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# **PRINCIPLES OF MODEL CONSTRUCTION OF DEVELOPMENT OF PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS OF PSYCHOLOGY IN MASTER'S DEGREE**

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principles of model, model of development of pedagogical competence, pedagogical competence, future teachers of psychology in master's degree.

## **ABSTRACT**

The article reveals the principles of building a model of formation of pedagogical competence in future teachers of psychology in graduate school. In particular, the conceptual block of the model of development of pedagogical competence of future teachers of psychology in the conditions of master's degree defines ideology of the specified development and contains such pedagogical principles: system, continuity, professional orientation, innovation, democratization, electiveness, creativity, professional mobility, problems; unity of scientific, educational and professional activity; informatization; independence, reflectivity.

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**Introduction.** Today, the development of higher psychological education in the master's program is influenced by various social integration processes and principles, such as: informatization and globalization of society, focus on education of students and their diverse development, student mobility, introduction of a competency-based approach to training future psychology teachers. National Qualifications Framework; increasing the competitiveness of the specialist. Master's degree in "psychology" can be considered a link between higher education at the II educational qualification level (master's degree) and higher education at the III educational qualification level (postgraduate), which provides training of scientific and pedagogical staff, a link that helps to identify the abilities of the graduate from psychology to research work and thus determine the further direction of its activities.

The author of the article personally takes an active part in the professional training of future psychologists, teachers of psychology since 2002 as an associate professor. In order to develop a model for the development of pedagogical competence of future teachers of psychology in the master's program, consider the concept of pedagogical model. The concept of "model" comes from the French word *modulus* - "... measure, measure, pattern and is a conditional sample of a certain object, which preserves the external similarity and proportions of the parts under the conditionality of the image" [3].

The analysis of existing scientific sources gives grounds to assert that in modern pedagogy the term "model" is used as a system, as a created sample and as an analogue of a natural or social phenomenon. The model can also be understood as "a general picture of a phenomenon created on the basis of a certain system of views and ideas, which with the help of creative intuition and hard work helps to understand and describe what we study" [9].

A model is a system of objects or signs that reproduces some essential properties of the original system, it is a generalized representation of the object, the result of abstract practical experience, not a direct result of the experiment. [5; 7].

Scientists A.Y. Baskakov and N.V. Tulenkov (2004) [1] Describe the concept of the model as "... diagnostic description with all possible completeness of all essential for life in the modern world of the parties, properties and qualities of personality." We believe that in the context of our study the most appropriate is the definition of scientists A.I. Kuzminsky and V.L. Omelyanenko (2004) [6], Who claim that the model is "... a specific object made to obtain and store information, created in the form of descriptions in symbolic forms, which reproduces the characteristics and connections of the original." It is also worth noting that the pedagogical model is a mental system that mimics or reflects certain properties, features, characteristics of the object of study or the principles of its internal organization or functioning and is presented as a cultural form inherent in a particular socio-cultural practice. [12].

We are impressed by the opinion of scientist E. Lodatko, who notes that "the design of a possible relationship of existing models as structural elements of a hierarchical population should be considered as a basis for building an organizational model of general level, which would open opportunities to study the functioning of the education system. developed society " [8].

In our study, the pedagogical model of development of pedagogical competence of future teachers of psychology in graduate school we understand a set of factors that affect the applicant for higher education for OP "Psychology" and as a result form a ready specialist [11]. Based on the above, the model of development of pedagogical competence of future psychology teachers in the master's program means a schematic representation of all pedagogical activities that ensure the effectiveness and efficiency of training of future psychologists, in particular the development of their level of pedagogical competence. Consider the model of development of pedagogical competence of future teachers of psychology in terms of master's degree. The model contains four components: conceptual-target, value-motivational, content-procedural and result-criterion [11].

The conceptual and target component is characterized by the reflection of modern leading ideas for the preparation of masters in op "psychology", in particular: updating the requirements for the level of pedagogical competence of future psychologists to be provided in standards and other legal support of MES of Ukraine, NAME, domestic higher education ; the growing need for future teachers of psychology with a high level of pedagogical competence, as evidenced by a survey of modern employers-managers of educational institutions for higher education and participants in the educational process: research and teaching staff, teachers, higher education seekers themselves. The general purpose of the target block is to train future teachers of psychology in the conditions of master's degree. The first component of the model proposes methodological approaches, pedagogical principles and tasks that provide for the development of pedagogical competence of future teachers of psychology in the master's program. The structure of pedagogical competence is given, which contains key, basic and special competencies.

Among the methodological approaches are: systemic, axiological, acmeological, professional, competence, activity, personal. The systems approach is aimed at creating integration models, the ability to characterize the elements, structural parts, functions, their relationship, system-forming factors and behavioral conditions in static and dynamic dimensions. Competence approach involves reorientation to the formation of professional competence of future teachers of psychology; is not only to teach them to perform their professional functions, but also to analyze problem situations and be able on the basis of this analysis to make optimal decisions that would take into account the content and structure of their professional activities.

The activity-creative approach is based on taking into account the unity of the subsystems of teaching and learning, which function in inseparable integrity, constant interaction and interconnection. The implementation of pedagogical activities ensures the development of personal traits and qualities of the teacher and future teacher of psychology, influences the formation of their attitudes, interests, values, professional positions, creative attitude to goal setting and formulation of prognostic professional tasks. The conceptual block of the model of development of pedagogical competence of future teachers of psychology in the conditions of master's degree defines ideology of the specified development and contains such pedagogical principles: system, continuity, continuity, professional orientation, innovation, democratization, electiveness, creativity, professional mobility, problems; unity of scientific, educational and professional activity; informatization; independence, reflectivity. Consider them in more detail.

The principle of systematicity and consistency is due to the internal logic of science, which is studied by the laws of mental and physical development of the future teacher of psychology. This principle determines the interaction of the teacher's system and the activities of future teachers of psychology in the educational process (Buchilo & Chumakov, 1998). Modern pedagogical science

considers the system as a set of knowledge that determines the presence in the human mind of structural interdependencies and the links of their construction within the scientific theory. Instead, systematicity is a quality of knowledge that characterizes the presence in the minds of future teachers of psychology of content-logical connections between individual fragments of psychological and pedagogical competencies (Al-Rahmia, Aldraiweesh, Yahaya, Kamin, & Zekic, 2019).

Incorporating new knowledge into the existing system is the main task of organizing work on systematization in order to form a system of concepts, their properties, relationships and dependencies. Systematics in pedagogical education presupposes the acquisition of knowledge, skills and abilities in a certain logical connection, their totality is a holistic education, ie a system. Consistency in learning involves the development of educational material based on previously studied, and, accordingly, determines the next step in the cognitive activity of future teachers of psychology. The principle of continuity is a set of means, methods and forms of obtaining, deepening and expanding education and professional competence. For every future psychology teacher, continuing education is a process of forming and satisfying their cognitive needs and spiritual needs, developing talents and abilities in the network of public institutions and through self-education (Byrka, 2014).

Due to the content and unlimited time, continuing professional education of future psychology teachers has the opportunity to perform important professional functions, namely: socio-cultural, developmental (meeting spiritual needs, creating conditions for creative growth in psychology); general education, compensatory (elimination of gaps in basic education, addition of information that is constantly updated); adaptive (professional development in order to modernize professional experience, development of information and communication competencies as an important component of pedagogical competence); economic (meeting the needs of the educational sector in highly qualified teachers) (Androschuk, 2019).

The principle of continuity implies consistency and interconnection in the content, organizational and methodological support of the educational process at different educational and qualification levels (in our case II - master's and III - postgraduate studies); ensures the implementation of other didactic principles - scientific, systematic, consistent, accessible; establishes connections between new and previously acquired knowledge as elements of a holistic system of development of pedagogical competence; ensures their further development and understanding at a new, higher level; contributes to the preparation of specialists for the acquisition of new, more complex knowledge and skills in the field of psychology in the future.

The principle of continuity can be supplemented by the placement of a detailed curriculum for a semester or year, and classes may include a stage of predictive preparation for the next lesson in the form of questions and tasks and, accordingly, the need to prepare for the next lesson, 2019). The principle of professional orientation implies that in the implementation of teaching there are prerequisites for stimulating and developing independent cognitive activity of future teachers of psychology, for their conscious assimilation of content, formation and development of positive learning motives, including the development of pedagogical competence.

Professional orientation is a form of expanding interdisciplinary connections with the subjects of the psychological and pedagogical cycle (Yagupov, Pedagogy: textbook, 2002). An important role is played by the acquisition of interdisciplinary competencies by future teachers of psychology, the formation of professional and development of personal qualities, personal values of the future teacher of psychology. Career guidance is one of the important ways to improve the training of future psychology teachers by supporting the teaching of basic sciences within the curriculum, as well as taking into account the possibility of applying existing competencies in the professional activities of psychologists.

The principle of innovation includes experimental testing of productivity and the possibility of applying innovations to prepare future teachers of psychology. Innovative learning is a change-oriented educational activity based on the introduction of creative skills and personal skills. A feature of innovative learning is the ability to predict based on the reassessment of values and needs, openness to the future, readiness for constructive critical situations (Sheiko & Kushnarenko, 2003; Pashchenko, 2001). In the context of modern educational trends as a mass character and continuity is the development of the system and content of education in the modern world. The importance of education for the individual and society, the focus on the active development of the future teacher of psychology methods of cognitive activity ensures the adaptation of the educational process to the demands and needs of the individual and the direction of democratization of educational processes. The principle of democratization of education is one of the main at the present stage of development of society. It covers all aspects of higher education institutions.

This is a long and complex process of transformation in order to stabilize the relationship between society, the state and higher education institutions, between management at all levels and teachers, future teachers in the master's program.

Democratization of the education system opens a number of opportunities for revealing the abilities of higher education seekers, promotes the search for non-standard approaches in the educational process. Democratization should be seen as the teacher's freedom to choose the model of the educational process. This choice involves the liberalization of the entire system of pedagogical activities, the dominance of higher education in the institution of creativity, cooperation, innovation, constructive dialogue of all participants in the educational process. At the same time, the teacher's choice of educational model should take into account the characteristics, priorities, visions and requests of future psychology teachers. The implementation of such an approach should unfold in the context of developing specific methods for the development of pedagogical competence of future psychologists in terms of master's degree (Siladiy, 2017). The principle of elective learning means free access of future teachers of psychology to the choice of content, goals, forms, methods, means, sources, terms, time, place, self-assessment of learning outcomes. Elective courses (elective courses) are of multidimensional significance for the Master's degree in Psychology.

These are courses that expand the content of profile subjects, develop and supplement and integrate their content (Chaika, Fundamentals of Didactics: textbook, 2011; Tsekhmistrova, 2003). Electivity means that in the master's program, some subjects are compulsory, and the rest are chosen by graduates from the list of recommended for a given year of study or for a particular profile. In our case, they must meet the needs of future teachers of psychology and focus on developing the level of formation of their pedagogical competence. Such disciplines, courses, special courses, etc. are specified in the curricula. For such disciplines, working curricula are developed at the students' choice. The principle of creativity is seen as an integrative quality of personality that reflects the totality of creative forces; determines the readiness and ability for creative self-realization and self-development, for the implementation of new, original ideas, as well as ensures effective interaction of the future teacher of psychology with other people and determines the productivity of its activities in any field [10].

The principle of creativity in the system of training future teachers of psychology is based on psychological and pedagogical support of the teacher of higher education to identify and understand the presence of his creative potential for further professional development. The use of methods and techniques that stimulate the productivity of student thinking by expanding the individual experience of creative activity in the study of professional disciplines; use of the method of reflective pedagogical assessment of the result of creative efforts. Creating a creative atmosphere contributes to the culture of professional communication, causes future teachers of psychology to conscious activity, the desire for creativity. Joint creative activity of teachers and applicants for higher education - an effective, proven way to develop the inherent abilities, the formation of the character of the researcher, artist; education of initiative, responsibility, diligence, needs and skills of continuous self-education in the future.

At the same time, universal personal and professionally significant qualities are recognized, formed and developed, namely: creativity and the ability to reflect. (Stratan-Artishkova, 2015). The application of the principle of professional mobility as an extremely important quality of the modern future teacher of psychology is considered in unity with the ideas of humanization, democratization, progressive and continuous nature of education. The ideas of democratization and openness are closely connected with the formation of professional mobility, as a result of which appropriate organizational and pedagogical conditions are created. Professional mobility plays an important role in self-development, self-improvement of the future teacher of psychology. The term "mobility" means mobility, willingness to complete tasks quickly. The problem of professional mobility arose due to the need to adapt to the new conditions of activity associated with the process of integration into professional activities.

Professional mobility is an important component of a single qualification structure of a specialist (qualifications framework, standards of professions). This makes it possible to compare the level of pedagogical competence that the applicant had before and after the academic mobility program.

Professional mobility in terms of personal and professional self-improvement expands the range of professional activities. Therefore, based on the importance of ensuring the formation of professional mobility of future psychology teachers, it is necessary to ensure that they create a need for further self-education based on understanding the value of their pedagogical competencies as the basis for future professional and social realization. Particular attention should be paid to the development of technologies for the formation and development of future psychology teachers of a set of skills, abilities and perceptions that affect the development of pedagogical competence, especially in the context of planning their own individual educational trajectory. The principle of problem-solving contributes to the intensification of educational and cognitive activities of future teachers of psychology, the formation of their professional competencies, including pedagogical.

Ways to implement the principle of problem-based learning can be implemented through: - analysis of program material for differentiation of topics that would be appropriate to present using

problem-based teaching methods; - selection of that part of the educational material on the basis of which problematic questions will be asked; - creating a problem situation during the processing of new material; - implementation of pedagogical management in solving the problem by applicants for higher education; - maintaining a sequence of steps of problem-based learning (problem-solving, perception and awareness of the problem by future teachers of psychology, the actual solution of the problem using non-standard methods); - the choice and use of rational methods and tools, forms of organization of search and cognitive activities of future teachers of psychology.

The principle of unity of scientific, educational and professional activities is that it is necessary to ensure their unity in educational activities, structure the teaching process so that it corresponds to the structure of educational activities of future psychology teachers, taking into account employers' requests and internships. Educational activities should be formed in parallel with the development of the main areas of activity of the future specialist. This principle is based on methodological provisions on the unity of theory and practice, the conditionality of learning social processes. Ways to implement the principle of connection of theory with practice, learning with life: to acquaint future teachers of psychology with the basics of teaching, its features in Ukraine and abroad, the need to use reliable scientific data; to consider ways to increase the productivity of psychologists and teachers of psychology, taking into account the importance of the formation and development of pedagogical competence.

The principle of informatization is to update the content of information resources of higher education institutions with educational and methodological and scientific materials, to replenish information resources, libraries with electronic versions of interactive textbooks, manuals, monographs, collections of scientific papers, etc.; updating the legal framework of the university for the creation and use of electronic educational content, electronic educational and methodological complexes of training (specialties), electronic educational and methodological complexes of disciplines and develop common requirements for filling the information and educational environment [2].

It is advisable to implement automated information retrieval library systems, develop electronic resources of the university library, organize access of authorized library users to its electronic catalog, catalog of full-text publications, institutional repository and available electronic publications and publications on the Internet. It is important to introduce a system of registration and certification of electronic educational publications and educational and methodological complexes at the university for their further placement in the information and educational environment. Activation of the introduction of cloud technologies in the educational process of the University is able to provide learning management systems, network computer testing tools expand the capabilities and control of knowledge, monitoring the quality of training (Ozyurt, Ozyurt, Baki, & Guvena, 2012; Vakalyuk, Vovk, & Chuprikova, 2015).

Network technologies are based on the use of the Internet both to provide educational and methodological material to students and for their interactive cooperation with the teacher. The main network technologies at present are: bookmark storage tools, social network services for storing multimedia resources, blogs, social services that allow you to organize collaboration with different types of documents, sites for webinars. The use of network technologies in the educational process contributes not only to the development of distance and open education and, accordingly, access to education, but also to increase the activity of higher education, increase the motivational side of learning and improve organizational and methodological support of the learning process (virtual schools, laboratories, universities, other).

Application of the model of electronic system of control of a condition of preparation and diagnostics of quality of knowledge of future teachers of psychology will promote increase of efficiency of current and final control of educational achievements, providing with electronic educational and methodical complexes, including with use of multimedia technologies and multimedia complexes of visual materials. The principle of informatization provides improvement of educational process on the basis of rational use of multimedia educational means; organization of scientific, scientific-practical, scientific-methodical seminars, conferences, olympiads, competitions with remote access online.

Implementation of the principle of independence provides conditions for the optimal manifestation of future teachers of psychology of cognitive and creative activity during the formation and development of general and professional competencies, in their application in the practice of future teachers of psychology. The formation of the need for continuing self-education is directly related to the formation of self-educational competence [4]. It provides academic mobility of the future teacher of psychology, his willingness to master the program of higher professional education and determines the professional mobility of the applicant, able not only to further develop their professional competencies, improve their skills, but also ready to change specialty, field of professional activity.

As for the ways to implement the principle of independence of teaching a future teacher of psychology in a master's degree, they are:

- strengthening of pedagogical motivation of training of the future teacher of psychology in the conditions of a magistracy and movement on an individual trajectory of training;
- rational combination of content, methods, principles and means of teaching future teachers of psychology and forms of organization of independent educational activities in the specialty;
- optimal involvement of future psychology teachers in various types of independent activities for the acquisition and development of pedagogical competence in the master's program;
- formation in future teachers of psychology in the conditions of a magistracy of abilities and skills to see a problem on a professional level to comprehend its essence, to put forward hypotheses and to find timely ways of its decision;
- formation of future teachers of psychology skills of independent search, analysis and processing of information, its application in practice.

The principle of reflexivity is based on the future teacher's understanding of the psychology of professional training, education and the parameters of the educational process, their actions regarding its self-organization. At the same time, it is important for participants in the educational process to be aware of their actions and interaction. Quite important is the introspection of the activities of future teachers of psychology in the master's program. The need for understanding is observed not only in relation to the material being studied, but also to the learning process itself. Misunderstanding causes rejection. It follows that the mechanical repetition or memorization of certain material is not enough to master, it is necessary to understand the structure and laws of construction of what is heard. The principle of reflectivity is based on the listener's conscious attitude to learning, which, in turn, is the main part of the learner's self-motivation (Bogdan, 2018).

**Research results.** It was found that it is necessary for the future teacher of psychology to perform monotonous work on practical tasks or when studying new material, the teacher announces in advance the need to perform this task, explaining the purpose and intended result. Thus, the teacher does not transmit knowledge, but accompanies the future teacher of psychology, helping him to choose the most appropriate way to master the material in the field of psychology.

**Conclusions.** To implement the conceptual-target block model of formation of pedagogical competence in future teachers of psychology in graduate school, the following tasks are provided:

- 1) to develop the theory and a technique of formation of motivation to professional activity of future teachers of psychology in the conditions of a magistracy;
- 2) to develop test tasks to determine the level of pedagogical competence of future teachers of psychology in the conditions of master's degree;
- 3) to investigate the development of the level of pedagogical competence of future teachers of psychology in the conditions of master's degree.

The above block contains the structure of pedagogical competence, which combines key, basic and special competencies.

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