

**COMPONENTS OF THE PEDAGOGICAL COMPETENCE
TEACHER OF PSYCHOLOGY IN THE CONTEXT
OF IMPROVING THE QUALITY OF THEIR PROFESSIONAL
TRAINING IN THE MASTER'S DEGREE**

Hryshyna T. A., Cherepiekhina O. A.

INTRODUCTION

The rapidity of the modern world, its transformation to the physical-digital world as a given, the pace of updating the requirements for life and work of the individual in the realities of the transition to more advanced technologies of activity and training place other requirements for future specialists at the stage of their education in higher education institutions. Magistracy training for future teachers of psychology is a kind of adaptation to the conditions of future professional activity, which requires pedagogical competence, the development of components of which should, in our opinion, occur in specially constructed conditions of the educational process.

Today's requirements for the process of upgrading the content of higher education are first and foremost about implementing a competent approach to the educational process, taking into account the standards and recommendations of the European Higher Education Area, ensuring student mobility and improving the competitiveness of the future specialist. Within the framework of the development of the Tuning project and the contemporary challenges from the society, the process of developing educational programs and curricula for the preparation of educational recipients of different levels is underway, in particular, it is a question of future teachers in psychology in the educational master's program.

Today, the development of a master's degree in psychology is influenced by a variety of social integration processes and principles, such as: Informatization and globalization of society; Orientation of education on the personality of students and their versatile development; Ensuring student mobility; Implementation of a competent approach in the training of future specialists, taking into account the National Qualifications Framework; Improving the competitiveness of the specialist.

These processes are taking place against the background of our country's integration into the European educational space, which makes them important in terms of compliance with current trends around the world. Most of these approaches are identified in the National Strategy for the

Development of Education in Ukraine until 2021 as strategic directions for the development of education and the main objectives of this legislative document¹.

1. Prerequisites for the development of pedagogical competence in future psychology teachers in response to the challenges of time

The second (master's) level is considered to be one of the highest levels of preparation for higher education applicants. In Art. 5 of the Law of Ukraine on Higher Education gives the following definition: "Master's degree is an educational degree obtained at the second level of higher education and awarded by a higher educational institution (scientific institution) as a result of successful completion of the corresponding educational program by a higher education applicant².

Magistracy can be considered as a link between higher education and postgraduate study, providing training of scientific and pedagogical staff, a link that helps to identify the ability of the undergraduate to research work and, thus, to determine the further direction of his activity.

Considering the standards of master training of psychologists in other countries and the standards of international associations, we see some fundamental gaps in ours:

- 1) for example, for practice it is necessary to have a postgraduate year internship under supervision, and without it is only secular education;
- 2) obtaining a license involves not only exams, but often protection of a case under supervision;
- 3) diploma does not mean 100% to become a psychologist for practice, but you can become a research psychologist;
- 4) long-term practical assistance involves separate education by a specific method with its standard of preparation.

What we have as a result in Ukraine so far:

1. An intelligent practitioner is a rare man-made product that has enough honesty and self-criticism to take care of its level of education (its volume, quality), personal client experience (for purely psychologist in other countries, by the way), practice under supervision. Usually we (psychologists) know them by their names, even in millions of cities. Because, so far, unfortunately, it is amazingly strange, not average preparation.

2. We observe this tendency among university graduates, especially correspondence departments – to actively carry into the masses their

¹ Указ Президента України Про Національну стратегію розвитку освіти в Україні на період до 2021р.

² Закон України про вищу освіту

subjective opinion or personal life experience about anything (this is generally normal), but by signing and presenting it as psychological content! That is, as a professional opinion. Judging by the persistence of how they do it, it seems that they have no doubt that practical psychology is just that. To speak, to manipulate through metaphors, through specially constructed page-telling is something that will influence public opinion. The fantasy of being a psychologist is someone who "tells you how" in action! Often, content is generally used for some esoteric content.

3. The really talented, thoughtful, capable, in my subjective view, university graduates are not oriented, which in general they may have a further career path. How to move on in the profession, what are the options, what are the opportunities. As a result, they often get lost in this and either leave the scene at all, or they can "stick" to some self-inflicted psychological guru from item number two, following his model to build their practice with superficial techniques of work, with complete ignoring of diagnostics even in the form of interviews, usually.

Accordingly, we ask ourselves: what in general can be done towards updating and improving the quality of master's education of future psychologists and teachers of psychology.

Licensing psychologists in Ukraine at the state level right now – could be another formality. So far we see the possibility in point number one. To promote good training and to some extent (and in some ways it is difficult) to bring to light psychologists, because they rarely actively engage the audience online or live. Why them? They have full practice. To promote more good postgraduate institutions. More to create the image of the profession of psychologist and teacher of psychology. In order to improve the quality of master's training of future psychologists and teachers of psychology in higher education institutions, we consider it necessary to develop pedagogical competence in them. In our study we reveal the pedagogical competence of masters of psychologists through the lens of progressive technologies in the conditions of transformation and the physical digital world as a given.

So, we have formulated such postulates as the preconditions from which we propose to develop pedagogical competence in future psychology teachers at universities:

1. The world is changing.
2. Realities of a rapidly changing world (digitalization, globalization, multidisciplinary / cross-disciplinary processes).
3. Psychologists are needed to flexibly respond to the needs of people in a rapidly changing world.
4. Pedagogical competence is part of the professionalism of a psychologist. Note that pedagogical competence is an integral part of the

professionalism of a psychologist, which is especially important at the time of transformational transitions.

5. The physical-digital world as a result of the transformation and integration of technology. There is a transition from the post-industrial to the digital age in the world. When technology comes to life, it integrates so tightly that scientists will single out the concept of phygital – the physically digital world.

6. Ukraine supports progressiveness, Ukraine is a part of these processes. This is expressed in the relevant amendments and laws (as an example: the creation of the Ministry of Digital Transformation, the stated principles in 2019 of the state policy of digital development).

7. The special relevance of the formation of pedagogical competence in psychologists in the era of transformation. We note that the concept of pedagogical competence is especially relevant at the time of such integration of technologies: when the ability to learn and relearn becomes a key success factor for people and the economies of the world. And the education system is at the forefront of transformational processes and the connecting link of these processes.

8. We key to the blessings at the 21 century is the development of the calendar, which is maybutnous. The present rinok of prazim vimaga vid of the graduate is not less than theoretical knowledge, and the fact that independent and permanent knowledge of non-standard situations is constantly changing, the transition of knowledge to knowledge empowers people to suspend.

9. Generational change of people xyz and digital natives (People).

10. We focus on the factor of changing generations x, y, z and highlight the concept of digital native – a generation that does not know the epoch without the Internet and gadgets and, accordingly, has other patterns of interaction with the world through the prism of technology.

11. Changing the place of learning – the current concept of learning environment. Speaking about the education system, there is a special case – changes in the modern learning environment.

12. Challenges of time, the need to consider changing the response process and learning. The transformation process leads to the emergence of challenges to which the world education systems do not yet have answers, to which the environment must be adapted and created with the understanding of people and adapt to their needs (People + Process + Place).

13. Scientists state the fact that digital technology in the 2020 is an accelerator of progress. This provides benefits (personalization, diversity, access to knowledge and a wealth of methods) and leads to challenges of unreadiness. In many ways, to the psychological challenges of unpreparedness for change and adaptability in the new conditions.

14. In order to respond to challenges, humanity is changing the paradigm of the work process and the educational process, and therefore the educational and professional training of people. And the pedagogical competence of a psychologist is gaining particular relevance – to help cope with the consequences of challenges and changes in patterns of human behavior thanks to well-developed pedagogical competence and skills to work with relevant epoch information.

Therefore, the pedagogical competence we are considering in the context of the digital age is part of the actual professionalism of the psychologist. Pedagogical competence is formed as a result of the interaction of People + Place + Process in a special format and sequence that helps to solve modern challenges. To open the format and sequence adapting to the modern contests is an urgent task of the educational systems of the world.

Using the example of the development of the pedagogical competence of the masters of psychology, we will study this problem and put forward the author's considerations, hypotheses, model, and methods of development (implementation and integration). So, pedagogical competence is part of the professionalism of the future psychologist relevant to the labor market. For the psychologist, it should be considered in the minds of phygital, as competitive advantage and key success factor.

Pay attention to the Law of Ukraine about food sanitation, it is clear that food is needed for more accurate standards of food sanitation.

1. The standard of living education – the price is up to the living program of living, which is for all programs between the singing season of living and that specialty.

2. Higher education standards are developed for each higher education level within each specialty in accordance with the National Qualifications Framework (As amended by the CM Resolution No. 509 dated 12.06.2019) and are used to determine and evaluate the quality of higher education and the results of educational activities of higher education institutions (scientific institutions), the results of training in the relevant specialties.

3. The higher education standard defines the following requirements for the educational program: the volume of ECTS credits required to obtain an appropriate higher education degree; requirements for the level of education of persons who can start training under this program and the results of their training; a list of mandatory competencies of the graduate; the normative content of training for higher education applicants, formulated in terms of learning outcomes; forms of certification for higher education applicants; requirements for the creation of educational programs for training in the field of knowledge, two branches of knowledge or a group of specialties (in the standards of the junior bachelor's level), interdisciplinary educational

and scientific programs (in the standards of master's and doctor's degrees); requirements of professional standards (if any)³. In accordance with the standard of higher education in specialty 053 "psychology" for the second (master's) level of higher education⁴.

The goals of training of future psychologists are defined: training of specialists capable to solve complex tasks and practical tasks in the process of training and professional activity in the field of psychology, which involves carrying out scientific and project researches and / or innovations and characterized by uncertainty of conditions and requirements, and realization of professional activities taking into account human values and norms of professional ethics of the psychologist. The Standard states that a minimum of 35% of the volume of the educational program should be directed to the provision of general and special (professional) competencies in the specialty defined by this Higher Education Standard.

In the implementation of the educational and professional master's program, the emphasis in preparation is placed on the formation of competencies of innovative direction, and in the implementation of the educational and scientific program – the competence of research direction.

Special (special) competences, which separately form respectively educational and vocational and educational-scientific master's programs are indicated in particular. Program learning outcomes that determine the degree of competence of a research or professional field, depending on the type of educational program, are indicated separately with the retention of parallel numbering.

The list of competences and program outputs provided in the Standard is not exhaustive. Higher education institutions may, in forming a profile of educational programs, indicate additional competencies and programmatic learning outcomes that are appropriate to the variable component of specialization.

The list of competences of the graduate of master's degree in specialty 053 "psychology".

Integral competency: the ability to solve complex problems and problems in the process of training and professional activity in the field of psychology, which involves research and / or innovation, and is characterized by the complexity and uncertainty of conditions and requirements.

General competencies:

1. The ability to apply knowledge in practical situations.
2. The ability to conduct research at an appropriate level.
3. The ability to generate new ideas (creativity).

³ Закон України про вищу освіту. URL: <https://zakon.rada.gov.ua/laws/show/1556-18>.

⁴ Наказ Міністерства освіти і науки України № 244 від 24 квітня 2019 р.

4. Ability to identify, set and solve problems.
5. Appreciation and respect for diversity and multiculturalism.
6. Ability to act on the basis of ethical considerations (motives).
7. Здатність діяти соціально відповідально та свідомо.
8. Ability to develop and manage projects.
9. The ability to motivate people and move toward a common goal.
10. Ability to communicate in a foreign language.

Special (specialty, subject) competences:

1. The ability to carry out theoretical, methodological and empirical analysis of current problems of psychological science and / or practice.

2. The ability to independently plan, organize and carry out psychological research with elements of scientific novelty and / or practical relevance.

3. Ability to select and apply valid and reliable research methods and / or evidence-based practices and techniques.

4. Ability to perform practical activities (training, psychotherapy, counseling, psychodiagnostic and other depending on the specialization) using scientifically verified methods and techniques.

5. Ability to organize and implement educational and educational activities for different categories of population in the field of psychology.

6. Ability to interact effectively with colleagues in mono- and multidisciplinary teams.

7. The ability to make professional decisions in difficult and unpredictable conditions, to adapt to new situations of professional activity.

8. Ability to evaluate the limits of one's own professional competence and to enhance professional qualification.

9. Ability to adhere to professional ethics standards and to be guided by universal values. For educational and scientific program

10. Ability to develop projects independently by creatively applying existing ones and generating new ideas. For educational and professional program

11. Ability to develop and implement innovative methods of psychological assistance to clients in difficult life situations⁵.

2. Scientific approaches to determining the pedagogical competence of a teacher of psychology

Previous experience of scientific analysis of the concept and structure of pedagogical competence of the teacher of psychology, has led to the conclusion that there is no clear definition of the concept in national science.

⁵ Наказ Міністерства освіти і науки України № 244 від 24 квітня 2019 р. URL: <https://mon.gov.ua/storage/app/media/vishcha-osvita/approved%20standards/2019/04/25/053-psikhologiya-mag.pdf>.

We will consider the pedagogical competence of the teacher of psychology as a personal and professional characteristic of the teacher of psychology, which consists in high professional psychological and pedagogical training, its suitability for teaching in the field of psychology, high level of professionalism of the teacher and psychologist, availability of a number of personal needs performance of pedagogical activity.

Pedagogical competence within the competence approach is now the subject of research by domestic and foreign researchers. E.V. Bondarevskaya, T.G. Brace, B.S. Gershunskyi, O.I. Piskunov and others. Interpret the concept of “pedagogical competence” as a component of professional and pedagogical culture. L.I. Gourier, V.G. Zazikin, M.I. Zaprudsky, E.F. Zeer, I.A. Ziazun, A.K. Markova et al. See it as a characteristic of the professionalism and professional competence of the future teacher. O.A. Dubaseniuk, I.V. Kolesnikova, O.A. Mishchenko, Robert J. Sternberg and others. explain pedagogical competence as a category that characterizes readiness for professional and pedagogical activity and determine the structure of vocational and pedagogical competence of teachers of higher educational institutions.

Pedagogical competence of the teacher of the high school is a system of scientific knowledge, intellectual and practical psychological skills, personal qualities and formations of the teacher of psychology, which with sufficient motivation and high level of professionalism of mental processes provides self-realization, self-preservation and self-improvement of the psychologist’s profession. From the point of view of competency approach, pedagogical competence of the teacher of psychology is a formed result of psychological and pedagogical preparation of the future teacher and a component of his professionalism.

As a result of analysis and generalization of scientific sources, we distinguish in the structure of pedagogical competence of the teacher of psychology of high school the following components: value-motivational, personal, professional-professional, scientific-research, methodical, information-technological, creative.

Let’s take a closer look at these components. O.M. Shcheglova believes that the value-motivational component is aimed at the formation of value-oriented and social-readiness student⁶.

According to L.Y. Danilova, the motivational-value component includes the motives, purpose, value attitudes of the student, which implies the attitude to the future professional activity as to the value and the need of the student in formation and self-education⁷. Also in the motivational-value

⁶ Щеглова Е.М. Развитие поликультурной компетентности будущих специалистов.

⁷ Данилова Л.Ю. Формирование поликультурной компетентности студентов.

component include motives, needs, value orientations. Motivation is the driving force of behavior in the structure of personality, because motive plays the role of an internal regulator of future human actions. In the scientific psychological and pedagogical literature, motivation is defined as a set of reasons of psychological nature that substantiate human behavior, orientation and activity of this behavior (A.G. Derbenov, O.M. Leoniev, A. Maslow, A.K. Markova, etc.).

A.K. Markova conditionally distinguishes several groups of motives that determine different aspects of pedagogical behavior (professional activity, professional communication, personality of a professional)⁸: motives for understanding the purpose of the profession; motives for professional activity: activity-procedural (orientation to the process of professional activity); activity-effective (orientation to the result of professional activity); motives for professional communication: the prestige of the profession in society; social cooperation in the profession; interpersonal communication in the profession; motives for revealing personality in the teaching profession: development and self-realization; development of individuality.

The combination of these motives forms an internal determination of professional behavior. It also depends on many motives, which in the course of a teacher's professional activity are constantly changing and have their content and dynamic characteristics. Becoming a future teacher implies a dynamic motivational sphere: some motives are of great importance, others lose them. However, the motivation for success of the personality and the attractiveness of the chosen profession are always relevant.

Important elements of the internal structure of the individual, entrenched life experience of the individual, the totality of his experiences are value orientations. T.O. Leontiev identified the following main groups of values, which are guided by personality in their activities: values of ethical order (honesty, kindness, intransigence to defects); values of interpersonal communication (upbringing, cheerfulness, responsiveness); values of professional self-realization (diligence, efficiency in cases, firm will); individual values (independence, responsibility, conformism)⁹.

I.O. Kuchynsk defines health competence as a readiness for healthy lifestyles, the preservation of his or her own health and the health of those around him, and a careful attitude to natural resources¹⁰.

V.V. Tevkun view.s health-saving competence as the ability (willingness) to mobilize the system of knowledge, mental and personal

⁸ Маркова А.К. Психология профессионализма.

⁹ Леонтьев Д.А. Методика изучения ценностных ориентаций.

¹⁰ Кучинська І.О. Педагогічна компетентність сучасного викладача вишу: пріоритетні орієнтири й перспективи.

qualities necessary for students to develop motivation for health-saving, as well as the ability to anticipate, prevent, or compensate for loss of health as means of meeting basic human needs. Healthy Saving Competence – Related to the willingness to lead a healthy lifestyle in the physical, social, mental and spiritual spheres¹¹.

We believe that the health-saving competence of a high school psychology teacher is a willingness to lead a healthy lifestyle in the physical, social, mental and spiritual spheres, and the ability to motivate students to health care. According to IO Kuchinsky, civic competence implies the ability to navigate the problems of contemporary socio-political life in Ukraine, as well as to protect one's own rights and freedoms, and fulfill civic responsibilities¹².

TS Shevchuk believes that the civic competence of the future specialist is a complex integrated formation in the personality of the specialist, can be considered as a component of his professional culture and professional competence, is a manifestation of his civic culture, the basis of civic maturity¹³.

Civic competence is the development, in future specialists, of the ability to be a citizen, possessing a democratic, civic culture, aware of the values of freedom, human rights, responsibility, ready for competent participation in public life – believe L.V. Banashko, O.M. Sevastyanova, B.S. Khryshchuk and S.I. Tafintseva¹⁴.

In the structure of pedagogical competence, the value-motivational component, in our opinion, is expressed in the totality of basic values and motives of professional activity of the individual, which is conditioned by the personal component of pedagogical competence. Let us turn to the definition of the personal component of pedagogical competence of the teacher of psychology of high school. I.M. Zvarych describes personal competence as his or her own approaches to self-improvement of knowledge, skills, experience in the discipline, substantiation of new progressive ideas and methods of improving the educational process, ability to plan their professional activity and make decisions independently¹⁵.

¹¹ Тевкун В.В. Здоров'язбережувальні компетенції – основа професійної підготовки майбутніх вчителів фізичної культури.

¹² Кучинська І.О. Педагогічна компетентність сучасного викладача вишу: пріоритетні орієнтири й перспективи. *Вісник Кам'янець-Подільського нац. університету імені І. Огієнка*. Вип. 11. 2018. 7 с.

¹³ Шевчук Т.Є. Громадянська компетентність як елемент формування особистості майбутніх фахівців.

¹⁴ Концепція педагогічної компетентності майбутніх учителів у системі ступеневої підготовки спеціалістів початкової ланки освіти.

¹⁵ Зварич І.М. Педагогічна компетентність і компетенція викладачів вищих навчальних закладів.

In the standards of the Ministry of Education and Science of Ukraine, one of the groups of recommended key competences is called socio-personal, which combines understanding and perception of ethical norms of behavior, adherence to a healthy lifestyle, ability to learn, tolerance, etc¹⁶.

N.V. Kotova, as a component of pedagogical competence, the teacher emphasizes his personal qualities¹⁷. The work of NI Machinsky highlights the professional-personal component, which consists in the specialist's awareness of his / her own role of teaching in the preparation of future specialists, ethical standards of behavior towards other people, adaptability and communication skills, creativity, persistent desire to achieve the quality of students' studies, and students necessary for the future formation of a master's student as a teacher of a higher educational institution¹⁸. In the structure of pedagogical competence of future psychologists N.V. Nagornaya identifies a personality-motivational component based on a pedagogical vocation¹⁹. Therefore, the individual competence of the teacher of psychology is self-regulation, growth, self-improvement of the teacher's personality, the desire to learn during life.

Social competence according to I.M. Zvarych includes professional ability to carry out the educational process, mastering modern methods and techniques of teaching, performing research and educational work, based on high moral principles and the level of communication culture among students and colleagues²⁰. N.V. Kuzmina defines social competence as the ability of the teacher to take responsibility, the ability to make decisions and implement them, tolerance to other cultures and religions²¹.

Ю Kuchinskaya calls social as one of his key competences. In her opinion, it implies the ability of a scientific and pedagogical worker to social interaction and teamwork²². N.I. Machinska identifies a socio-cultural component that reflects the integral characteristic of the personality, which combines the ability and willingness of the future teacher to master the patterns of culture and transformation of the world. The socio-cultural

¹⁶ Державні стандарти професійної освіти: теорія і методика.

¹⁷ Котова Н.В. Сутність і структура педагогічної компетентності майбутнього вчителя початкової школи.

¹⁸ Мачинська Н.І. Обґрунтування структури педагогічної компетентності магістрантів вищих навчальних закладів непедагогічного профілю

¹⁹ Нагорна Н.В. Формування у студентів понять компетентності й компетенції.

²⁰ Зварич І.М. Педагогічна компетентність і компетенція викладачів вищих навчальних закладів. *Молодь і ринок*. 2011. № 2. С. 17–22. URL: http://nbuv.gov.ua/UJRN/Mir_2011_2_5.

²¹ Кузьміна Н.В. Формирование педагогических способностей.

²² Кучинська І.О. Педагогічна компетентність сучасного викладача вишу: пріоритетні орієнтири й перспективи. *Вісник Кам'янець-Подільського нац. університету імені І. Огієнка*. Вип. 11. 2018. 7 с.

component involves the formation of a set of properties of the undergraduate as a competent person in the culture of the information society. The researcher notes that it is determined by the development of professional and pedagogical culture as a higher indicator of the formation of socio-cultural component²³.

“Reflexive competence”, according to S.Y. Stepanov, is “the professional quality of a person, which consists in the implementation of reflexive processes, realization of reflexive ability, providing development and self-development, promotes creativity in professional activity, achievement of its maximum efficiency and effectiveness”²⁴. Reflective competence of the teacher of psychology of high school is a professional quality of the person which consists in realization of reflection of own professional activity and life for the purpose of successful development and creative approach to professional activity. For the teacher of higher education psychology, the psychological and pedagogical component of pedagogical competence is professional and professional and indicates that the teacher has the following important indicators: cognitive, activity, organizational and methodological. These indicators should ensure the effective functioning of the teacher of psychology in psychological and pedagogical aspects. N.V. Kuzmina allocates “cognitive competence”, which ensures the readiness to constantly increase cognitive level, the need to update and realize their personal potential, the ability to independently acquire new knowledge and skills, the ability to self-development²⁵.

L.A. Matsuk, in turn, believes that the cognitive indicator is psychological and pedagogical knowledge, including knowledge about the regularities of learning, assimilation of material, individual and age characteristics of personality, communication features, own psychological features, peculiarities of mental processes and methods of mental research personality development²⁶.

Based on the opinion of N.V. Kuzmina, L.O. Matsuk and N.V. Nagornaya, we believe that the cognitive index reflects the structure of psychological and pedagogical knowledge about the regularities of learning, assimilation of material, individual and age characteristics of personality,

²³ Мачинська Н.І. Обґрунтування структури педагогічної компетентності магістрантів вищих навчальних закладів непедагогічного профілю. *Педагогіка і психологія професійної освіти*. 2012. № 6. С. 18–25.

²⁴ Степанов С.Ю. Рефлексивная компетентность как базовая категория предпринимательской деятельности.

²⁵ Кузьмина Н.В. Формирование педагогических способностей. Ленинград : Изд-во ЛГУ, 1961. 98 с.

²⁶ Мацук Л.О. Педагогічна компетентність як чинник професійної діяльності та майстерності педагога.

communication features, own psychological peculiarities, peculiarities of mental processes, organization and management of educational process and methods of research of mental development of the individual. Also important in the psychological and pedagogical component is the activity indicator of professional and professional competence. E.F. Zeer identifies a problematic and practical component that characterizes the adequacy of recognition and understanding of the situation, the effective fulfillment of goals, objectives, norms in this situation²⁷.

In our opinion, it is the ability to apply knowledge of the cognitive index and is an active indicator. L.A. Matsuk also adds ways and techniques of self-regulation that, in our opinion, should take their place in the structure of pedagogical competence in another – the personal component, since they relate to the personality of the teacher. I.O. Kuchinskaya identifies in the structure of pedagogical competence the components of pedagogical management, which includes knowledge of scientific bases of management philosophy, features of management of social systems; scientific bases of educational management, psychology of management; scientific foundations of self-management²⁸.

Z.F. Yesaryova, having carried out a theoretical study of the activity of a teacher of a higher educational institution, identified an organizational component in the structure of pedagogical competence²⁹. The researcher refers to the work of I.S. Mangutov and L.I. Umansky, who conducted the study, identified eighteen typical organizational qualities of the individual, such as the ability to "charge" with the energy of other people; the ability to find the best application for each person; psychological selectivity, ability to understand and respond correctly to human psychology; the ability to see flaws in other people's actions is critical; psychological tact – the ability to establish a measure of influence; overall level of development as an indicator of erudition; initiative – both creative and performing; demanding on other people; propensity for organizational activity; practicality – the ability to directly, quickly and flexibly apply their knowledge and their experience in solving practical problems; independence; observation; endurance; sociability; persistence; activity; efficiency; organization³⁰.

N.I. Machinskaya distinguishes in the structure of pedagogical competence the managerial-educational component, which combines the ability to predict, program, plan, organize and control different types of

²⁷ Зеер Э.Ф. Психология профессионального образования.

²⁸ Кучинська І.О. Педагогічна компетентність сучасного викладача вишу: пріоритетні орієнтири й перспективи. *Вісник Кам'янець-Подільського нац. університету імені І. Огієнка*. Вип. 11. 2018. 7 с.

²⁹ Есарева, З.Ф. Особенности деятельности преподавателя высшей школы.

³⁰ Мангутов И.С. Организатор і організаторська діяльність.

work, namely: educational activities in student groups, educational process in higher education educational institutions of different types; ability to identify a common goal and find ways to achieve it by a team of teachers; ability to prevent conflicts and to bring out the collective from them; ability to correctly assess the social consequences of professional activity³¹.

In our opinion, the organizational competence of the teacher of psychology of high school is a set of organizational knowledge, skills and qualities of the teacher's personality, which ensure the successful organization of the educational process, the activities of the team and various activities of students. It is necessary to determine the professional component in the structure of pedagogical competence of the teacher of psychology of high school. I.O. Kuchinskaya names among the necessary competences for forming the pedagogical competence of a teacher a professional competence which, in her opinion, consists in the ability of a scientific and pedagogical worker to acquire knowledge, to acquire professional skills, to perform certain functions within the framework of professional activity³².

According to V.O. Adolf, A.S. Belkin and Y.G. Tatur, a derivative component of all kinds of competence is a professional one. They consider it an integrative characteristic of a person who acts as an indicator of education (availability of vocational education), and³³: manifested in the willingness and ability to successfully pursue professional activity; is a list of conditions for a specialist in a particular field; defines professionally important knowledge and skills, personal and motivational components of the activity, awareness of its social significance and responsible attitude to the case.

However, in our opinion, it is more appropriate to apply the Law of Ukraine on Education 2017, which defines a combination of knowledge, skills, ways of thinking, views, values and other personal qualities, which determines a person's ability to successfully socialize, pursue a professional and / or further educational activity as competence. A standardized set of competencies (learning outcomes) acquired by a person, which is recognized by the authorized entity and certified by the relevant document, should be considered as a qualification³⁴.

³¹ Мачинська Н.І. Обґрунтування структури педагогічної компетентності магістрантів вищих навчальних закладів непедагогічного профілю. *Педагогіка і психологія професійної освіти*. 2012. № 6. С. 18–25.

³² Кучинська І.О. Педагогічна компетентність сучасного викладача вищу: пріоритетні орієнтири й перспективи. *Вісник Кам'янець-Подільського нац. університету імені І. Огієнка*. Вип. 11. 2018. 7 с.

³³ Адольф В.А. Формирование профессиональной компетентности будущего учителя.

³⁴ Закон України «Про освіту».

Therefore, the professional component of the pedagogical competence of a teacher of psychology of higher education is an integral characteristic of the teacher, which consists in the presence of professional (psychological) education and appropriate qualification. In our opinion, a special and psychological competence should be included in the professional component of pedagogical competence of the teacher of psychology of higher education.

CONCLUSIONS

Analyzing the theoretical sources and structure of pedagogical competence, we have identified the necessary skills and qualities of teachers of psychology: humanistic thinking and personal-oriented attitude to students; required theoretical training in pedagogy and psychology, appropriate education; possession of methodological foundations of teaching psychology; ability to use theoretical knowledge in practice of educational process; managerial and organizational skills; ability to think analytically, to think through the educational process, to predict the final results, to evaluate students' educational activity; possession of special psychological competence; ability to apply the latest technologies in the educational process; ability to think creatively, creatively approach to solving educational problems; possession of cultural norms and values; ability of effective social interaction in the team; reflection and ability for creative pedagogical activity.

Thus, we have identified five criteria for the formation of pedagogical competence of a teacher of psychology at a higher education institution, namely: value-motivational; personal; professional and professional; intellectual; self-realization. For each criterion, we have identified some indicators of formation. Indicators of value-motivation criterion formation are motives and values of personality. For the personal criterion, indicators are ability to reflect, empathy, sociability, flexibility, ability to collaborate, and emotional appeal. Professional competence, psychological readiness for the profession of psychologist, organizational skills are indicators of professional and professional criteria. Social intelligence is an indicator of intellectual criterion, and readiness for self-development is an indicator of self-realization. The formation of each criterion should be judged on three levels – high, medium and low, each corresponding to the availability of certain indicators. We believe that the teacher of higher education should be motivated to form all the above components of pedagogical competence through the criteria and indicators of their formation. The prospects for further research, in our view, are to develop a model for the formation of pedagogical competence of a future teacher of psychology.

SUMMARY

The authors presents their vision of the possibilities of improving the quality of master's training future teachers of psychology by developing pedagogical competence in them. Challenges of the present that cause these trends are substantiated. The world is changing and so realities of a rapidly changing world (digitalization, globalization, multidisciplinary / cross-disciplinary processes). Psychologists are needed to flexibly respond to the needs of people in a rapidly changing world. Pedagogical competence is part of the professionalism of a psychologist. Note that pedagogical competence is an integral part of the professionalism of a psychologist, which is especially important at the time of transformational transitions. The physical-digital world as a result of the transformation and integration of technology. The special relevance of the formation of pedagogical competence in psychologists in the era of transformation. The article substantiates the relevance of research into the pedagogical competence of the teacher of psychology and its structure. The essence of pedagogical competence of the psychology teacher within the competence approach is reflected. The components of pedagogical competence of the teacher of psychology are determined, namely: value-motivational, personal, professional-professional, scientific-research, methodical, information-technological, creative.

REFERENCES

1. Указ Президента України Про Національну стратегію розвитку освіти в Україні на період до 2021р. URL: <https://zakon.rada.gov.ua/laws/show/344/2013>.
2. Закон України про вищу освіту. URL: <https://zakon.rada.gov.ua/laws/show/1556-18>.
3. Наказ Міністерства освіти і науки України № 244 від 24 квітня 2019р. // URL: <https://mon.gov.ua/storage/app/media/vishcha-osvita/approved%20standards/2019/04/25/053-psikhologiya-mag.pdf>.
4. Щеглова Е.М. Развитие поликультурной компетентности будущих специалистов : дис. ... к. пед. : 13.00.08. Омск, 2005. 164 с.
5. Данилова Л.Ю. Формирование поликультурной компетентности студентов. *Учитель*. 2007. № 3. С. 12–15.
6. Маркова А.К. Психология профессионализма. Москва : Международный гуманитарный фонд Знание, 1996. 312 с.
7. Леонтьев Д.А. Методика изучения ценностных ориентаций. Москва : Смысл, 1992. 17 с.
8. Кучинська І.О. Педагогічна компетентність сучасного викладача вишу: пріоритетні орієнтири й перспективи. *Вісник Кам'янець-Подільського нац. університету імені І. Огієнка*. Вип. 11. 2018. 7 с.

9. Тевкун В.В. Здоров'язбережувальні компетенції – основа професійної підготовки майбутніх вчителів фізичної культури. *Вісник Чернігівського національного педагогічного університету. Сер. : Педагогічні науки.* 2014. Вип. 115. С. 227–230. URL: http://nbuv.gov.ua/UJRN/VchdpuP_2014_115_60.

10. Шевчук Т.Є. Громадянська компетентність як елемент формування особистості майбутніх фахівців. *Молодий вчений.* № 4.1 квітень, 2018. С. 85–88.

11. Концепція педагогічної компетентності майбутніх учителів у системі ступеневої підготовки спеціалістів початкової ланки освіти / Л.В. Банашко, О. М. Севастьянова, Б.С. Кришук, С.І. Тафінцева. URL: <http://www.kgra.km.ua/?q=node/233>.

12. Зварич І.М. Педагогічна компетентність і компетенція викладачів вищих навчальних закладів. *Молодь і ринок.* 2011. № 2. С. 17–22. URL: http://nbuv.gov.ua/UJRN/Mir_2011_2_5.

13. Державні стандарти професійної освіти: теорія і методика : Моногр. / С.У. Гончаренко, Н.Г. Ничкало, В.Л. Петренко, С.Г. Костогриз, Ю.Ф. Зінковський ; АПН України. Ін-т педагогіки і психології проф. освіти, Технол. ун-т Поділля. Хмельниц.: ТУП, 2002. 334 с.

14. Котова Н.В. Сутність і структура педагогічної компетентності майбутнього вчителя початкової школи. *Національний педагогічний університет імені М.П. Драгоманова, Україна, Київ.* 2015. Том 3. № 13. 9 с.

15. Мачинська Н.І. Обґрунтування структури педагогічної компетентності магістрантів вищих навчальних закладів непедагогічного профілю. *Педагогіка і психологія професійної освіти.* 2012. № 6. С. 18–25.

16. Нагорна Н.В. Формування у студентів понять компетентності й компетенції. *Виховання і культура.* 2007. № 1–2(11–12). С. 266–268.

17. Кузьміна Н.В. Формирование педагогических способностей. Ленинград : Изд-во ЛГУ, 1961. 98 с.

18. Степанов С.Ю. Рефлексивная компетентность как базовая категория предпринимательской деятельности. *Рефлексия, образование и интеллектуальные инновации.* Новосибирск : НГУ, 1995. С. 266–271.

19. Мацук Л.О. Педагогічна компетентність як чинник професійної діяльності та майстерності педагога. *Освітній простір України.* 2016. Вип. 7. С. 82–87. URL: http://nbuv.gov.ua/UJRN/oru_2016_7_16.

20. Зеер Э.Ф. Психология профессионального образования : Учебн. пособие. Москва : Издательство Московского психолого-социального института; Воронеж : Издательство НПО «МОДЭК», 2003. 480 с.

21. Есарева, З.Ф. Особенности деятельности преподавателя высшей школы [Текст]. Ленинград : ЛГУ, 1974. 110 с.
22. Мангутов І.С. Організатор і організаторська діяльність. Львів : Вид-во ЛДУ, 1995. 312 с.
23. Адольф В.А. Формирование профессиональной компетентности будущего учителя. *Педагогика*. 1998. № 1. С. 72–75.
24. Закон України «Про освіту». URL: <https://zakon.rada.gov.ua/laws/show/2145-19>.

Information about the authors:

Hryshyna T. A.,
Ph.D. in Psychological Sciences,
Associate Professor at the Department of Psychology
Classic Private University
70b, Zhukovsky str., Zaporizhzhia, Ukraine

Cherepiekhina O. A.,
Ph.D. in Psychological Sciences, Docent,
Associate Professor at the Department of Psychology and Pedagogy
Dnipropetrovsk State University of Internal Affairs
26, Gagarin Avenue, Dnipro, Ukraine