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## **TO THE PROBLEM OF PROFESSIONAL EDUCATION OF COUNSELLING PSYCHOLOGISTS IN THE SOCIETY OF RISK**

*The article provides a theoretical analysis of the problem of educating counselling psychologists in the world of work in the society of risk. The purpose of the work is to highlight the problem of preparing future consultants for the realities of modern life. The leading theoretical methods were: analysis, synthesis, comparison, generalization, systematization of modern scientific theoretical research. The article notes the need for awareness of the meanings of professional formation and the meanings of life to overcome the requirements of society of risk. The content of professional influence is revealed and the need to form a philosophy of life during professional training is proved.*

**Key words:** professional education, counselling psychologist, society of risk, world of work, meanings, philosophy of life.

**Introduction.** The war, pandemic and global transformations taking place in Ukraine in recent years have affected all spheres of social life. These transformations were especially acute in the education system, they touched such a significant link as professional education. Professional education, which is an important factor in both personal and society development, is of particular importance during the period of transformation. After all, ensuring a certain standard of living and well-being of the individual is directly proportional to the quality of the professional education received by him.

Professional education as a result of the deployment of globalization processes needs to be reformed. This need is reinforced by the fact that the idea of a world society presupposes its constitution as a society of knowledge. It is well known that the main resource of the knowledge society is educated people. However, their preparation is a long and costly process, especially in the sphere of professional education. It is in the professional sphere that the accelerated obsolescence of knowledge occurs. That is, once you receive a diploma that certifies the quality of the obtained professional knowledge, skills and abilities in a particular profession, you cannot complete the process of professional education. After all, globalized economic, financial, communication and information networks are constantly changing, requiring modern highly qualified professionals. As for the training of psychologists, the very

foundations of the methodology change. If at the end of the 20th century psychological directions actively developed their own methodology and negatively considered any borrowing of methods, then in the 20s of the 21st century the narrative of training specialists in psychologists changed. The requirement for a modern professional is the mastery of de-several methods, to find an approach that is best suited to the psychological characteristics of the client. And this, in turn, puts forward new requirements for professional education of practical psychologists.

**Analysis of relevant research.** Consideration of this problem involves the study primarily of two problem blocks. First, It should be noted that the problem of professional education and professional self-realization of the individual in the modern world cannot be considered abstractly, it needs to take into account modern sociocultural contexts. Here, first of all, we should name the socio-philosophical, socio-anthropological, philosophical and educational conceptualizations of a new social and cultural reality that cannot exist without risks. Among them, theoretical intelligence U. Beck, E. Gidens, M. Douglas, M. Kultaeva, N. Luman, etc., which also analyzes the changes in the world of work in the era of globalization, which should be considered as a challenge to modern education.

Secondly, it is the professional education of counselling psychologists and disclosure of the essence of psychological counseling as a type of psychological assistance to the individual and the creative process. So publications on psychological counseling are not new and have already received coverage in the fundamental works of A. Aivi, S. Vaskovskaya, P. Ermine, A. Bondarenko, R. Kochunas and others. This also applies to creativity and the creative process. Here, first of all, we should name the works of K. Rogers, N. Rogers, V. Malyako, V. Karikash, S. Kirichenko, N. Basovskaya, and others. To determine the role of creativity in the counseling process, the works of famous psychotherapists J. Budgenthal and R. Mey and I. Yalom. It was they who created the ground for activating the awareness of the possibilities of creativity in the structure of psychological counseling.

However, the analysis of the available literature shows that despite the rather noticeable number of publications, there are a number of problems that require in-depth analysis. Insufficiently developed is the problem of increasing the role of education among the factors affecting both the choice of the profession of psychologist consultant in youthful years and the readiness of the individual for this choice during life, especially in a society of risk.

**The aim of the Study** - analyze the main problems of professional education of counselling psychologists in today's society of risk.

**Research Methods.** To write a scientific article, an interdisciplinary approach was used, which allowed combining the theoretical achievements of pedagogy, professional education, psychology, philosophical discourses of the society of risk. The leading theoretical methods were: analysis, synthesis, comparison, generalization, systematization of modern scientific theoretical research. Their use allowed not only to identify current problems and disputes, but also to highlight the conditions of the solution.

**Results.** Given the fact that for many centuries, man as a biological being, remained almost unchanged, although the world of professions is constantly changing, it can be assumed that the natural prerequisites for work are quite universal, professionally neutral and plastic, which allows a person to master a fairly wide range of professions. However, Ukrainian realities show that the need to train high-quality counselling psychologists over the years is becoming more relevant.

However, the level of professional education is determined by the capabilities of society itself. It should be said that any society at the stage of transformation is a society of risk. This term was introduced by Ulrich Beck after the Chernobyl accident, which demonstrated to the world the vulnerability of modern civilization (Beck,1986). The author emphasizes that the modernization of industrial society, the basis of which was determined by traditional ties, led to the emergence of an era of developed modernity. Modern came into conflict with industrial society. Beck notes that modern society, with its schematism of work and life, with its sectors of production, understanding the role of science and technology, with its forms of democracy, is a society thoroughly modern, the pinnacle of modernity. But modernization destroys itself, its foundations and prerequisites. A new form of modernity arises, which Beck calls reflexive, that is, it itself becomes a topic and a problem. And to train practical psychologists, this idea is becoming more acute. As modern Ukrainian psychotherapists (Yu. Kravchenko, S. Kanishchev) note, group trauma requires group therapy. That is, war, pandemic, forced displacement and loss of homes, close, ordinary living conditions, require modern psychologists, the ability to learn and create new technologies of assistance that will be requested by a "traumatized" society. As A.F. Bondarenko notes, "the content of psychological assistance is to provide emotional, semantic and existential

support to a person or community in difficult situations that arise during their personal or social existence". (Bondrenko, 2001, p.13).

The 20th century formed a new social type of a person who "got lost in his own life" (Stepanenko, 2010), which, in turn, strengthens the need for both psychological and philosophical understanding of the problems of realizing the personality in the professional sphere.

Social existence requires preparing a person for efficiency in the world of labor of a modern society of risk. One of the main factors of minimization, risk management, can be a formed life strategy for the development of personality and individuality, which would ensure the best adaptation in the society of risk. And if the driving force of class society can be expressed by the phrase: "I want to eat!," the society of risk with the phrase: "I am afraid!," Then it is the built life strategy and high-quality professional activity that should be counteracted by the slogan: "I am warned, prepared - therefore armed!."

I wanted to emphasize that the modern world of work has a number of characteristic features: a sharp decline in living standards, official and hidden unemployment, deepening of sectoral disparities in employment, and strengthening of migration processes. Therefore, the process of searching for meaning becomes important for adaptation in this world, where individual (already found) meanings are only stages of the process, and the process itself becomes the main meaning and this is life, life as a process, and not as "achievements." Analyzing this aspect of the problem in relation to professional self-determination, M. Pryazhnikov identifies such variants of meaning. The first is the search for such a job or profession, which makes it possible to earn money (social assessment of labor) in fairness, that is, in accordance with the efforts expended. This aspect of the search for meaning in work was considered by Plato, who believed that in a just society, a person's contribution to society should correspond to reward. K. Marx posed the problem of "Alienation of labor and capitalism" singled out two aspects of labor: "concrete labour", as the activity and possibility of wealth, and "abstract labor" which is expressed in value, in capital. Due to the unfair distribution of wealth, it becomes so that the one who works has little money (only to maintain his existence), and the idler becomes rich. This becomes because labor exists in two aspects and can be undeservedly "alienated" from a real worker. Thus, it is not the work itself that becomes important, but the possibility of redistributing its results (Pryazhnikov, 2001).

The second version of the meaning of M. Pryazhnikov, following K. Marx and E. Fromm, considers the attitude to labor with love. So, E. Fromm determines the productive character (the ultimate goal of personality development). This is the ability of a person to productive logical thinking, love and work. Productive labor provides the ability to produce items necessary for life, thanks to creative expression.

The third option of meanings is self-esteem, that is, when choosing a profession, a person consciously or intuitively focuses on what the profession can give him to increase his sense of self-importance.

The last version of the meaning of professional self-determination M. Pryazhnikov (Pryazhnikov, 2001) determines the desire for elitism. This meaning becomes most relevant precisely in the era of socio-economic changes, when not creative, highly qualified specialists who work effectively in conditions of stability come to the fore, but people who are able to quickly adapt to the rapidly changing labor market situation.

The profession of a psychologist consultant is one that has respect in society and requires a person not only to master the tools of influence (methods of work), but also the ability to build working conditions: to create an environment in which interaction takes place, therapeutic relationships. And also have the meaning of the process - the value basis of psychological influence within a certain approach from a certain psychologist. It is the content, that is, the philosophy of life, which creates the basis for the professional training of a psychologist practice, occupies a significant place among other factors affecting the effectiveness of help. Therefore, the elitism of the counselling psychologist profession should be informed by students and have not external formal characteristics, but internal content. "the philosophy of life that underlies the approach and the picture of the world - anthropology, occupy a significant place among the factors influencing the achievement of the usual, immediate goal - the elimination of violations or symptoms" (Laengle 2009, p. 10). All of the above reveals the need to form broad philosophical views on life. As S. Gornostaeva notes: "if the consultant is narrowly focused on only one dimension, then the effect of his work will really be insignificant and short-lived" (Vaskivska, 2004, p. 9)

Of great importance in the training of counselling psychologists is their ability and ability to work with changes and search for meanings in society. And here we should turn to the fundamental motivations proposed by A. Laengle. The psychotherapist notes that human consciousness wants to have an individual being against the background

of wider spiritual relationships. And raises the existential question of meaning: "I am here - but why did I come into this world? What should I do?" To form an answer to this question, A. Laengle notes three prerequisites for a complete existence: structural relationships, the field of opportunity for activity and the future.

Structural relationships include stable contexts such as family, work, nature, etc. all that, regardless of our desire, is valuable. The ability to see these relationships to explore them and find a place for themselves in them makes it possible to move away from the narrowness of pure individuality. Life understood in the background of structural relationships is structured.

The feeling of inclusion of a person in the system opens up a field of opportunities for activity. This is due to responsibility and requires a certain position. As A. Laengle notes: "Thanks to the context, many opportunities acquire the integrity associated with the structure (meaning), which gives the action and experience a new understanding. Activity becomes something more, action becomes a deed or deed" (Laengle 2009, p. 25). This is what allows a person to continuously develop, which makes creativity possible for him, and everything is directed to the future.

Thus, the search for the meaning of work can vary depending on many factors: personal qualities, upbringing, education, socio-economic state of society, but the presence of so many options allows a person at each stage of professional self-determination to find his personal meaning, to feel life as a process, to find new opportunities not only for adaptation, but also for realizing his potential in modern society.

Life without meaning generates defensive reactions: life is not serious, in the position of waiting for life. Artificial construction of meanings through idealization, fanaticism, sarcasm and nihilism. If these defenses are not enough, then there is confusion, despair, emptiness, and dependence as an appropriate form of disease.

Consequently, the world of work of the society of risk requires a constant process of life creation from the individual. On the territory of the Ukrainian school of art to live in a society of risk, the idea of opening new opportunities for life self-selection and self-fulfillment is developing. Which acquires an interdisciplinary character and is carried out by means of pedagogy, psychology, sociology, which actualizes in the philosophy of art the need to live in the implementation of interdisciplinary syntheses and assigns additional worldview and methodological functions to it. Personality is considered as a subject of life creation, a subject that has a

culture of self-creation and a tolerant attitude towards another, even an Alien (B. Vanzeporeis), renewing this culture throughout life.

A person can contribute to achieving a life full of meaning, based on the prerequisites for understanding the relationship, the field of activity and future. Testing changes in life situations, finding out what is expected of him, coordinating him “bringing himself into an internal correspondence with what he will have” (Laengle 2009, p. 26).

The analysis of the life path and creativity was one of the first in Ukrainian science by V. A. Romenets. He believed that the creativity of life breaks the formal causal relationship of the life path, opens up the possibility of actions as unique ultimate experiences that combine the completion of one stage of personal development and the beginning of the next (Romenets, 2001).

Particular attention should be paid to the concept of creativity L. Sohan. She believes that “an individual becomes a creative person one not only as a result of professional and general preparation for work and life, but also thanks to personal self-creation, self-development” (Sohan, p. 392). Particularly important, in our opinion, is the mastery of such components of life competence as: independent acquisition of qualities necessary for the creative construction of one's own life; mastering the system of means of methods and technologies that contribute to the design and implementation of life. This makes it possible to talk about the unity of life competence, creativity and self-improvement, and the dependence of a creative attitude to life on the results of a person's work on himself (Sohan, p. 393). The main characteristics of life creation are determined by I. Ermakov. In his opinion, this is person's understanding of their purpose, a conscious choice of life goals and their registration in the life program, the availability of the necessary conditions for the self-realization of essential forces, the level of social and psychological maturity, a responsible attitude to his life and himself (Sohan, p. 5).

The chances of professional realization arising in the process of the formation and development of the information society are ambivalent: on the one hand, they state the space for self-realization and self-fulfillment in the world of the profession, and on the other, lead to professional alienation of the individual. The impossibility of a normal biography, which involves one profession for life, forces a person to constantly do exercises, change his life and professional orientation. Changing professional and life orientation from “have” to “be” is always associated with the risk of loss

of social status, material wealth, security, etc. That is why the urgent need of today is the modernization of the educational process and building a strategy of continuing education and education throughout life.

Such requirements for personal adaptation in a society of risk require specialists in practical psychology and counselling psychologists who are willing to work with people living in conditions of constant change. Thus, the Ukrainian specialist in the field of psychological counseling V.I. Karikash developed a model of an effective consultant (a graphic image in the form of a star) in the center of which is the personality of a psychologist, and equal components are theory, practice, possession of techniques, professional community and creativity. The last component is manifested in the generation of new ideas, the creation of new techniques, the ability to integrate elements of various methods, modify them and flexibly apply, taking into account the individuality of the client (Penkovska, p.70). It is in the creative process that the formation of a system of worldview takes place that allows the client not only to get rid of something (tension, old inefficient attitudes, etc.), but also to acquire effective systems of self-awareness.

However, an analysis of the forms of creative activity of students during their studies shows that there are not enough creative tasks in the programs. For the most part, this is writing term papers, dissertations and participation in scientific circles. A fairly frequent phenomenon is the formal performance of the task (rewriting from a textbook or from someone else's notebook), teaching on the motive of avoiding an unsatisfactory grade, etc. The online learning process has strengthened these trends. In this it is impossible not to agree with K. Jaspers, who writes: "a young man wants to be brought up either by giving himself to the assessment of a mentor, either alone or in sharp friendly disputes with those who have a similar goal" (Jaspers, 2002, p.110). But the dynamic nature of modern society requires a different type of student, namely, a creative person - a person whose life and activity takes place in the society of risk.

The creativity of the student is getting something new in front of everything in his inner experience. So, L. G. Podolyak and V. I. Yurchenko include the productivity of thinking to the conditions of formation of a creative person in the educational process: the success of solving educational and professional problems, the formation of their own professional position, vision of the problem and ways to solve it. This is the criticality of thinking, the ability to give objective self-esteem, the

ability to discuss with oneself and the ability to self-regulate, as well as such general properties as diligence and general cultural level (Podolyak, 2004, p. 152). On the basis of this, we can talk about the formation of a culture of professional activity. In today's conditions, it is the forced implementation of online learning that contributes to the student's transition to fundamentally new positions. They become a real subject of educational activity, capable of actively, creatively and independently solving educational and professionally - production tasks.

However, creativity and independence in the process of preparing for professional activity is a dynamic process characteristic of all stages of a person's life. Therefore, the main goal of professional training is the moderate formation of a person's internal readiness independently and consciously plan, adjust and realize the prospects of his professional development. This requires a vision of oneself within a certain time, space and meaning, constant expansion of one's capabilities and their maximum realization, that is, the realization of career potential.

**Conclusions.** Consequently, the society of risk acts as a measure between two extreme points - security and uncertainty. Therefore, during his life, a person is forced to make a large number of choices, the main of which is the creation of his life. And for the training of psychologists, this is not only a goal, it is a worldview position, which is the basis for successful professional activity. Thus, the transformational processes of the world of work in the society of risk pose a number of important tasks for the professional training of psychologists of consultants: ensuring proper fundamental training that meets the challenges of the time, the formation of a life strategy for the development of the personality and individuality of the future professional and readiness for continuous learning and the ability to independently master knowledge, which is a factor in minimizing risks.

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## АНОТАЦІЯ

**Дворніченко Лариса.** До проблеми професійної підготовки психологів консультантів в суспільстві ризику.

У статті надається теоретичний аналіз проблеми підготовки психологів консультантів для роботи в суспільстві ризику. Метою роботи є висвітлення основних проблем професійної підготовки психологів консультантів в суспільстві ризику. Для написання статті застосовувався міждисциплінарний підхід, що дозволило поєднати теоретичні здобутки педагогіки, професійного навчання, психології та філософські дискурси суспільства ризику. Провідними теоретичними методами були: аналіз, синтез, порівняння, узагальнення, систематизація сучасних наукових теоретичних досліджень.

Змістом роботи є аналіз теоретичних осмислень підготовки спеціалістів для роботи в суспільстві, коли виробництво ризиків привішує виробництво благ. Наголошується, що світ професій постійно змінюється, що природні передумови трудової діяльності досить універсальні, однак, розширення спектру проблем, з яким стикається людство потребує розширення методологічних основ підготовки психологів консультантів.

Окремо наголошується на значенні формування і розвитку системи професійного і життєвого світогляду студентів, формування певної філософії життя в основі якої є розуміння цінностей і смислів професійної діяльності і смислів життя. Крім того висвітлюється значення творчості в професійній консультативній діяльності, надається модель ефективного консультанта, де творчість є вагомим складовим, яка дозволяє бути продуктивним в створенні професійної психологічної допомоги.

Підкреслюється що, помірне формування у людини внутрішньої готовності самостійно і усвідомлено планувати, коректувати і реалізовувати

*перспективи свого професійного розвитку, є необхідною умовою розвитку професійної діяльності психолога консультанта в умовах постійних суспільних ризиків. Це потребує бачення себе в рамках певного часу, простору і смислу, постійного розширення своїх можливостей і максимальної їх реалізації, тобто здійснення кар'єрного потенціалу.*

**Ключові слова:** професійне навчання, психолог-консультант, суспільство ризику, світ праці, смисли, філософія життя.

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## **РОЗВИТОК ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГІЧНОГО ПРАЦІВНИКА ПОЧАТКОВОЇ ШКОЛИ ЯК НАУКОВА ПРОБЛЕМА**

*Розглянуто деякі аспекти розвитку інклюзивної компетентності педагогічних працівників початкової школи як наукової проблеми. Інклюзивна освіта трактується як система освітніх послуг, що забезпечує реалізацію права на освіту осіб з особливими освітніми потребами, а також їх соціалізацію та інтеграцію в соціум, що відображає одну з головних демократичних ідей – усі діти є цінними й активними членами суспільства. З'ясовано, що професійною компетентністю є єдність теоретичної і практичної готовності фахівця до виконання професійних функцій. Охарактеризовано специфіку соціально-психологічної діяльності педагогічних працівників (вчителя та асистента вчителя) в умовах інклюзивного навчання як необхідність розробки індивідуальної програми розвитку, вибір ефективних педагогічних технологій, злагодженість роботи команди психолого-педагогічного супроводу та створення безпечного освітнього середовища, що вимагає підвищення їх компетентності працювати в інклюзивному класі. Проаналізовано стан проблеми у загальній та спеціальній психолого-педагогічній літературі, що дозволяє розглядати поняття «інклюзивна компетентність» як інтегральну особистісно-професійну компетентність сучасного педагога, ключову компетентність, яка сприяє організації якісного освітнього процесу для всіх учнів в умовах інклюзивного навчання. Обґрунтовано, що одним із ключових завдань і стратегічною метою професійної освіти є формування інклюзивної компетентності у педагогів як складника їх професії. Подальші наукові пошуки пов'язані з дослідженням феноменології, структури, психолого-педагогічних умов становлення інклюзивної компетентності, формуванням моделі розвитку інклюзивної компетентності педагогічного працівника початкової школи, що дозволить спостерігати динаміку цього процесу й деталізувати предмет дослідження.*

**Ключові слова:** інклюзивна компетентність, інклюзивна освіта, особа з особливими освітніми потребами (труднощами), професійна компетентність, готовність педагога до інклюзивного навчання, педагогічний працівник, початкова школа.