

DOI <https://doi.org/10.30525/978-9934-26-486-3-23>

**THE DETERMINANTS OF SOCIOCOMMUNICATIVE
COMPETENCE AS INNOVATIVE TECHNOLOGIES
IN THE PROFESSIONAL SELF-DETERMINATION
OF FUTURE PSYCHOLOGISTS**

**ДЕТЕРМІНАНТИ СОЦІОКОМУНІКАТИВНОЇ
КОМПЕТЕНТНОСТІ ЯК ІННОВАЦІЙНІ ТЕХНОЛОГІЇ
У ПРОФЕСІЙНОМУ САМОВИЗНАЧЕННІ МАЙБУТНІХ
ЛІКАРІВ-ПСИХОЛОГІВ**

Khliestova S. S.

*Candidate of Pedagogical Sciences,
Associate Professor,
Associate Professor at the Department
of Medical Biology
National Pirogov Memorial Medical
University
Vinnytsya, Ukraine*

Хлєстова С. С.

*кандидат педагогічних наук, доцент,
доцент кафедри медичної біології
Вінницький національний медичний
університет імені М. І. Пирогова
м. Вінниця, Україна*

The issue of high-quality professional training of students of higher medical education in the conditions of the martial law in Ukraine, in particular future psychologists, the effective formation of their socio-communicative competence and interpersonal interaction within the professional sphere (doctor – patient, doctor – client, etc.) is one of the key tasks of the educational process of medical institutions of higher education. It is the determinants of socio-communicative competence that will help to correctly define oneself in the future professional activity of a psychologist, as they are considered the basic integral characteristic that reflects the professional level of a medical-psychological specialist's ability to interact or contact with other people.

In the content of the National Strategy for the Development of Education in Ukraine for the period until 2021, it is specified and emphasized that «...the modern work market requires from a graduate of a higher education institution not only deep professional theoretical knowledge, but also the ability to independently apply it in non-standard situations when performing his professional duty, in certain life situations...» [1].

The professional activity of a psychologist in the modern conditions of the full-scale war in the country has changed significantly, so the professional self-determination of such specialists has become especially relevant and important. On the one hand, it is the awareness

of being ready for interpersonal contacts when communicating with patients, clients and their relatives, on the other hand – it is a daily practical activity with emotional stress, psycho-emotional overload, overexhaustion, and eventually even professional burnout [2, p. 142].

A negative and undesirable consequence of such phenomena is a decrease in the specialist's communication skills and emergence of difficulties in communication and providing psychological counseling. Thus, the main task in promoting professional self-determination and professional training of future psychologists should be given considerable attention, first of all, to the formation of communicative literacy, which directly affects the relationship with the patient or client and the patient's satisfaction with the professional psychological help or consultation he received from the psychologist.

In the essence of the industry standard of higher education for training of students in the second (master's) level in the knowledge field 22 «Health care» regarding the list of general competencies, it is in medical specialty students provided the formation of the ability to: apply professional knowledge in practice, work in a team (doctor psychologist – doctor of family medicine), etc., to be able to systematize the skills of interpersonal interaction, to use communication technologies in practical activities while acting responsibly, consciously and socially [3; 4].

The choice of the profession of a psychologist and the development of professional self-determination began to depend on social and communicative abilities, as well as on many factors and working conditions, namely:

- motivations of the student of a medical institution of higher education for a specialized training;
- formation of students' abilities and skills in social-educational, professional, informational and consultative types of work;
- from the professional competence of the teachers of the higher education institution;
- from the competence of educational and pedagogical workers to use modern innovative technologies of specialized training in the professional training of psychologists;
- from the organization of scientific and research work in the medical institution of higher education, where students of medical and psychological specialization will be able to demonstrate their practical skills, justify their professional qualification actions and tactics in certain types of psychological work with the person who applied for such help;
- from the ability to adapt to rapidly changing conditions of the surrounding environment and the ability to quickly make decisions regarding the provision of first emergency psychological aid and counseling;

– from the ability to work with particularly problematic groups of clients, which include internally displaced people who suffered psychological and mental violence from the occupiers, who lost their relatives and loved ones at war, people who lost limbs and vital organs, but at the same time survived and continue to live on.

The specifics of the professional activity of a psychologist has changed significantly over the past decade. Its peculiarity was manifested in the change of human life and the contingent of the population, which needs highly qualified consultation and support, as well as social-communicative interaction between the patient and his relatives, which in its turn leads to informational and psycho-emotional overload and exhaustion [5].

Therefore, the main task of solving the problem of socio-communicative competence regarding the effective promotion of professional self-determination of future psychologists is the use of modern interactive methods in the educational process of a medical institution of higher education. For example, *working in small groups* will contribute to: creating in the team a model of cooperation and tolerance towards each other and expressing one's own opinion; the realization of the students' need for constructive communication.

Brainstorming as an interactive method in social communication of a medical psychology specialist will help: to use the accumulated theoretical knowledge in so-called simulated practical situations; apply the ability to independently make decisions regarding the provision of psychological support, consultation, treatment and be responsible for such qualifying actions; comprehensively analyze a specific practical situation.

In this way, such qualities as responsibility, self-improvement, creativity, sociability, and confidence in their future professional qualification as a psychologist are formed in students of a medical and psychological specialization.

The *method of discussion* on medical and psychological topics will contribute to: training of professional organization and perseverance, self-discipline in students; self-confidence and confidence in providing qualified psychological counseling to the client; the ability to communicate with the audience.

Considering the effectiveness of using such methods during training from the first year, future psychologists will self-determine their professional and qualification choices in time and will not be disappointed in their choice of the psychologist profession in the 5th-6th year, in the future, when they receive a master's degree in medicine, later during the internship and, most importantly, they will not be disappointed when they will work as certified medical and psychological specialists.

Conclusions. The content stated above gives grounds for asserting that the determinants of socio-communicative competence as innovative technologies effectively promote awareness of the professional self-determination of future psychologists. Therefore, a number of such determinants are of primary importance in the professional training of modern students of medical institutions of higher education, as they are a priority in the educational process, where professional and qualification knowledge of a psychologist, his generosity of spirit and desire to help the patient, humane attitude and fulfillment of his professional duty play the main social and public role of a specialist in the medical field.

Bibliography:

1. Національна стратегія розвитку освіти в Україні на 2012–2021 роки. URL: http://oneu.edu.ua/wp-content/uploads/2017/11/nsro_1221.pdf

2. Koropetska, O., Melnyk, I., Khliestova, S., Kononenko, L., Zlatopolska, N., Nykolaieva, V. The problem of professional burnout among workers of social and pedagogical sphere in the conditions of implementation of information and communication strategy of education. *Revista Românească pentru Educație Multidimensională*. 2024. 16(1). P. 138–155. doi: <https://doi.org/10.18662/rrem/16.1/815>

3. Шевчук Т. І., Чорна В. В., Хлестова С. С., Васенко Т. Б., Горбатьок С. М. Організаційно-педагогічні умови формування соціокомунікативної компетентності майбутніх лікарів-психологів в процесі їхньої професійної підготовки. *Вісник Вінницького національного медичного університету*. 2023. Т. 27(3). 430–436. doi: [https://doi.org/10.31393/reports-vnmedical-2023-27\(3\)-13](https://doi.org/10.31393/reports-vnmedical-2023-27(3)-13)

4. Шевчук Т. І., Хлестова С. С. Науково-теоретичні основи формування соціокомунікативної компетентності майбутніх лікарів у процесі вивчення природничих дисциплін. Challenges and achievements of medical science and education : Collective monograph. Riga, Latvia : “Baltija Publishing”, 2020. 436 p. doi: <https://doi.org/10.30525/978-9934-26-024-7-20>

5. Павлюк Т. В., Толокова Т. І. Особливості емоційної сфери медичних працівників. *Медична освіта*. 2018. № 1. С. 103–107. URL: <https://core.ac.uk/reader/276622410>