

PSYCHOLOGICAL FEATURES OF RESOURCES AND REQUIREMENTS IN THE TRAINING OF FUTURE PSYCHOLOGISTS

ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ РЕСУРСІВ ТА ВИМОГ У НАВЧАННІ МАЙБУТНІХ ПСИХОЛОГІВ

Modern conditions of professional activity of a psychologist require an increase in the level of requirements in the process of his academic activity and in the process of professional formation and direct implementation of practical psychological dynamics. At the same time, professional psychological activity is becoming more and more intense and responsible, which requires increased attention to the level of resources of the future psychologist already in the process of his professional training.

The theoretical and methodological analysis of the available information on the psychological resources of future psychologists in training allows us to assert that their component formal-dynamic structure is represented by semantic orientations, motivational readiness, psycho-emotional stability, communicative competence that enable further growth of the future specialist in the process of choosing a profession and gradually mastering it. The requirements in the training of future psychologists from a theoretical point of view are represented mainly by the formation of stable professional cognitive styles, concretized professional self-determination, acquisition of a developed professional identity and the formation of a professional responsible life position of the future psychologist.

It has been empirically established that identified and internal regulation of learning predict a higher degree of awareness of the purpose of learning by future psychologists, the availability of alternatives in learning, and support from the academic environment, and internal self-regulation as motivation by interest in the future profession of a psychologist predicts a higher level of freedom of choice in learning, awareness of social support. It has been proven that emotional exhaustion as a manifestation of fatigue from learning by future psychologists, the perception of its impotence, depersonalization as social and activity indifference, and a decrease in volitional and moral self-control cause insufficient awareness of the need for support from the academic environment.

Key words: future psychologist, training, psychological demands, psychological resources, stressors, educational burnout, motivation to master profession, correlation.

Сучасні умови професійної діяльності психолога передбачають підвищення рівня

вимог у процесі його академічної діяльності, професійного становлення та безпосереднього провадження практичної психологічної динаміки. Водночас професійна психологічна діяльність стає дедалі напруженішою та відповідальнішою, що потребує підвищення уваги до рівня ресурсів майбутнього психолога вже у процесі його професійної підготовки.

Здійснений теоретико-методологічний аналіз наявних відомостей щодо психологічних ресурсів майбутніх психологів у навчанні дозволяє стверджувати, що їхня компонентна формально-динамічна структура представлена смисложиттєвими орієнтаціями, мотиваційною готовністю, психоемоційною стійкістю, комунікативною компетентністю, що уможливають подальше зростання майбутнього фахівця у процесі вибору професії та поступового її опанування. Вимоги в навчанні майбутніх психологів з теоретичного погляду представлені переважно формуванням стійких професійних когнітивних стилів, конкретизованим професійним самовизначенням, набуттям розвинутої професійної ідентичності та формуванням професійної відповідальної життєвої позиції майбутнього психолога.

Емпіричним шляхом встановлено, що ідентифікована та внутрішня регуляція навчання передбачають вищу міру усвідомлення мети навчання майбутніми психологами, наявності альтернативи в навчанні, підтримки академічного середовища, а внутрішня саморегуляція як умотивованість інтересом до майбутньої професії психолога передбачає вищий рівень свободи вибору в навчанні, усвідомлення соціальної підтримки. Доведено, що емоційне виснаження як прояв втоми від навчання майбутніх психологів, сприйняття його неспосильності, деперсоналізація як соціальна та діяльнісна байдужість, зниження волевого та морального самоконтролю зумовлені браком усвідомлення ними необхідності підтримки з боку академічного оточення.

Ключові слова: майбутній психолог, навчання, психологічні вимоги, психологічні ресурси, стресори, освітнє вигорання, мотивація до опанування професії, кореляція.

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The current socio-economic and social security situation in our country has significantly affected the psycho-emotional state of the vast majority of residents of our state, regardless of age, social status, gender and place of current physical residence. Accordingly, the load on the psychological service of various levels and types of departmental subordination, private psychologists, and all professional psychologists in general has significantly increased. In parallel, the specifics of their activities, areas and types of psychological support, psychological prevention, and psychological

support, in general, the preservation of mental and mental health, etc. have changed. Accordingly, there are constant dynamic changes in the content and functionality of professional training of future psychologists in the conditions of modern higher education, which causes new educational challenges and new semantic and structural saturation of educational requirements, etc. At the same time, all this requires an increase in the level of personal resources of the future psychologist, both in the process of academic activity and in the process of professional formation

and direct implementation of practical psychological dynamics. However, the scientific literature available to us is significantly lacking in theoretical and empirical information in the outlined field of knowledge, which would make it possible to develop innovative methodological support that best meets the requirements of modernity and would respond to the most critical challenges of today. It is these considerations that determine the relevance, expediency and timeliness of our study.

Kh.M. Dmyterko-Karabin, analyzing the structural and functional features of the personality's meaningful life orientations and the psychological features of their relationship with the professional development of future psychologists, puts forward his own conceptual model of the motivational readiness of future psychologists for professional activity, based on dynamic and integrative trends in the structure of motivational readiness and reflection of meaningful life orientations of youth psychology students in the process of their preparation for future professional activity [2].

K.O. Mikhno, studying the features of the functioning of the structural components of the ideas about the profession of future psychologists, tries to take into account the specifics of its varieties in the course of the dynamic process of forming ideas about the future profession of psychology students, the primary source of the formation of their professional self-consciousness. The author established the influence of forms of education, areas of training of future psychologists and their social ideas as external factors and individual and characterological features of the personality as internal factors of the transformation of ideas of psychology students about the future profession [6].

T.A. Vilyuzhanina puts forward a conceptual model of the development of the value-semantic sphere of the personality of a future psychologist in the course of his professional formation. In particular, the researcher claims that the process of professional training of a future psychologist is distinguished not only by the active mastery of the future profession during training, but also by the significant quantitative and qualitative dynamics of his value-semantic sphere [1].

L.L. Zherdetska theoretically and empirically proves the influence of cognitive styles on the choice of possible individual-specific paths of professional development of psychology students in the context of the professional development of the subject. The author details the features of the relationship between personal and professionally important characteristics of future psychologists to the level of significance of motives, professional assessment, professional self-esteem, anxiety as a personal trait, indicators of professional identification, the degree of academic success in the structure of the paradigm of determination of the professional "I" and the features of the awareness of the fundamentals of professional activity by future psychologists by cognitive-stylistic differences [4].

In the process of theoretical substantiation and empirical research of personal factors in the development of communicative competence of psychology students, O.A. Nyzovets identifies indicators of sociability, empathy, self-control and self-regulation in communication, tolerance, adequate self-esteem, organization and low level of anxiety and aggressiveness, ability to resolve conflicts, organizational skills and abilities, etc. As structural components of the professional communicative competence of a future psychologist, the author considers cognitive, emotional, and behavioral components [8].

V.M. Mytsko empirically verified the specifics of the influence of professional training in higher education on the polymotivated structural-dynamic transformation of the personality of a future psychologist due to the actualization of his subjective properties and exteriorization of essential spiritual intentions, which enables the formation of his value-semantic sphere that meets the requirements of professional activity at the present stage. Based on the mathematical and statistical analysis of empirical data, the author proves the presence of a certain sequence of general factors and the following dynamic trends of professional axiogenesis: I year (adaptation to the educational environment of the university), II year (self-affirmation in professionally oriented training), III year (crisis of the middle of professional training), IV year (professional-personal integration), V year (formation of readiness for independent professional activity) [7].

I.A. Druzhinina considers the professional identity of a future psychologist and notes that it is the result of the process of professional self-determination and self-organization, which finds its manifestation in a clear idea of the future profession and the awareness of oneself as its representative and a future member of the relevant professional community. From a psychological point of view, the structure of the professional identity of future psychologists includes three interrelated components – cognitive, emotional-evaluative and behavioral [3; 11, p. 268].

N.M. Mas argues that the professional competence of future military psychologists is a complex, dynamic formation that enables them to successfully implement their professional activities in educating the personnel of a military unit, maintaining a healthy moral and psychological climate in the military unit, and providing information and patriotic support for the daily activities of military formations and units. The author notes that the professional activities of future military psychologists should be considered as an integrative, holistic, multifunctional system based on diagnostic, research, prognostic, consultative, correctional and developmental, and communicative components [5].

Studying the content and structure of the emotional stability of future psychologists, K.V. Pylypenko notes that such stability includes psychophysiological, emotional-volitional, cognitive-reflexive, adap-

tive, and social-perceptual substructures. The author clearly differentiates the personality profiles of future practical psychologists according to the parameter of the level of emotional stability, highlighting harmonious and preharmonic profiles, unbalanced and moderately unbalanced profiles, and disintegrated and partially disintegrated profiles. At the same time, the psychological factors of the formation of emotional stability of future psychologists are the resources of the psychophysiological, emotional-volitional, cognitive-reflexive, adaptive and socio-perceptual substructure of emotional stability [10].

Summarizing the available theoretical and methodological information on the psychological resources of future psychologists in training, we state that their component formal-dynamic structure is represented mainly by meaningful orientations, motivational readiness, psycho-emotional stability, communicative competence, which enable the further upward movement of the future specialist in the process of choosing a profession and gradually mastering it. As for the requirements in the training of future psychologists, from a theoretical point of view they are represented mainly by the formation of stable professional cognitive styles, specific professional self-determination, the acquisition of a developed professional identity, and the formation of a professional responsible life position of the future psychologist.

The purpose of our work is a theoretical, methodological and empirical analysis of the main psychological features of resources and requirements for training in the process of training future psychologists. In accordance with the stated purpose of the study, the following tasks were defined: 1) to determine the modern scientific and theoretical prerequisites for the study of resources and requirements in training in the structure of professional training of future psychologists; 2) to empirically characterize the structural and functional features of resources and requirements in the training of future psychologists; 3) to expand modern scientific ideas about the psychological derivatives of resources and requirements in the training of modern psychologists.

As research methods, we use theoretical and methodological analysis of psychological and pedagogical literature on the topic of the study, psychological and diagnostic examination of future psychologist at different stages of training, methods of mathematical and statistical processing of the material (correlation

analysis of data obtained during the experiment using the Pearson criterion). In the process of the study, the following psychodiagnostic methodology Causal dimension Scale II SRQ-A, Ukrainian version of the educational environment resources and requirements questionnaire, Ukrainian adaptation of the MBI questionnaire. Most of these methods are characterized by successful experience of use in studies of cadets' professional development carried out by R.S. Okorokov [9, p. 158–160].

The empirical sample of the study was made up of students of the first and third years of full-time and part-time studies of the first (bachelor's) and second (master's) levels of higher education in the specialty 053 Psychology, studying at the Faculty of History and Law at the State Higher Educational Institution "Donbass State Pedagogical University", a total of 90 people.

To determine the level of correlation between self-esteem and life satisfaction of a future lawyer with the risk of emotional burnout, K. Pearson correlation analysis was used. This statistical approach allows us to assess the strength and direction of the relationship between these variables, which is key to understanding the characteristics of the psychological state of a future lawyer and developing possible approaches to further psychological prevention of burnout. Table 1 shows the correlations between academic self-regulation indicators and the characteristics of perception of support in learning of future psychologists.

External regulation in the training of future psychologists as an orientation to rewards and punishments, which are considered as motivators of training, implies a higher level of perception of support from the academic environment. The more significant the support from the academic environment is, the more the future psychologist is guided in training by external motives (to receive a scholarship, to avoid expulsion).

Introjected regulation of the training of future psychologists as a feeling of shame due to failure to fulfill the academic load is also the greater, the higher the perception of support from the academic environment.

Identified and internal regulation of training imply a higher degree of awareness of the purpose of training by future psychologists, the availability of choice in training, support in the academic environment.

Table 1

Correlations between academic self-regulation and resources and requirements in learning of future psychologists

Academic self-regulation indicators	Study load	Clarity of requirements	Availability of choice	Adequacy of requirements	Support of lecturers	Support of the academic environment
External	0,12	0,17	0,03	0,16	0,17	0,26
Introjected	0,03	0,16	0,05	0,11	0,16	0,25
Identified	0,04	0,33	0,21	0,25	0,20	0,44
Internal	-0,06	0,33	0,29	0,16	0,07	0,49

Internal self-regulation as motivation by interest in the future profession of a psychologist implies higher freedom in training, awareness of social support. In addition, the identified regulation as the perception of oneself as a future psychologist, the desire to correspond to this academic and professional status implies a higher degree of perception of support from scientific and pedagogical workers and practicing specialists. Table 2 shows the correlations of the indicators of the action of stressors in training and the features of the perception of support in training by future psychologists.

The perception of the educational workload by future psychologists as significant is greater, the higher their perception of the educational process as a source of stress. The support of the academic environment is perceived to be less, the higher the impact of stressors of communication with lecturers, difficulties in the educational process and the perception of one's own inability to learn. Table 3 shows the correlations of indicators of educational burnout of future psychologists and the features of the perception of support in learning.

Emotional exhaustion as fatigue from studying by future psychologists, perception of the inability of learning, as well as depersonalization as social and activity indifference of future psychologists, reduction of volitional and moral self-control predict lower awareness of the adequacy of requirements and support of the academic environment.

With increasing reduction of achievements as perception of the insignificance of one's own academic successes by future psychologists and awareness of the low attractiveness of the professional future predicts a decrease in the level of clarity and adequacy of requirements in learning and educational choice, as well as awareness of support for future psychologists by the academic environment.

According to the results of the study, we can draw the following conclusions: 1) the component formal-dynamic structure of the psychological resources of a future psychologist is represented mainly by meaningful orientations, motivational readiness, psycho-emotional stability, communicative competence, which enable further upward movement of the future specialist in the process of choosing a profession and gradually mastering it; 2) the most significant modern requirements in the training of future psychologists are the formation of stable professional cognitive styles, specified and established personal and professional self-determination, the acquisition of a developed professional identity and the formation of a professional responsible life position of the future psychologist; 3) it has been established that the identified and internal regulation of learning provide for a higher degree of awareness of the purpose of learning by future psychologists, the availability of choice in learning, support in the academic environment, and internal self-regulation as motivation by interest in the future profession

Table 2

Correlations of the action of stressors in training and resources and requirements in the training of future psychologists

Indicators of the main stressors	Academic load	Clarity of requirements	Availability of choice	Adequacy of requirements	Support of lecturers	Support of the academic environment
Stress from the academic environment	0,18	-0,08	0,08	0,03	0,04	-0,14
Stress from lecturers	0,12	-0,11	0,05	0,13	0,03	-0,18
Stress from the learning process	0,18	-0,10	-0,02	0,06	0,03	-0,23
Stress from learning conditions	0,01	-0,08	0,05	0,05	0,02	-0,16
Stress from one's own qualities	0,10	-0,06	0,04	0,03	-0,08	-0,17

Table 3

Correlations of educational burnout and resources and requirements in the education of future psychologists

Indicators of academic burnout	Academic workload	Clarity of requirements	Availability of choice	Adequacy of requirements	Support from lecturers	Support from the academic environment
Emotional exhaustion	0,13	-0,06	-0,01	-0,22	-0,10	-0,19
Depersonalization	0,15	-0,15	-0,14	-0,22	-0,07	-0,43
Reduction in achievement	0,11	-0,24	-0,25	-0,19	-0,05	-0,45

of a psychologist provides for greater freedom in learning, awareness of social support; 4) in addition, it has been proven that emotional exhaustion as a manifestation of fatigue from training by future psychologists, the perception of its impotence, as well as depersonalization as social and activity indifference, a decrease in volitional and moral self-control cause their insufficient awareness of the adequacy of the requirements and support of the academic environment.

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