

Particular attention is paid to the impact of digitalisation on pedagogical strategies that involve the active use of interactive technologies, gamification, virtual and augmented reality, which contribute to the development of critical thinking, creativity and practical skills of students. The article also highlights the development of digital competencies of both students and teachers, since the effective use of ICT requires appropriate training and adaptation of traditional teaching methods.

The article discusses the key challenges associated with the introduction of ICTs in higher education: cybersecurity issues, threats to personal data, digital inequality among students and teachers, the need to constantly update hardware and software. Prospects for further development of the digital educational environment in Ukraine are outlined, taking into account global trends and opportunities for integrating innovative technologies into the educational process.

The results of the study may be useful for educators, scientists, university managers, as well as for developers of educational technologies who seek to improve the higher education system and adapt it to the new conditions of the digital age.

Key words: information and communication technologies, higher education, higher education institution, digitalisation, distance learning, electronic resources, Ukraine.

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MONITORING THE FORMATION OF PEDAGOGICAL REFLECTION AMONG SOCIONOMIC HIGHER EDUCATION STUDENTS

The article considers the problem of monitoring the formation of pedagogical reflection among socionomic higher education students in the context of modern requirements for the quality of professional training of future specialists in the social sphere. The relevance of the study is due to the increasing role of reflective skills in professions of the “person – person” type, which involve high responsibility, emotional involvement, the ability to consciously analyze own activities and make professionally balanced decisions. Pedagogical reflection is considered as an integrative personal and professional characteristic that ensures professional maturity, self-regulation and readiness for continuous self-development.

The study substantiates the feasibility of systematic monitoring of pedagogical reflection, which includes motivational, content-activity and productive components. The diagnostics was carried out on the basis of systemic, activity and personality-oriented approaches, which made it possible to comprehensively assess both the internal prerequisites of reflective activity and the real manifestations of reflective skills in the educational and professionally oriented activities of higher education students. A set of complementary methods was used to collect empirical data, including questionnaires, test tasks, practical cases and self-assessment methods. The monitoring results showed the prevalence of low and medium levels of formation of pedagogical reflection, fragmented knowledge about its essence, instability of motivation for reflective activity, limited ability for systemic self-analysis and self-regulation. The dominance of external determination in explaining own professional successes and difficulties, instability of self-esteem and contradictory emotional attitude towards oneself as future specialists were revealed. It was concluded that systematic monitoring of the formation of pedagogical reflection is an important condition for improving the quality of professional training of socionomic higher education students and the basis for the purposeful organization of the formative stage of research.

Key words: pedagogical reflection, monitoring, higher education applicants, socio-economic profile, professional training.

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The statement of the issue. Modern transformation processes in the field of higher education, caused by social challenges, humanization of the educational space and increasing requirements for the quality of professional training of socio-economic specialists, actualize the problem of forming pedagogical reflection as an important component of the professional competence of future social workers and psychologists. Professional activity in the field of “person – person” involves constant interaction with other people, making responsible decisions in complex socio-psychological situations, the ability to analyze own actions, emotional states and the consequences of professional influences. Under such conditions, pedagogical reflection acts not only as a mechanism of self-knowledge and self-regulation, but also as a necessary condition for professional maturity, ethics and effectiveness of the activities of a specialist in the social sphere [4, p. 30]. At the same time, an analysis of educational practice shows that the process of forming pedagogical reflection among socio-economic higher education students is often fragmentary and unsystematic, and the level of its formation remains insufficiently studied and controlled [1]. In most cases, reflective skills do not become the object of targeted pedagogical influence, and the lack of scientifically based monitoring makes it difficult to identify problem areas in the professional training of students in a timely manner. This necessitates the organization of systematic monitoring of the formation of pedagogical reflection, which would allow for a comprehensive assessment of its motivational, content-activity and productive components, provide feedback in the educational process and create a basis for improving the quality of professional training of future socio-economic specialists.

The analysis of relevant research. The problem of pedagogical reflection as an important component of professional training of socio-economic specialists is the subject of active research in domestic and foreign pedagogy, psychology and social work. In the scientific works of T. K. Zahorodnia [1], A. I. Sikaliuk, V. A. Perminova [3], reflection is interpreted as a multidimensional phenomenon associated with self-knowledge, awareness of own activities and emotional states, as well as with the ability to self-regulation and professional self-improvement; it is emphasized that the development of its cognitive, emotional-value and behavioral-activity components is a necessary condition for effective professional activity and prevention of professional burnout [5]. At the same time, the generalization of the results of scientific research shows that, despite a solid theoretical basis, the problem of monitoring the formation of pedagogical reflection among socio-economic higher education students remains insufficiently developed, since most works focus on individual aspects of reflection or formative methods, while comprehensive monitoring, covering motivational, content-activity and productive components, is presented fragmentarily, which necessitates further scientific research in this direction.

The purpose of the article is to substantiate and highlight the results of monitoring the formation of pedagogical reflection among socio-economic higher education students according to motivational, content-activity and productive components to determine the level of their readiness for effective professional activity.

The body of the research. In the current conditions of higher education reform and the growth of public demand for socio-economic specialists, the problem of purposeful formation and constant monitoring of pedagogical reflection among higher education students is of particular relevance. The level of formation of pedagogical reflection and the possibility of its systematic tracking determines the timely identification of difficulties in the professional development of students and the correction of the educational process, which necessitates a scientifically sound approach to its monitoring [2, p. 216]. In this context, pedagogical reflection acts as an integrative characteristic of professional maturity, and its monitoring is a necessary condition for ensuring the quality of professional training.

Monitoring the formation of pedagogical reflection is considered as a systematic, multifaceted process of collecting, analyzing and interpreting empirical data aimed at identifying the level of development of reflective skills and characteristics of socio-economic higher education students [1, p. 170]. Its purpose is not only to record the current state, but also to create a scientifically sound basis for predicting the professional development of students,

correcting the educational process and implementing effective pedagogical conditions for the formation of pedagogical reflection, in particular in the process of foreign language training [3, p. 177].

Within the framework of the study, the diagnostics of the formation of pedagogical reflection was carried out on the basis of systemic, activity-based and personality-oriented approaches. The systemic approach made it possible to consider pedagogical reflection as a holistic multi-component formation, in which all components are closely interconnected and interdependent. The activity-based approach oriented the study to the analysis of reflection in the context of real educational and professionally oriented activities of students, which made it possible to trace its manifestations in the process of performing specific tasks and making decisions. The personality-oriented approach ensured the consideration of the individual characteristics of higher education students, their motivational attitudes, value orientations and the level of personal development, which is important for understanding the mechanisms of formation of reflective skills [4, p. 31]. This made it possible to consider pedagogical reflection as a dynamic formation that develops in the interaction of cognitive, emotional-value and behavioral-activity components. This approach ensured the integrity of the diagnostic procedure and allowed us to cover both conscious and latent aspects of the reflective activity of future social professionals.

The empirical study that formed the basis of the monitoring was conducted at four higher education institutions (Ternopil National Pedagogical University named after Volodymyr Hnatyuk, Khmelnytskyi National University, Volyn National University named after Lesya Ukrainka, Sumy State Pedagogical University named after A. S. Makarenko) with the participation of 281 students of socio-economic specialties. The average age of the respondents was 18–21 years, which corresponds to the initial stage of professional development. The formation of control (143 people) and experimental (138 people) groups provided the possibility of comparative analysis and increased the validity of the results obtained.

Monitoring the formation of pedagogical reflection was carried out in stages and included diagnostics of motivational, content-activity and productive components. The motivational component reflected the attitude of higher education students to pedagogical reflection, the level of awareness of its significance for professional development and readiness for self-knowledge and self-development; the content-activity component characterized the formation of knowledge about the essence of reflection and the ability to apply reflective analysis in educational and professionally oriented activities; the productive component made it possible to assess the level of formation of reflective skills as an integrative quality, their stability, systematic manifestation and ability to self-regulate and correct professional behavior [5, p. 277]. For this purpose, a complex of complementary methods was used, including author's questionnaires, test tasks, practical cases, self-assessment methods, as well as adapted psychodiagnostic tools aimed at determining the levels of pedagogical reflection, empathy, and emotional self-regulation.

Diagnostics of the cognitive component of pedagogical reflection allowed us to identify the level of awareness of higher education students of the essence of reflection, its functions and significance in professional activity, as well as the degree of formation of reflective thinking as an intellectual basis for professional self-development. The cognitive component reflects the system of knowledge and ideas of future socio-economic specialists about pedagogical reflection, understanding of its role in the analysis of their own activities, assessment of professional decisions and forecasting their consequences. It encompasses the ability of higher education students to realize the content of educational and professionally oriented actions, to establish cause-and-effect relationships between their own actions and the results of their activities, to critically reflect on mistakes and achievements. The formation of the cognitive component ensures the transition from a superficial, intuitive perception of professional situations to a conscious, analytical attitude towards them, which is a necessary prerequisite for the development of pedagogical reflection and effective professional activity of future social workers and psychologists [6, p. 366].

The results showed that only about 11–13 % of respondents from both groups have a clear idea of pedagogical reflection. At the same time, almost half of the students could not explain its content, and about 37–40 % demonstrated fragmentary knowledge. This indicates the dominance of a superficial, intuitive understanding of reflection, which is not systemic and is not integrated into the professional consciousness of future specialists.

Analysis of students' responses regarding the potential of pedagogical reflection in future professional activities showed that a significant part of first-year students are not aware of its role as a tool for professional development. About a third of the respondents in the control group and almost 15% of the experimental group could not determine the meaning of pedagogical reflection, choosing the option “difficult to answer”. Only about a quarter of those surveyed associated reflection with the analysis of their own actions, correction of errors, development of communication skills and self-knowledge. This indicates an insufficiently formed cognitive basis of reflective activity.

An important aspect of the diagnostics was the study of students' ideas about the gradual use of pedagogical reflection. The data obtained showed that only about 18–21 % of respondents are aware of the need to use reflection at all stages of educational and professional activity. Almost half of the students believe that reflection is needed only occasionally, and more than a third do not see the need for its use at all. This position indicates the fragmentation of reflective thinking and the lack of a holistic vision of reflection as a continuous mechanism of professional self-development.

Monitoring the emotional-value component of pedagogical reflection allowed us to analyze the level of self-acceptance, self-esteem, empathy, value orientations and motivation for professional self-development as internal psychological foundations of reflective activity of future socionomic specialists. This component reflects the emotional attitude of the individual towards himself as a subject of educational and future professional activity, the degree of awareness of his own experiences, emotional reactions and the ability to regulate them in the process of professional interaction. It covers the formation of a positive or contradictory image of the “professional self”, the level of confidence in his own capabilities, the willingness to accept his own strengths and weaknesses and to bear responsibility for the results of professional actions. An important component of the emotional-value component is empathy as the ability to understand the emotional states of other people, empathize with them and build professional interaction on the principles of humanism, tolerance and respect. In addition, this component reflects the system of value orientations of higher education students, their attitude to the chosen profession, awareness of its social significance and internal motivation for continuous professional self-development. The formation of the emotional-value component creates a psychological basis for deep reflection, provides internal readiness for self-analysis and determines the direction of personal and professional growth of the future social worker or psychologist [5, p. 279]. The results of the study showed that the majority of higher education students assess their own emotional-value characteristics at a low or average level. A high level of self-esteem, self-acceptance and empathy was recorded among only 10–20 % of respondents, which corresponds to the initial stage of professional formation, but at the same time indicates insufficient readiness for emotionally saturated professional interaction.

Particular attention was paid to the analysis of internal motivation for the development of pedagogical reflection. Diagnostics showed that more than 70 % of students in both groups do not realize the importance of pedagogical reflection for professional growth and do not show willingness to purposefully develop reflective skills. At the same time, about 16–18 % of respondents demonstrated a willingness to consciously work on the development of pedagogical reflection, in particular in the process of foreign language training, which indicates the presence of a motivational reserve for further pedagogical work.

Monitoring the behavioral and activity component of pedagogical reflection allowed us to assess the ability of students to self-control, analyze their own actions, make responsible decisions, and transform professional behavior as a practical embodiment of reflective skills in educational and professionally oriented activities. This component reflects the level

of formation of self-regulation skills, the ability of higher education students to consciously plan their own activities, control the course and results of completing educational and professional tasks, timely identify errors and correct their own actions. The behavioral and activity component includes the ability to apply reflective analysis in specific situations of interaction, to make independent decisions taking into account the requirements of professional ethics and responsibility for their consequences. Its formation is manifested in the readiness of future socionomic specialists to change established stereotypes of behavior, adapt professional strategies to new or non-standard conditions, as well as in the ability to transform their own behavior based on a conscious analysis of previous experience. Insufficient development of this component leads to the pattern of professional actions, avoidance of responsibility and difficulties in independent decision-making, which negatively affects the effectiveness of future professional activities [6, p. 368]. The results obtained showed that only 12–14 % of students systematically analyze their own life and educational experience. More than half of the respondents noted that they very rarely or never carry out self-analysis, which indicates a low level of formation of reflective behavior.

Analysis of forms and methods of reflection showed that most students use unstructured, intuitive ways of understanding experience, in particular internal reflections or discussions with others. Only a small part of respondents use written or formalized methods of reflective analysis, which require developed skills of self-observation and self-control. This indicates the need for targeted training of students in effective forms of reflective activity.

Monitoring of goal-setting skills and analysis of cause-and-effect relationships of own activities showed that more than half of the students in the control group and more than 60 % of the experimental group almost never set clear goals for themselves. About 70 % of respondents do not analyze the reasons for their own successes and failures, which complicates the process of professional self-development and reduces the level of responsibility for the results of their activities.

Generalization of the diagnostic results allows us to conclude that pedagogical reflection among the majority of socionomic higher education students is at the initial level of formation. The dominance of low and average indicators for all components of reflection indicates the fragmentation of reflective skills, insufficient motivation for self-development and limited ability to consciously analyze own professional activity.

Further analysis of the results of monitoring the formation of pedagogical reflection allowed us to identify a number of systemic trends characteristic of socionomic higher education students at the initial stage of professional training. First of all, the imbalance between the perceived and actually implemented aspects of reflective activity attracts attention. Even those students who declare a general understanding of the significance of reflection or recognize its usefulness for professional development lack stable skills of systemic self-analysis, self-control and purposeful correction of their own activity.

Diagnostics showed that the reflective activity of the majority of higher education students is situational in nature and is activated mainly under the influence of external factors: teacher requirements, educational tasks or difficult life situations. In such cases, reflection does not acquire the character of an internally conditioned activity, but remains reactive, that is, one that arises in response to external stimuli. This is confirmed by the fact that more than half of the students do not independently analyze their own actions outside the mandatory educational situations.

An important characteristic revealed in the monitoring process is that a significant part of higher education students tend to explain their own successes and difficulties mainly by external circumstances, rather than by their own actions or efforts.

Analysis of students' responses showed that in situations of difficulties or professional doubts, most of them turn to more experienced people – teachers, supervisors, peers or family members. Only a small part of respondents demonstrates a willingness to independently analyze the situation, identify its key elements and establish cause-and-effect relationships.

Such dependence on external support indicates insufficient formation of internal reflective mechanisms and a low level of autonomy of professional thinking.

Diagnostics of goal-setting skills showed that the lack of clearly formulated personal and professional goals is a characteristic feature of most first-year students of socio-economic specialties. The predominance of responses indicating an episodic or almost complete absence of goal-setting indicates that students mostly do not connect their own educational activities with long-term professional prospects. As a result, learning is perceived as a formal process of acquiring knowledge, rather than as a means of professional and personal growth, which significantly reduces the motivational potential of the educational process.

The results of monitoring that concern the analysis of cause-and-effect relationships in own experience deserve special attention. The majority of higher education students are not inclined to analyze why certain actions lead to success or, conversely, to failure. Instead, the tendency to generalized assessments of own activities without a deep analysis of its structural elements dominates. Such superficiality of reflective analysis limits the possibilities of professional learning based on own experience and reduces the effectiveness of self-correction of behavior.

Diagnostics of the emotional-value component of pedagogical reflection allowed us to identify another important trend – the instability of self-esteem and the contradiction of the emotional attitude of higher education students towards themselves as future specialists. The emotional-value component reflects the individuals' internal attitude towards themselves, their chosen profession and their own professional development, covering the level of self-acceptance, self-esteem, empathy and motivation for self-improvement. A significant proportion of students demonstrate a combination of low self-confidence and an insufficiently developed desire for active self-improvement. This condition can be considered a consequence of the lack of experience in successful reflective activity and insufficient support for the development of a positive professional identity [5, p. 290].

An important result of the monitoring is the identification of limited awareness by students of the connection between pedagogical reflection and the effectiveness of professional activity. The vast majority of higher education students do not consider reflection as a tool for improving the quality of professional decisions, optimizing interaction with clients, or preventing professional burnout. This indicates the need for purposeful formation of student's idea about the reflection as a practically significant competence, and not only as an abstract of psychological concept.

Diagnostics of readiness for the development of pedagogical reflection in the process of foreign language training showed that a foreign language is perceived by the majority of students mainly as an academic discipline, and not as a tool for professional self-development. At the same time, the presence of a group of students who show readiness to purposefully develop reflective skills during foreign language training indicates the potential of this educational environment. It is foreign language training that creates conditions for understanding professional situations in an intercultural context, developing communicative reflection, and forming the ability to analyze own actions in new, non-standard conditions.

Conclusions. The generalization of the monitoring results allows us to conclude that the pedagogical reflection of socio-economic higher education students at the initial stage of training is mainly fragmentary in nature and does not function as a holistic mechanism for professional self-development. The identified trends indicate the need to transition from the episodic use of reflective tasks to the systematic organization of reflective activity in the educational process.

Thus, monitoring the formation of pedagogical reflection is not only a diagnostic tool, but also an important means of scientifically substantiating the pedagogical conditions for its development. It allows to timely identify problem areas in the professional training of future social workers and psychologists, predict the difficulties of their professional development and determine the directions of targeted pedagogical influence. It is systemic, multi-faceted monitoring that creates the basis for improving the quality of professional education and forming a reflexively mature socio-economic specialist.

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МОНІТОРИНГ СФОРМОВАНОСТІ ПЕДАГОГІЧНОЇ РЕФЛЕКСІЇ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ СОЦІОНОМІЧНОГО ПРОФІЛЮ

У статті розглянуто проблему моніторингу сформованості педагогічної рефлексії здобувачів вищої освіти соціономічного профілю в контексті сучасних вимог до якості професійної підготовки майбутніх фахівців соціальної сфери. Актуальність дослідження зумовлена зростанням ролі рефлексивних умінь у професіях типу «людина – людина», що передбачають високу відповідальність, емоційну залученість, здатність до усвідомленого аналізу власної діяльності та ухвалення професійно виважених рішень. Педагогічна рефлексія

розглядається як інтегративна особистісно-професійна характеристика, що забезпечує професійну зрілість, саморегуляцію та готовність до безперервного саморозвитку.

У дослідженні обґрунтовано доцільність системного моніторингу педагогічної рефлексії, який охоплює мотиваційний, змістовно-діяльнісний і результативний компоненти. Діагностика здійснювалася на засадах системного, діяльнісного та особистісноорієнтованого підходів, що дало змогу комплексно оцінити як внутрішні передумови рефлексивної діяльності, так і реальні прояви рефлексивних умінь у навчальній та професійноорієнтованій діяльності здобувачів вищої освіти. Для збирання емпіричних даних було використано комплекс взаємодоповнювальних методик, зокрема анкетування, тестові завдання, практичні кейси та методики самооцінювання.

Результати моніторингу засвідчили переважання низького та середнього рівнів сформованості педагогічної рефлексії, фрагментарність знань про її сутність, нестійкість мотивації до рефлексивної діяльності, обмежену здатність до системного самоаналізу та саморегуляції. Виявлено домінування зовнішньої детермінації в поясненні власних професійних успіхів і труднощів, нестійкість самооцінки та суперечливе емоційне ставлення до себе як майбутніх фахівців. Зроблено висновок, що системний моніторинг сформованості педагогічної рефлексії є важливою умовою підвищення якості професійної підготовки здобувачів вищої освіти соціономічного профілю та підґрунтям для цілеспрямованої організації формувального етапу дослідження.

Ключові слова: педагогічна рефлексія, моніторинг, здобувачі вищої освіти, соціономічний профіль, професійна підготовка.

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РОЛЬ ДИСЦИПЛІНИ «ПСИХОЛОГІЧНИЙ СУПРОВІД ТА РЕАБІЛІТАЦІЯ» У ФОРМУВАННІ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ПСИХОЛОГІВ

У статті висвітлено значення навчальної дисципліни «Психологічний супровід та реабілітація» у процесі формування професійної компетентності майбутніх психологів у закладах вищої освіти. Актуальність дослідження зумовлена сучасними соціальними викликами, що постали перед українським суспільством унаслідок воєнних дій, зростання рівня стресу, втрат і соціальної напруги, що, своєю чергою, підвищує попит на якісну психологічну підтримку та реабілітаційні послуги. Проаналізовано змістове наповнення курсу, окреслено його цілісну спрямованість на розвиток професійних знань, практичних умінь, навичок кризового консультування, комунікативної компетентності, етичної відповідальності та здатності до міждисциплінарної взаємодії. Окрему увагу приділено розкриттю ролі інтерактивних і практико-орієнтованих методів навчання, зокрема кейс-стаді, рольових ігор, тренінгів, міждисциплінарних воркшопів, онлайн-симуляцій та супервізійних практик, які забезпечують інтеграцію теоретичних знань із реальними потребами професійної діяльності. На прикладі досвіду Таврійського національного університету імені В. І. Вернадського показано, що системне поєднання теорії та практики

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