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PROFESSIONAL COMPETENCE OF FUTURE PSYCHOLOGISTS FOR WORK IN REHABILITATION INSTITUTIONS

ПРОФЕСІЙНА КОМПЕТЕНТНІСТЬ МАЙБУТНІХ ПСИХОЛОГІВ ДО РОБОТИ В РЕАБІЛІТАЦІЙНИХ УСТАНОВАХ

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The effectiveness of the psychologist's professional activity depends not only on the level of his professional training, but also on the development of his personal and professional qualities, worldview, value orientations, etc. Therefore, during the training of a future psychologist in an institution of higher education, it is important to form him as a specialist who will be able to solve the problems of clients and will constantly work on improving his competence.

The attention of researchers all over the world is attracted to the problem of forming the readiness of future psychologists for work in rehabilitation institutions and their activities to overcome the consequences of

psychotrauma of people who have experienced traumatic life events. Thus, in particular, the principles, methods, ways, stages of psychologists' activities in conducting psychological rehabilitation are considered in the works of V. Gorbunov, V. Dub, V. Marunych, H. Prib, V. Shevchuk and others.

T. Dutkevich, V. Kuksa, M. Mishchenko, O. Savytska, Ya. Suvorov emphasize the importance of the formation of cultural competence, personal and professional qualities of specialists of rehabilitation institutions, including psychologists.

However, despite the significant attention of scientists to this problem, the problem of training future psychologists in institutions of higher education for work in rehabilitation institutions remains insufficiently researched.

In view of this, *the purpose of our study* is to consider the theoretical aspects of the problem of developing the professional competence of future psychologists for work in rehabilitation institutions.

In the modern explanatory psychological dictionary, it is noted that "...competency (from the Latin *competens* – suitable, capable) is a psychosocial quality, which means strength and confidence, arising from a sense of own success and usefulness, which give a person awareness of his ability to effectively interact with surrounding" [7, p. 203].

The famous Ukrainian psychologist V. Panok believes that an important component of a psychologist's self-concept is his emotional culture, the level of emotional development, the ability to choose an adequate form of expression of his emotions, the ability to control himself and manage his own emotional states. All this, according to the scientist, contributes to full communication with the client and makes it possible to find a way out of difficult conflict situations. Also, a psychologist must be ready for contacts, be able to maintain them, maintain emotional balance in the process of communication, be able to emotionally attract people to himself, possess high intelligence, be aware of the limits of his competence and rely on his own motives in the decision-making process [5].

With this in mind, V. Panok singles out three main indicators of the psychologist's cultural competence:

1. The ability to generate thoughts, words and actions that contribute to establishing contact with others.
2. The ability to generate thoughts, words and actions necessary for communication with representatives of other cultures.
3. The ability to make plans, to realize the opportunities that exist in each culture and to realize oneself in these actions [5].

O. Bondarenko claims that the profession of a psychologist requires a well-defined personal work from him: working out his own emotional and substantive problems, mastering a certain culture of introspection and personal reflection, awareness of his own personal, moral, cultural, cognitive and deep values, without comparison with which the practice of psychological help cannot be professional [1].

Considering the main ways of developing the competencies and personality qualities of the future psychologist to work with children with special educational needs, A. Rudenok and I. Gulyak believe that the most important thing is the specialist's informational awareness of the legislation in the field of inclusive education and the internalization of theoretical knowledge and practical skills from such educational disciplines such as Special Psychology, Clinical Psychology, Pathopsychology, Neuropsychology, Neurology, Psychogenetics, Designing an Inclusive Space, etc. [6, p. 79–80].

According to V. Kuksa, the ability to establish contacts with patients and other specialists plays an important role for a future specialist who will work in a rehabilitation institution. Therefore, a specialist must have highly developed communication skills and competence in communication, which is one of the main factors of his professionalism. The specialist's professional competence makes it possible to determine actual tasks and set appropriate goals, which will lead to an increase in the effectiveness of the rehabilitation measures [3].

M. Mishchenko claims that a mandatory feature of a psychologist is the presence of a personal and professional identity, because the professional identity is formed on the basis of a sufficiently high level of mastering the profession of a psychologist and is a set of basic elements of the professional process. However, at the beginning of the professional path, the compensatory mechanism is precisely the personal identity, which affects the development and achievement of an adequate professional identity [4].

Researchers T. Dutkevich and O. Savytska believe that for the future professional activity of a psychologist, it is important to have a highly developed motivational sphere and a humanistic orientation, namely: altruistic positions, a high level of motivation for the profession, the predominance of cognitive and empathic motives in working with a client, readiness to cooperation and focus on a positive result [2].

Therefore, the analysis of scientific sources on the issue of the readiness of future psychologists for work in rehabilitation institutions makes

it possible to assert that they must not only possess relevant knowledge, skills and abilities in rehabilitation psychology, but also have well-developed professional competence, personal and professional qualities.

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