PEDAGOGICAL COMPETENCE DEVELOPING OF PSYCHOLOGY TEACHER (MASTER'S DEGREE): EXPERIENCE OF UKRAINE

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ABSTRACT

The labour market demands psychologists to be competitive and able to solve professional tasks. In our opinion, competent Psychology teachers should be motivated for professional development in the constantly changing war and post-war times. The article presents the author's ideas about the development of the pedagogical competence of Psychology teachers (master's students) in the current conditions of Ukrainian universities, which is the result of a longitudinal scientific and pedagogical study, which began in 2008 on the basis of Ukrainian universities. The changing standards of the teaching profession and the new challenges of the time became the basis for writing this article. The methodology is a literature review which focuses on the analysis of the international experience in training teachers in Psychology. After evaluating international pedagogical and scientific experiences, the author concluded that developing pedagogical competence requires organizing the educational process with a focus on formal, informal, and non-formal methods of obtaining higher education. The text presents a concise overview of the conditions and methods for developing the pedagogical competence of Psychology teachers, including the importance of cultivating reflective abilities as a vital aspect of competence.

Keywords: *development of pedagogical competence; Psychology teachers; formal; non-formal and informal education; master's programme; master's students.*

INTRODUCTION

The transformational processes in the rapidly changing world such as globalization (Lazarova et al., 2023), the COVID-19 pandemic (Bogusz, 2021; Mospan & Sysoieva, 2022; Mospan, 2023), the introduction of martial

law in Ukraine since December 24, 2022 (Verkhovna Rada of Ukraine, 2022), intensified the emergence and manifestations of social, personal and interpersonal problems, the consequences of which can be determined by time and the solution of which requires highly qualified psychological help (Bouchard et al., 2023; Júnior et al., 2022; Xu, et al., 2023). This increases the demand for the services of psychologists in various spheres of private and public activity and, accordingly, the requirements for the quality of professional training of psychological personnel in higher education institutions are increasing.

The labour market demands psychologists to be competitive and able to solve professional tasks. In our opinion, competent Psychology teachers should be motivated for professional development in the constantly changing war and post-war times. The analysis of global trends in the field of professional and pedagogical education confirms the growing demands for pedagogical professionalism of Psychology teachers and their personal qualities as a teacher of higher education institutions. Facing the challenges of the millennium, teachers need to:

— rethink the content of education, to ensure a high level of educational standards by the current requirements, which are constantly changing;
— independently set and solve non-standard educational tasks;
— find new ways of effective pedagogical communication in the conditions of distance learning;
— improve the mastery of progressive technologies of learning and education, new achievements of world educational experience;
— solve complex professional and pedagogical problems that require the integration of competencies not only of psychological and pedagogical sciences but also such fields as medicine, philosophy, religious studies, sociology, economics, jurisprudence, spiritual practices, and cybernetics;
— work in a unified information environment, which involves the rational use of digital technologies in the educational process, which is rapidly acquiring signs of digitalization, distance learning (Sarnovska, 2022).

Therefore, professional training of Psychology teachers in master's degree should be reconsidered and organized in this way, so that it has a developmental character, taking into account the unevenness and heterochrony of students' assimilation to future professional activities, according to their basic pre-master education.

Literature review focuses on the analysis of the international experience in training teachers in Psychology. Thus, Coggi & Ricchiardi (2020) describe a medium-term programme created for higher education Psychology teachers with diverse professional backgrounds and academic expertise. The education includes shifting from a teacher-centred to a student-centred approach, as well as creating individual educational trajectories, including master's students' psychological or non-psychological backgrounds.

Susanto et al., (2019) enhance the comprehension of teachers' pedagogical expertise and highlight crucial components of pedagogical proficiency, including

comprehending students' traits, mastering learning theories and principles, designing curricula, developing students' potentials, communicating with students, and adequately evaluating them. Their ideas are shared by Murkatik et al., (2020) who point to the significance of developing the pedagogical competence of Phycology teachers. Besides, Novianti & Nurlaelawati (2019) evidenced the significance of cultivating pedagogical competence in university instructors without foundational education in pedagogy. Susanto & Rachmadtullah (2019) proposed a model of developing pedagogical competence of teachers, that highlights the importance of emotional intelligence and communication skills development.

Moreover, Irmawati et al., (2017), as well as Hanim et al., (2020), outline the role of master's education in psychological counselling and analyse teachers' pedagogical competence in various contexts. Beusse & Hartz (2021) present the peculiarities of didactic training for university teachers through the lens of the growing importance of this topic in higher education policy. Overall, the scholars emphasise the significance of didactic preparation for university instructors and its influence on the standard of instruction and evaluation.

An evaluation of the participation experience in online courses to train potential university instructors in digital teaching methods and strategies is presented in Barpi & Dalmazzo's (2021) study. Carstensen & Klusmann (2021) confirm the need for training in digital competence programmes with a corresponding certificate. They also note that continuous professional training of teachers is essential due to profound socio-cultural, economic, and technological changes. Horne (2013) discusses the role of master's programs in counselling psychology and the evolving differences between counselling psychology programs and master's programs. Aimah et al., (2017) also resonate with the ideas of the authors of this article, especially in presenting the means of improving teachers' pedagogical competence through the method of studying training sessions.

The scholars' insights concur with the author's assumption that establishing proficiency in pedagogy through master's curricula warrants dual educational pathways: a Master of Science in Counselling Psychology and a Master of Science in Psychology.

Our findings indicate that the training approach for enhancing the pedagogical competence of Psychology teachers proposed by the author of this article expands on and complements previous research in this area. The author's research builds upon previous scholarship regarding methods for developing pedagogical competence, the use of such developmental conditions and methods as reflective pedagogical practices, participation in professional development programs, exchange of experiences with colleagues, active participation in pedagogical associations, independent study of scientific literature and resources on the Internet, and so on. Much research indicates a clear connection between the pedagogical proficiency of teachers and the academic performance of students, aligning with the author's perspective.

This underscores the significance of cultivating the pedagogical abilities of upcoming psychology educators to attain favourable educational results.

RESEARCH METHODS

The objective of this longitudinal scientific and pedagogical research is to show the author's insights regarding the development of pedagogical competence of psychology teachers doing master's degree in Ukrainian universities since 2008. To achieve the research objective, a set of scientific theoretical methods was applied, e.g., the literature review (primarily, legislative documents, psychological and pedagogical publications), analysis of good practice experience, deduction, induction, synthesis, comparison, and generalization. These methods made it possible to reveal the current state of play of the research issue and to present views on the development of pedagogical competence of Psychology teachers during master's education and training.

RESULTS

The analysis of the state of development of the problem of research on the development of pedagogical competence of Psychology teachers (master's degree) and the author's personal teaching experience allows us to record the insufficient representation in scientific research of a holistic and one that meets the requirements of the time, the concept of the development of appropriate pedagogical competence. We found the following contradictions in the process of developing pedagogical competence among Psychology teachers in HEIs, namely, contradictions between:
  — the need to modernise the system of higher psychological education in the direction of ensuring a high level of professional training of Psychology teacher master's students and insufficient attention to the development of their pedagogical competence;
  — the existing motivation of Psychology teacher master's students in professional development and the requirements of the time regarding the development of his pedagogical competence, the quality, and level of formation of which meet the challenges of today;
  — modern requirements for the implementation of the competence approach in higher psychological education, the development of Psychology teacher master's students in pedagogical competence as a component of their professionalism, and the lack of organizational and methodological support for the corresponding developmental and formative influence;
  — psychological competence developing of Psychology teacher master's students in isolation, and, often, without taking into account the importance of this process at all, and the need to rethink the content, forms, and methods of professional training of Psychology teacher master's students given the need to develop their pedagogical competence;

— the need to use forms and methods of training aimed at the development of pedagogical competence of Psychology teacher master's students, and insufficient development of the substantive and procedural component of this process.

The resolution of these contradictions requires clarifying the content and structure of the pedagogical competence of a psychology teacher, substantiating pedagogical conditions, and developing a holistic concept of the development of the pedagogical competence of Psychology teacher master's students. The results of our analysis of regulatory documents, curricula, and educational programmes of the second (master's) level *053 Psychology* in the HEIs of Ukraine allow us to state the absence of special educational disciplines aimed at developing the pedagogical competence of Psychology teachers. The training of master's students in educational programme *053 Psychology* is carried out mainly in two directions: educational-professional and educational-scientific. According to the first direction, the emphasis in training is on the formation of innovative and professional competencies as psychologists, and during the implementation of the educational and scientific program — research competencies as psychology teachers.

It is worth noting that the curricula for the training of Psychology teacher master's students contain courses, normative and selective, provided for the acquisition of knowledge about the profession of Psychology teachers, and methods of teaching Psychology. Therefore, education has the following features:

1) Within formal education:
   — conducting classes in pedagogical disciplines, enriched by the introduction of educational and creative tasks, business games, and discussions;
   — conducting classes in the selective course *Pedagogical Competence of Psychology Teacher*, fostering pedagogical creativity;
   — conducting classes in psychological and pedagogical disciplines;
   — developing digital skills to prepare creative projects during distance learning;
   — involvement of experienced teachers in education;
   — master's students conducting scientific research on topics related to psychological and pedagogical issues.
2) Within non-formal education, participation in training programs to enhance digital skills and obtain corresponding certification.
3) Within informal education:
   — developing self-reflection skills through pedagogical technology;
   — master's students involvement in volunteer activities.

This can be achieved through various forms, methods, and technologies. To prepare students for teaching in real-world situations and for the challenges they may face, it is crucial to provide interactive and practical education. Below are some concepts we incorporated into professional training:

— *Pedagogical Workshops:* Regular workshops where experienced teachers and psychologists can share their expertise and experience in education

and practice. Students receive objective feedback and can immediately experiment with new teaching methods.

— This can be achieved through simulation exercises and role-playing games, which utilize training as a pedagogical tool by recreating actual teaching scenarios. Utilizing training as a pedagogical tool through game scenarios that simulate real-life teaching situations. This approach allows future teachers to develop their student group management, conflict resolution, and psychological support skills.

— *Online education platforms:* Utilizing online courses and platforms designed for self-study, where students can learn about new pedagogical methods and also watch videos of real teachers.

— *Scientific Research and Projects:* Involving students in scientific research in the fields of psychology and pedagogy, which could include training them for publishing articles and presenting at academic conferences.

— *Practical Internship:* Organize practical internships in schools, universities, or consulting centres, allowing students to gain experience working with various categories of students and clients.

— *Mentoring Program:* Establish a mentoring program where experienced teachers and psychologists provide individual support and advice to future psychology teachers during their master's training.

— *Technology in Education:* Incorporate modern technologies for effective teaching and learning experiences. The implementation of modern technologies such as virtual reality (VR) and artificial intelligence (AI) facilitates the creation of interactive learning environments and psychological simulations.

— Students have the opportunity to engage in pedagogical research that explores diverse methods and shares the resultant data. In addition, involving master's students in joint learning projects and group work would help them develop communication and teamwork skills.

— *Evaluation and Feedback System:* To determine the level of pedagogical competence, a consistent monitoring system of student feedback and evaluation has been introduced.

These methods and technologies are integrated into the education of Master's students to develop the pedagogical competence of Psychology teachers. The combination of these approaches helps to create a practice-oriented and highly effective training that takes into account the challenges of the modern information and educational environment.

A special place among pedagogical learning technologies is occupied by project-based training of future teachers of psychology, which contributes to the organization of such training when students of pedagogy develop pedagogical competence in the process of creating and carrying out tasks-based projects, which combine theory and practice. The advantages of project technologies are the possibility of simultaneous combination of individual and collective activities of future teachers of psychology, and the stimulation of the ability of professional self-realization in a team. Project technologies allow

master's students to see the results of their activities, and expand the possibility of using modern learning technologies in the process of working on a project. The advantages of project technologies also include the use of various forms of interaction, including interactive, which allows you to practically implement psychological cooperation, and acquire pedagogical competence.

By means of role-playing, the master's students tried to assume the role of a psychology teacher, to conduct a lesson from beginning to end, to analyse problematic pedagogical situations. Each master's student had the experience of teaching Psychology in a certain role and felt satisfaction or dissatisfaction, success or failure. These exercises facilitate self-reflection and a sense of self-efficacy development in the aspect of pedagogical activity and allow the master's students to experience different emotions playing a role of a teacher, e.g., gratitude, demands, and resentment.

Creating an image of a modern teacher is a method of promoting pedagogical competence. To accomplish this, we assigned a task to master's students consisting of composing an essay that disclosed their personal perspective on a modern teacher who is exceptionally skilled, competent in pedagogy, and prepared for contemporary challenges. We then showed the students video footage of highly accomplished and gifted teachers from modern times. Based on the obtained results, a discourse was conducted regarding the *Personality Model of Competent Modern Educator,* which examined the means and issues pertaining to the attainment of pedagogical mastery and educational competence.

In the course, the importance of engaging with individuals, studying from individuals, and acquiring knowledge through individuals was highlighted. The motivational orientation towards the teaching profession was observed to undergo a transformation owing to the enhancement of self-reflection. Under the influence of the psychological and pedagogical conditions established, a shift in motives occurred: the previously dominant motive of helping others, common among psychologists, was replaced by the motivation of teaching others.

The elective course *Pedagogical Competence of Psychology Teacher* aimed at revealing students' creative potential in order to improve their pedagogical professionalism. The course is focused on pedagogical creativity through interactive teaching methods such as problem-solving scenarios, situational exercises, simulation games, and modelling complex pedagogical situations. The objective of this training was to cultivate the creative aspect of the participants' pedagogical competence, leading to the mastery of professional methods in group work, the unveiling of future psychology teachers' creative potential, and the ability to apply this creativity in the pedagogical process.

Pedagogical facilitation is conducted by a teacher who engages in multifunctional interaction while assuming the role of a consultant facilitator. In this position, the teacher acts as an 'assistant' to graduate students, providing support and guidance throughout the process of developing new experiences. The key components of pedagogical facilitation include effective communication, positive thinking, and tolerance towards the behaviours

of students. We have designed a training program for enhancing pedagogical creativity based on contemporary research in pedagogy on the challenges associated with teacher creativity development (Anderson et al., 2021; Bereczki & Kárpáti, 2021; Leikin & Elgrably, 2020).

CONCLUSIONS

The research confirms the importance of continuous self-improvement and professional growth of future teachers at the stage of their training. Furthermore, the development of pedagogical competence is a key factor in improving the quality of education and learning outcomes to Psychology teachers (master's students).

The author identifies the key criteria for the development of pedagogical competence of Psychology teachers during their master's studies:
— Master's students should be engaged in self-education, self-development, and self-expression while developing pedagogical competence.
— Educational material should be designed to foster students' reflective and creative abilities.
— Adequate control and evaluation should be implemented for both the process and outcome of pedagogical competence development.
— Pedagogical competence in teaching psychology should be considered essential to teacher professionalism.

Regarding this, a cross-cultural study to test the efficacy of developing pedagogical competence in Psychology teachers in different contexts looks appealing.

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РОЗВИТОК ПЕДАГОГІЧНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ ВИКЛАДАЧІВ ПСИХОЛОГІЇ В МАГІСТРАТУРІ: УКРАЇНСЬКИЙ ДОСВІД

Ольга Черепєхіна, кандидат психологічних наук, доцент кафедри педагогічної та вікової психології, факультет психології та спеціальної освіти, Дніпровський національний університет, просп. Гагаріна, 72, Дніпро, Україна, 49000, cherepiekhina@gmail.com

Стаття висвітлює ідеї автора щодо розвитку педагогічної компетентності майбутніх викладачів психології під час навчання в магістратурі в сучасних умовах українських університетів, що є результатом лонгітюдного науково-педагогічного дослідження, яке почалося у 2008 році. Тривалість дослідження у часі дозволила ґрунтовно представити ключові положення щодо розвитку педагогічної компетентності у майбутніх викладачів психології в магістратурі. Обираючи об'єктом статті розкриття основних ідей розвитку педагогічної компетентності майбутніх викладачів психології в магістратурі в сучасних умовах, автор показує це з урахуванням зміни стандартів педагогічної професії та викликів часу. В результаті переосмислення попереднього педагогічно-наукового досвіду автор дійшов висновку про те, що організація навчального процесу з розвитку педагогічної компетентності має здійснюватися за такими формами здобуття вищої освіти, як формальна, неформальна та інформальна. Тезисно подано перелік умов та форм розвитку педагогічної компетентності у майбутніх викладачів психології, як-то: необхідність розвитку здатності до педагогічної рефлексії, яка спрямована на розвиток рефлексивних умінь як важливої складової особистісного компонента педагогічної компетентності майбутнього викладача психології, спеціально розроблений тренінг розвитку педагогічної творчості майбутнього викладача психології, педагогічна фасилітація у межах вибіркової дисципліни «Педагогічна компетентність викладача психології». Подано опис наявних суперечностей процесу розвитку педагогічної компетентності у майбутніх викладачів психології в магістратурі в сучасних умовах закладів вищої освіти.

Ключові слова: *педагогічна компетентність; розвиток педагогічної компетентності; майбутні викладачі психології; навчання в магістратурі; формальна; неформальна та інформальна освіта.*