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ON THE BASIS OF A BLOCK MODEL FOR THE DEVELOPMENT OF PEDAGOGICAL COMPETENCE OF FUTURE MASTER'S DEGREE PROGRAM PSYCHOLOGY TEACHERS

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ABSTRACT

The article reveals the essence and content of the author's model of developing pedagogical competence of a future psychology teacher. The block model of formation of pedagogical competence of a psychology teacher, which consists of conceptual-value, value-motivational, content-processual and result-criterial blocks, is presented.

KEYWORDS

pedagogical competence of a psychology teacher,
psychology teacher,
block model of forming pedagogical competence of a psychology teacher,
conceptual-value block, value-motivational block, content-processual block,
result-criteria block.

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Introduction. The problem of developing pedagogical competence is interdisciplinary, and therefore requires the integration of knowledge of pedagogy and psychology. Research on the development of pedagogical competence as a component of professionalism of the future psychology teacher is based on the understanding of pedagogical competence as such, which is formed at the beginning of the educational process and determines the appropriate level of readiness of the future psychology teacher for a competent, informed and qualified performance of functional duties.

This manifests itself in the intrinsic strong positive motivation, orientation to reach the peaks of professional mastery and corresponds to the level of work complexity, active pre-professional self-identification and productive educational activities, focused on acquiring practical experience at the level of "master of psychology", which is reflected in the value-motivational, personal, professional and functional, scientific and investigative, methodological, informational and technological and creative components of the educational competence of a psychology teacher.

Pedagogical competence is studied by us as a process and result of professional activity, integrated indicator of educational personal and business activity essence of a psychology teacher, this

is determined by the level of realization of its humanistic spiritedness, which allows to implement the professional and pedagogical tasks at a sufficiently high level.

In the past few years, the social role of the psychology teacher in a higher education institution has changed dramatically. Thus, the innovativeness index and related transformations in our country act as a confirmation and basis for the time trends. Education of Ukraine is a part of the general world tendency in education and science, and the global education shuttle, even of highly developed countries, shows their unpreparedness to meet the requirements of the new time. Time trends set the order of education and changes in the way teachers interact with students, who are no longer a single social group, but a generation not only of X, Y, Z. All this must be taken into account when it comes to the development of pedagogical competence of the modern psychology teacher at the stage of his master's training. Pedagogically competent psychology teacher is, first of all, a teacher who is ready to face the challenges of today.

Research results. In our study under the pedagogical model of the development of educational competence of psychology graduates under the conditions of graduate school we understand the totality of factors that affect the student of higher education in "Psychology" and as a result form a ready specialist [1]. Proceeding from the above mentioned, the model of developing educational competence of future psychology teachers in a master's program is understood as a schematized representation of all pedagogical activities, the model of educational training of future psychologists, especially for the development of their pedagogical competence level, is schematized. Let's examine the model of developing pedagogical competence of future psychology teachers in a master's program. The model consists of four components: conceptual-value, value-motivational, content-processual, and result-criterial.

The conceptual-value component. It is characterized by reflecting the current leading ideas about the training of masters in the field of "psychology," in particular: The updated requirements for the level of educational competence of future psychologists to be specified in the standards and other regulatory support of the Ministry of Education and Science of Ukraine, NAYA, domestic institutions of higher education; the growing demand for future teachers of psychology with a high level of educational competence, as evidenced by the survey of current employers - heads of educational institutions of higher education and participants in the educational process: teachers, pedagogical staff, higher education students themselves.

The value-motivational block of the developed model provides for the training of future psychology teachers at the second educational-qualification level (master's program), as well as at the third educational-qualification level (master's program). Since the goal of graduate school is to develop the basics of scientific knowledge and form a high level of educational competence of future teachers of psychology. And this is the predicted result of this study. Let us consider in more detail the motives that predetermine the development of pedagogical competence of future psychology teachers. At the same time, we will consider the motive as a stimulus for the master to be active, which is able to satisfy the demanded needs. As a result of awareness and comprehension of the needs of the future psychology professors, they are encouraged to take action, which will result in the satisfaction of the needs. It should be noted that the actions taken are aimed at achieving the goal that was set or formulated by the future psychologist earlier. So, goals and motives are not the same concepts.

In order to disclose the characteristics of a person, which determine the high productivity of work and motivation, R. White [3] defined the concept of competence as the effective interaction of an individual with the environment and reasoned about "the existence of competent motivation".

In our model two groups of motives are formed with the purpose of achieving the goals, namely: emotional and spiritual and predictive and spiritual. The first group of motives includes motives that are emotionally captivating, impel active actions and are the reason for the formation of the corresponding competences. The role of motives can be played by ideals, interests, opinions, attitudes, values, because they are always based on the personality's needs: basic, life, biological, social, etc. Let us consider the motives that are used in pedagogical education: material, social and moral-psychological. The first can include the desire of the individual to receive pedagogical education to have material benefits in the future. Others - the desire to become an educated individual to have a prestigious profession as a psychology teacher. To the third - obtaining moral satisfaction from learning and professional psychological and pedagogical activities.

In pedagogy, the whole plurality of motives for educational activity of an individual, including those of master teachers of psychology, is combined into three interconnected groups, namely:

1. Directly - sponucal motivations, which are based on emotional manifestations of the personality, on positive or negative emotions: Clarity, novelty, interest, externally appealing attributes; interesting teaching, the teacher's personality appeal; anxiety about receiving praise, commendation (for the task performed); fear of receiving a negative evaluation, punishment; fear of the teacher, parents; not wanting to be talked about in the group.

2. Perspective-sponucal motives are based on the understanding of the meaning of knowledge in general; the subject, in particular: awareness of ideological, social, practical use of the subject, certain specific competencies; link of the subject with future independent life (entering the graduate school, choosing a profession, founding a family, etc.); aspiration to get a reward in the future; developed sense of duty and responsibility.

3. intellectually - sponucal motives are based on the satisfaction from the very process of learning; interest in knowledge, diligence, efforts to expand their cultural level, mastering certain competencies, enthusiasm for the process of solving educational and cognitive problems.

Among the intellectual and spontaneous motives a special place is occupied by cognitive interests and needs. It is accepted to distinguish the levels of cognitive interests and according to them to determine the ways and create conditions for its development (G. I. Shchukina). The lower, elementary level of cognitive interest is conditioned by respect for concrete facts, knowledge, descriptions, actions by example. The second level is characterized by an interest in dependencies, cause-and-effect relations, and their self-constructed development. The third, higher level is manifested in the interest to theoretical problems in creative activity for the purpose of competence mastering. Formation of higher level of cognitive interest indicates the presence of cognitive need.

An important role in the value-motivational block of the model is played by the values that are divided into two groups, in particular: professional fulfillment and personal self-actualization. We will analyze each of the suggested groups.

We consider persistence, efficiency, will, health preservation, and ethical and moral values to be professional self-fulfillment. Relativity is a value that contributes to the detailed performance of duties by the future psychologist, acumen in learning, work, and everyday life. Efficiency implies that the future psychologist performs tasks with the highest effectiveness in the shortest possible time. This value testifies to the systematic nature of the activity, confirms the correct setting of goals and the choice of appropriate ways to achieve them. The value of health preservation requires mastery of the basics of life safety, sanitation and hygiene, knowledge of the signs of a healthy educational environment, Recognition of external signs of physical impairment, knowledge of the types and manifestations of bullying, violence, to be familiarized with the normative requirements to prevent and combat bullying, other types of violence.

Ethical and emotional value is the importance of awareness of personal feelings and sensitivities, management of one's own emotional states. In this case, the priority is to learn the methods of dialogue and dialogue, informed and empathic listening, nonviolent communication for the purpose of informed and appropriate interaction with others. The future psychology teacher must be aware and respond constructively to the manifestation of emotions without judgment, to keep and support the respect in the process of educational activities; own ways of self-preservation of mental health, awareness and management of their own emotions; Respond to stress and conflict situations with respect, promote understanding; use the practice of concentration of attention in the educational process, informed emotional response (to select and implement the appropriate emotional reaction, depending on the situation). The future psychology teacher should talk taking into account the cultural and personal differences between the participants, the advantages and/or disadvantages of certain groups (persons), showing understanding and interaction, promote reconciliation of the persons who are in conflict.

The content and processual block is designed to provide an appropriate content that meets the standards of higher education. For the development of pedagogical competence of future psychologists it is necessary to create such an educational program, which will provide for the presence of appropriate competence and such disciplines that contribute to its development.

No less important are the disciplines that are offered to future psychologists at the second educational-qualification, and then at the third educational-qualification level. As part of the experiment we proposed a special course "Pedagogical competence of the psychology teacher," the purpose of which is the development of pedagogical competence in future psychologists in the conditions of the master's program. Those students who took this special course, after completing the

evaluation of its content demonstrated the increase in the level of pedagogical competence, which we described in the experimental part of the study.

For this purpose it is necessary to create appropriate organizational and pedagogical conditions: motivational, organizational, methodological and technological, integrative and prospective.

Motivation: Motivation and stimulation play an important role in the development of pedagogical competence of future psychologists in a master's program. Motivation can be the crediting of received scores during seminars, practical classes, presence at all classes and active participation in them. The stimulus for this is the participation of students in international student exchange programs, certificates, diplomas for active participation in the educational process, in student and university life.

The analysis of theory and practice shows that educational motivation of higher education students has the following structure:

- cognitive motivation (acquiring new knowledge and competence);
- social (desire for self-assertion in society, assertion of social status through learning);
- pragmatic motives (getting paid for the work);
- professional-value motives (variety of opportunities for employment at a promising and interesting job);
- natural motives (the pleasure of learning, revealing the acquired skills and talents);
- status-positional motives (acknowledgment in the society through studies or public activity, getting recognition from the society, being appointed to a certain position);
- communicative motives (expanding the circle of communication by raising the intellectual level and making new acquaintances);
- traditional-historical motives (stereotypes that have emerged in society);
- utilitarian-practical motives (desire for self-education);
- educational and cognitive motives (orientation toward learning specific academic subjects);
- social and personal prestige motives (motivation to obtain a certain position in society);
- uninformed motivation (obtaining education at the influence of someone else, based on failure to understand the sense of the information obtained and lack of interest) [2].

Organizational: organization of training of the future psychologist in the conditions of the master's program taking into account the need to develop pedagogical competence in a higher education student. The key task on the way of transition to the information society is to create an information environment of the institution of higher education and to develop appropriate content, which contributes to the development of educational competence of future psychologists. Expansion of the informational educational space can be carried out through participation in the implementation of distance and blended learning programs, testing of electronic textbooks, tutorials, video materials and the creation of electronic training courses.

Methodological and technological: optimal combination of reproductive and creative activities. Implementation of information and educational environment in the teaching and learning process allows for the formation of educational environment, where a large number of high school students can take part in the implementation of creative projects with the participation of international and national public organizations and foundations. It is important to ensure the provision of modern types of work with students, namely: lectures with audiovisual accompaniment, webinars, interactive multimedia lectures, round tables, online practice sessions, interactive practical exercises, educational interactive simulators, video conferences, thematic chat conferences, etc. Using diversity and creativity to organize the educational process, the instructor is a mentor and facilitator for high-quality content for future psychologists, the close interaction between the teacher and the higher education student takes place; self-development and self-improvement are stimulated, which, in particular, ensures the development of the educational mastery level of the future psychologist.

Integration and perspective: Integration of individual and collective forms of activity in the process of developing pedagogical competence in a master's program. Electronic educational resources and the informational and educational environment created on their basis significantly improve the quality of training of the future psychologist. It should be noted that the potential of the informational and educational environment can only be fully realized if the educational process is organized on the basis of the model, the most important feature of this model is a personally oriented orientation aimed at developing the creative skills of the future psychologist, which, inevitably, influences the development of his or her pedagogical competence.

Among the teaching methods we included existential experience of a high school student and construction of behavioral rules for future psychologists. At the master's level - critical thinking, creative approach to completing tasks, formulating hypotheses, communicating them. Let us look at them in more detail.

Existential experience is unique. The future psychology teacher acquires it in the course of his or her life. We see it as the responsibility for the result of his choice. The choice of the reported efforts to achieve life goals largely depends on the formed ideas about their own past and may but, available in the watch perspective. Requirements for institutions of higher education to actively search for reserves to improve the efficiency and quality of teaching, including the development of teaching competence. Professional achievements and the need to use innovative technologies increase the ability of the future psychologist to move in a different direction, self-fulfillment.

An important personal resource of the future psychologist is experience, productive implementation of professional psychological and pedagogical activities. Thus the analysis of existential experience as a component of the hourly perspective of life plans can provide the future psychologist with the possibility to maximally effectively adjust the professional development during the period of intensive professional and individualistic formation.

The construction of behavior rules for the future psychology teacher in the professional sphere can be carried out in a projective and intuitive way. In the projective way the activity of the future psychology teacher is carried out at an informed level. The intuitive method does not involve intelligent actions of the future psychology teacher to construct behavior and develop pedagogical competence.

At the same time, regardless of the method, the construction of behavior of the future psychology teacher is carried out in three stages, which can be situationally interdependent:

- formulation or awareness of the goal;
- design of the activity;
- organization of the individual workplace;
- stabilization of the system of motivation and communicative relations.

When using the project approach, these stages are realized by future psychologists in a transparent way, and when using the intuitive approach, they are not known. The main goal determines the necessity of appropriate training. If it is not possible to formulate such a goal, then there is no real need in constructing the behavior of a practitioner. In our case such a method is the development of pedagogical competence of future teachers of psychology.

There can be several strategic goals. They include activities and events that allow to achieve the global goal of the future psychology teacher. Tactical goals are local in nature and are mainly reduced to a list of activities and situations that allow to achieve the strategic goal - a high (creative) level of development of educational competence of future psychology teachers.

Logical methods have a special impact on the development of thinking of higher education students - future psychology teachers. The nature of the method of correlation determines: a specific didactic goal, the specificity of the subject content, the real teaching tools that are used by the teacher and future psychology teachers. The developed model provides for special disciplines and courses that are designed to develop the pedagogical competence of future teachers of psychology.

Forecasting is a technique that allows to determine the status of a particular system (project, organization, institution) in the future. The method of pedagogical forecasting is a theoretical form, practical operation or activity in the form of an approach to the development of a forecast of psychological reality, which is aimed at achieving a specific result. Forecasting system - an ordered set of methods of forecasting, computer tools, innovative technologies designed to project the future, in particular, complex psychological and pedagogical processes of training, education and development of masters.

Formulation of hypotheses must be carried out in such a way as to clearly show the provisions that require explanation and protection. It always involves the search for something new in science and practice, a certain optimal variant among several possible ones. Hypothesis summarizes and summarizes the observations, it is a short description of the relationship between certain phenomena. Hypotheses in their development in the process of training of a future psychology teacher pass through three stages: accumulation of material, statement of the hypothesis; formation of the main hypothesis and its substantiation; verification of the received results in practice.

Critical analysis is the ability of the future psychology teacher to analyze information, situations and processes in a way that is critical thinking. Critical thinking is the ability to think,

analyze and voice your own independent opinions and decisions in the field of psychology. Critical analysis helps to develop critical thinking of the future psychology teacher; organize group work of higher education students; Visualize cause-and-effect relations; distribute stages of the calculation of psychological and pedagogical activities for the level of their significance.

Presentation as a method of teaching involves routine presentation of the essence of the phenomena, events or processes, demonstrates how to see the essence and objectionable signs, the process of thinking is carried out. To create a presentation it is necessary: to formulate the thesis to be presented (it can be approved or opposed); to present arguments, examples, which support (prove) the thesis, as well as their arguments, formulate conclusions related to the presented thesis.

Among the teaching technologies we have considered the following: distance, interactive, project and problem-based.

Distance learning technologies are a set of technologies that ensure that future psychology teachers in a master's program are able to learn and master the main amount of educational material, interactive interaction between higher education students and teachers in the learning process, the possibility of active and creative independent work with educational materials, as well as in the learning process. During the distance learning Mayfield psychology teachers can use a variety of methods to provide educational information. Already there have been several generations of used technologies - from traditional handwritten materials to the latest computer technology (radio, television, audio/video broadcasts, audio/video conferences, E-Learning/online learning, Internet conferences, Internet broadcasts). The following forms of work were introduced during distance learning for future psychology professors: distance courses; Web pages and sites; e-mail; forums and blogs; chat; teleconferences and videoconferences; virtual classrooms; cloud technology, etc.

Today, distance learning plays an important role in the training of future psychology teachers. O.G. Korbut's scientific views (Distance Education: Models, Technologies, and Perspectives) give grounds to state that the use of distance education technologies for future psychology teachers allows

- Reduce the cost of conducting practical training;
- train a large number of high school graduates;
- Improve the quality of training of future psychologists through the use of modern tools and extensive electronic libraries;
- create a unified educational environment for the development of pedagogical competence.

Interactive teaching technology is the organization of the educational process of the future psychologist in a master's program, when the student takes an active part in a collective, mutually supportive, based on the interaction of all its participants in the process of educational knowledge. It is possible to achieve the most effective organization of training the future psychologist by using such teaching methods that actively develop pedagogical competence. Innovative teaching technologies contribute to each student's comprehension of the importance of the future field.

Problem-based learning technologies for the future psychology teacher are used to stimulate searching, self-motivated activity. Its psychological basis is the contradiction that arises in the higher education teacher's competence, between what knowledge he already has and what he needs to know to solve the problem situation; develops the intellect of high school students; develops competence of creative knowledge acquisition; promotes formation of learning motives and abilities.

Among the project-based learning technologies the special place is occupied by the project-based training of the future psychologist, namely: organization of such training, when educational students develop pedagogical competence in the process of creation of such practical tasks-projects that integrate theory with practice.

Advantages of practical technologies are the following: The possibility of one-time integration of individual and collective activities of the future psychologist, ability to self-fulfillment and teamwork; realization of in-grade needs in self-directed and practical activities; assessment of socially significant results; the ability to see the results of their own activities; the ability to use modern technology in the process of working on the project teachers and future teachers of psychology; use of the world wide web. The advantages also include the use of various forms of interaction, including interactive, which allows the practical implementation of psychological cooperation. Globalization of the educational process, the achievement of a specific result; the possibility of real interdisciplinary integration open up new possibilities for informal control of the level of achievement of future psychology teachers in a master's degree program, etc. The projects are categorized according to:

- areas of activity (investigative, informational, applied);
- number of participants (individual, pair, group);
- duration (short-term, medium-term, long-term);
- forms of activities (excursions, expeditions, debates, "round tables", seminars, conferences, festivals, trainings, video and audio projects).

Practical technologies contribute to the stimulation of creative personality, identification of gifted professionals in the field of psychology through the use of telecommunication capabilities, traditional combination of classroom and distance education work, project-based and shock technologies, the system of search work, involvement of the community, employers in the educational process. Educational tools include educational and methodological complexes and complexes of informational and educational environment, which contain information about the availability of educational and methodological complexes, Special courses, courses by choice through the use of computer and telecommunications technology interaction, virtual libraries, distributed databases.

The methods include video method, online tests, creative assignments, psychological and pedagogical trainings, online performances and presentations of products of scientific and educational activities.

The video method is implemented through the use of video and audio materials, computer programs, and video lectures (Romanova, 2015). The advantage of online tests is the preparation of teaching material, which is divided into separate teaching units and allows the future psychology teacher to select the ways of perception, comprehension, comprehension and reflection that are favorable for him/her. Assignments can be varied, in particular: creative and guessing, finding a way to solve the problem by speculating on the hypothesis and its consideration; algorithmic, logical, and problematic ones, etc. Video performances and presentations of products of scientific and educational activities based on communication technologies on a merged basis (electronic mail, TV and video conferences, chat rooms, search engines, access to file servers, data bases).

The result-criteria block provides for monitoring of educational competence formation among future psychology teachers in a master's program, which is based on the following components: motivational, integrative, operational, and creative, as well as criteria: motivational-motivational (determines the level of motivation of future psychology teachers to develop pedagogical competence taking into account their professional values); personal (identification and consideration of personal values that affect the development of the mentioned competence); professional-fachological (integration of methods and technologies for developing professional and personal competences, one of which is subject competence); Research and investigative (implementation of research and investigative activities in the master's program to develop the pedagogical competence of future psychology teachers); methodological (use of modern techniques and technologies to develop the educational competence of future psychology teachers); informational and technological (involves choosing appropriate modern technological tools to ensure the development of professional competence of future psychology teachers) and creative (creative approach to the development of professional competence, self-improvement, self-development and self-realization of future psychology teachers). The components of the result-criterial block are interconnected with the criteria. Each criterion contains corresponding indicators. They were characterized in detail by us in our previous studies.

We would like to note that the indicators of the value-motivational criterion are the desire to achieve a value attitude of the future psychology teacher to himself/herself as an active subject of professional activity "psychology teacher at institutions of higher education", and the passion for the profession in question; awareness of the profession of "psychology teacher at institutions of higher education" as a pedagogical inclination; strong motivated attitude to the profession of a psychology teacher at institutions of higher education as a prestigious one in the society, positive attitude to yourself as a future professional in the reverse field, awareness of the social significance of the profession of psychology teacher and responsible attitude to the work; the presence of professional motivation as informed affiliation to the profession of "psychology teacher in higher education institutions", the formation of motives for understanding the purpose of the profession; the desire for professional self-development, self-improvement and self-fulfillment in a situation of rapid globalizing changes of modernity; willingness to develop their own identity in the profession; positive attitude and commitment to social cooperation and inter-individual cooperation in the profession, the developed motives of professional inter-individual cooperation and social cooperation in the

profession; awareness of the importance of the content and the need to perform professional and pedagogical functions taking into account global trends and the conditions of a particular institution of higher education; orientation of the personality of the future psychology teacher to the teaching and educational work with students, satisfaction with their own learning; presence of positive motivation for professional and pedagogical activity, value orientation to the subject-subject relations between the teacher and the student; formed values of healthy way of life, preservation of own mental and physical health and health of other people, good attitude to the needs of others. Formation of activity-processual (orientation to the process of professional activity) and activity-result motives of professional activity (orientation to the result of professional activity); presence of health-saving conjugation as a demonstrated ability to preserve own mental and physical health and the health of other people. The quality of human resources, readiness to mobilize the system of knowledge, skills, mental and personal qualities necessary to form students' motivation for health preservation.

It was found that the personality criterion requires the presence of such indicators: Formation of organizational qualities of the personality, which is manifested in the ability to "charge" with its energy of others, psychological vibrancy, the ability to understand and react to the behavior of people; Reflexivity as the ability of a high-school psychology teacher to reflect, which manifests itself as a professional quality of personality that makes it possible to effectively and adequately carry out reflexive processes, The process of development and self-development of the personality of the future educator, reaching its maximum efficiency and effectiveness.

The ability to be self-efficacious as a conscious expressed concern (perekonanie) of future psychology teachers about their potential ability to organize and carry out their own activities, necessary for achieving a certain goal, as a productive process of integration of cognitive, social and behavioral components for the implementation of an optimal strategy in various situations; ability to search for and acquire new information, to respond quickly to changes in society as well as in the workplace; readiness to make decisions independently and be responsible for them; the ability to create their own approaches to self-improvement of knowledge, skills, abilities and experience in teaching disciplines, the ability to organize new progressive ideas and methods of improving the educational process; the ability to plan their professional activities and independently make professional decisions in different situations; the ability to understand and accept ethical norms of the teacher's behavior; commitment to a healthy way of life; ability to teach and learn; awareness of the future psychology teacher's own role in the training of future psychology professors; presence of such personal qualities as adaptability, communication, empathy, developed capacity for productive subject-subjective interaction with students.

Willingness to achieve high quality of student teaching; developed skills of self-regulation, desire and capacity for professional growth and self-improvement; ability to demonstrate the communicative qualities, which are defined by the readiness to cooperate with colleagues and professionals from joint spheres, the ability to involve students in various activities and the ability to organize student group activities that turn them from an object into a form of education; being able to organize and manage the activity; ability to analyze the activities of the participants in the educational and educational process and to grasp the necessary decisions, to be responsible for them; developed initiative, both creative and decorative; Formed practicality as the ability to directly, quickly and flexibly use their knowledge and experience in solving practical professional tasks; self-discipline in judgments.

Indicators of professional-fachological criterion is the ability of scientific and pedagogical employee to independently acquire professional knowledge and learn professional skills; readiness for self-sustained systematic successful performance of professional activities, evaluation of the results of own work; ability to successfully socialize and carry out professional and/or further educational activities; ability to teach and have a high degree of awareness of the "psychologist" profession; psychology teacher's possession of the methodology of teaching psychology, knowledge of the conceptual foundations of the structure and content of teaching tools; ability to teach the disciplines at a high professional level and the ability to accurately assess the level of students' knowledge; the presence of background knowledge of the subject matter, awareness of new technologies, a broad outlook, including the possession of psychological and pedagogical knowledge; readiness for constant raising the level of knowledge and skills, a strong desire to actualize and implement their professional potential, the ability to independently acquire new knowledge and skills, the ability to develop professionally self-development; mastery of pedagogical skills and psychological competence as part of the pedagogical

mastery; ability to professional self-realization as a teacher of psychology in higher education institutions and achievement of educational and spiritual goals in view of productive use of psychological knowledge in the interests of developing the abilities of students and connecting them to the spiritual values; ability to use psychological knowledge, which is based on the interaction of cognitive, operational and communicative components, and requires a wide knowledge of the teacher in different spheres of psychological reality, which allows him to psychologically correctly act in various different situations on the basis of humanistic principles; knowledgeable and creative possession of a range of psychological and pedagogical knowledge, skills, practices that contribute to the active implementation of professional activities as a teacher and research and pedagogical employee; The ability to plan and combine different types of learning information in the educational activities, taking into account the individual characteristics of students and the audience as a whole; ability to acquire appropriate professional skills and experience, which is expressed as a readiness to develop a profession and improve the methods and forms of professional activity, ability to systematic self-development in the profession, the tendency to activate cognitive activity for the purpose of constant adaptation to the conditions of the professional environment; Possession of a high professional level of teaching psychological disciplines, ability to assess the knowledge level of students and the ability to harmoniously integrate the processes of learning and education in their professional activities.

The scientific-research criterion includes the following indicators: ability to plan, organize and implement different types of scientific work; possession of analytical skills, which are manifested in the presence of an analytical mindset, ability to analyze own professional activities and the situation of pedagogical communication; developed prognostic skills, which are manifested in the presence of skills for prognostic anticipatory activity; mastery of scientific thinking, the ability to observe and analyze, to make hypotheses for the solution of controversial issues, to carry out scientific and investigative work, and to analyze scientific literature; knowledge of the methodology of scientific knowledge, modern scientific categories and concepts of philosophy of education, the essence and basic requirements for the organization and implementation of scientific research, registration of its results, methods of research, statistical and mathematical processing of its results, features of experimental data in the educational process, the main directions of scientific and research activity of students; integration of scientific thinking, knowledge of the current methodology of scientific understanding of psychology, abilities to perform scientific and investigative activities in the field of psychology and ability to engage students in it; Developed analytical skills, which include the ability to analyze educational phenomena, understand the role of each element in the structure of the whole and in interaction with others, the ability of the teacher to analyze the completed work, namely: what is its effectiveness, why it did not contribute to the set goal, the possession of analytical and problem-oriented thinking and the ability to systematically analyze educational phenomena and facts, the ability to find in the theory of the positions.

The ability to systematically analyze educational phenomena and facts, and the ability to find theoretical positions and patterns that correspond to the logic of the phenomenon, to correctly diagnose phenomena, formulate a critical task (problem) and the ability to find the best ways to solve it; Psychology teacher's predictive skills include the ability to manage the educational process and predict the results of the educational process, the possession of predictive methods of predicting the results of the educational process, mastery of predictive methods, specifying hypotheses, etc., ability of the psychology instructor to identify the focus of his/her activity, its specific goals and objectives at each stage of the work and to anticipate its final result.

Indicators of methodological criteria are: psychology teacher's possession of methodological culture, which corresponds to the level of methodological culture of the higher education institution teacher; knowledge of methodological and theoretical foundations of teaching methods for different disciplines, conceptual foundations of the structure and content of teaching materials (textbooks, teaching aids, other sources, etc.); the ability to plan and control self-study work, develop tasks for students' self-study work in the discipline, create information-methodological, educational-methodological support for the discipline and control system to it.

The information and technological criterion includes the following indicators: ability to independently acquire new knowledge and modern information, digital technologies for information retrieval and creation; computer skills, information management, and the use of a psychologist's and psychology teacher's tools at a high level of information and technology; mastery of modern

information and communication technologies and the ability to position themselves in the scientific and informational space at a level sufficient for professional performance of the duties of the psychology teacher of a higher education institution, for the selection and creation of adequate pedagogical tools for implementation of the future educational activity, its improvement, as well as for their own development and self-fulfillment as a psychology teacher; ability to analyze and select information to improve the effectiveness of work, the ability to transform new knowledge into skills and commitment to continuous self-development and self-improvement in the profession; developed the ability to use information and communication technologies to perform professional duties with the use of computer technology, the ability to critically assess the social information, which is spread by mass information means.

The indicators of the creative criterion is the ability to creative activation of own professional activity; the ability to creatively develop students, to direct the process of training in the master's program to the creative development of the subjects of interaction and implementation of the basic principles of pedagogical creativity; the ability to productively organize the solution of pedagogical problems in an extraordinary way and to be creative; the ability to perform professional activities on a creative basis steadily and continuously, to innovate creatively, to think creatively and creatively; To teach psychological disciplines, providing creative development of students; to develop skills of creative self-constancy and creative approach to the implementation of professional activities.

For each criterion the level of its formation is determined. In our model we distinguished three of them, namely: low (reproductive), medium (optimal) and high (creative).

Conclusions. Thus, the author has developed criteria, indicators and levels of pedagogical competence, which are the indicators on the basis of which the results of pedagogical competence formation of psychology teachers in a master's program are determined and evaluated.

The result of the proposed model is the formation of pedagogical competence of future psychology teachers in a master's program at a high (creative) level.

The abovementioned gives grounds to assert that the developed model makes it possible to develop the level of pedagogical competence of future psychology teachers in a master's program. It consists of three blocks. The conceptual-value block is characterized by the identification of current leading ideas for the development of educational competence in a master's program, which takes into account the methodological approaches, pedagogical principles and objectives for the training of future psychology teachers in a master's program. For the formulation of objectives and concepts for the development of educational competence of future teachers of psychology in a master's program important role play external factors, namely education policy, In Ukraine at the legislative level, as well as institutions of higher education, which according to current legislation have a certain autonomy in the creation of educational programs and providing their content. The educational market, employers, and the state are also of great importance in setting this problem and in looking for ways to solve it. The value-motivational block involves the formation and development of the motivation of the future psychologist at the second educational-qualification (master's) and third educational-qualification (aspirant) levels. The competences are formed in the future psychologist by means of awareness and attainment of those needs, by means of which they are acquired. The content and process block describes the content of education at each level (master's and doctoral programs) and the uniformity of the content of academic disciplines of the educational program "Psychology" and disciplines at the free choice of the student, Among them, we have developed a special course "", the importance of this is the use of innovative ways of mastering the content and use of various forms of learning, including distance learning, which during the pandemic acquired particular relevance.

Content and process block includes the content of education of psychology graduates, organizational and pedagogical conditions, teaching methods and technologies. The content of the educational process is realized through interactive lectures, webinars, seminars, lectures with audiovisual accompaniment, master level practices, interactive multimedia presentations using scribing, "round tables" in the thematic forums, online practice sessions, presentations-dopovidy, interactive practical exercises, educational interactive simulators, video conferences, thematic chat-conferences, research projects, academic activities - participation in international exchanges of future psychology professors. This block also considers the organizational and pedagogical conditions that affect the development of educational competence of future psychology teachers, as well as teaching techniques and technologies that contribute to this.

Results and criteria block of the developed model involves monitoring the level of formation of educational competence of future psychology teachers, which is carried out on the basis of certain components (motivational, integrative, operational, creative) and criteria: value-motivational, personal, professional-faculty, methodical, informational-technological and creative. At the same time, there is a close connection between all blocks of the developed model, which allows to achieve a positive result - a high (creative) level of educational competence development of future psychology teachers in the conditions of master's degree program.

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