplinary connections (Simić, Purić, & Stančić, 2019) within the disciplines of the psychological and pedagogical cycle. These connections should simultaneously be reflected in the content and methods of educational work with pedagogical personnel.

Psychological and pedagogical training of teachers is a complex multi-level process of multifunctional activity of students, the result of which is the formation of their psychological and pedagogical readiness, which is manifested in the development of special psychological and pedagogical professional competence, psychological and pedagogical literacy, psychological and pedagogical culture of the individual. In the structure of psychological and pedagogical training of teachers, N. Titova distinguishes: basic psychological and pedagogical training (general pedagogical), which involves teaching the basics of didactics and the history of pedagogy, the basics of psychology; classical psychological and pedagogical training, which aims to master future teachers of pedagogical psychology, professional pedagogy and elective courses of a psychological and pedagogical direction (pedagogical imageology, professional mobility, etc.); scientific and research psychological and pedagogical training, which involves work on a course project and a diploma project; functional psychological and pedagogical training; creative psychological and pedagogical training of teachers (Tytova, 2018, p. 200).

**Discussion.** The problem of optimizing the training of pedagogical personnel in higher education institutions is associated not only with the improvement of all links of the educational process. Pedagogical skills and abilities, the ability to see pedagogical contradictions in the educational process and everyday life are formed only during the continuous professional activity of students. This actualizes the need for early practical training of future teachers, the integration of theoretical knowledge with real situations of educational interaction. That is why not only the approach to studying the holistic educational process itself needs to be revised, but also the renewal of the structure of pedagogical science, which is also characterized by excessive functionalism without sufficient consideration of the needs of the comprehensive development of education seekers, their age and individual characteristics. Modern pedagogy requires a transition from abstract general scientific models to a practice-oriented, activity-based approach based on humanization, subjectivity, reflexivity and empathy in teaching.

The problem of insufficient interdisciplinary integration in the process of teacher training is no less important. A modern teacher must possess not only teaching methods, but also digital skills, communicative flexibility, critical thinking, as well as the ability to self-reflect and stress resistance. This requires changes in the content of training, a transition from template modeling of classes to the use of innovative practices: case methods, simulation games, mentoring sessions, master classes with practicing teachers, internships in the real educational process.

Serious and multifaceted discussion and scientific study of the problems of improving the psychological and pedagogical training of teaching staff should be the focus of attention of both higher education institutions and the scientific pedagogical community. It is important that the update is systemic: ensuring high-quality scientific and methodological support, implementing a competency-based approach, expanding the academic freedom of students and teachers, as well as supporting individual educational trajectories within formal education.

Thus, addressing these challenges requires a strategic vision for the development of pedagogical education, in which a key element will be a personally-oriented, flexible, and practice-integrated system of training future teachers.

**Conclusion.** Thus, we consider the psychological and pedagogical competence of students of pedagogical specialties as an integrative quality that reflects the formation of a positive attitude

towards education, the presence of formed scientific and theoretical, psychological and pedagogical and didactic and methodological knowledge and skills for their application in the practice of the education system.

Optimization of psychological and pedagogical training of students of higher education institutions involves the development and implementation of specific pedagogical tools and methods, the organization of a complex of their diverse active activities. That is why, when forming the content of training of pedagogical personnel, it is necessary to take into account that:

- the professional competence of teaching staff is determined by fundamental training in the specialty, taking into account modern innovations, and professionally directed psychological and pedagogical training;

- the goal of professional and pedagogical training of teaching staff is consistent with the general goal of professional education, and psychological and pedagogical training is integrated into the system of higher professional education, complementing and developing it;

- the training of pedagogical personnel includes three main components (general cultural, psychological-pedagogical and subject-technical), which necessitate a high level of proficiency in: knowledge of the fundamental foundations, modern achievements, problems and trends in the development of the relevant scientific field of the academic discipline/subject being taught; modern educational technologies; as well as the basics of methodology and methods of scientific research.

Thus, the actualization of the problem of psychological and pedagogical training of pedagogical personnel is due to modern trends in education and requires a serious rethinking of approaches to ensuring and managing the quality of education in higher education. We assume that the system-forming role of psychological and pedagogical knowledge should determine the essence of professional training and retraining of pedagogical personnel for different levels of education.

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