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INTEGRATION OF CONTEMPORARY TRENDS IN PEDAGOGICAL EDUCATION INTO THE SYSTEM OF SOCIO-PSYCHOLOGICAL SUPPORT FOR THE PROFESSIONAL GROWTH OF STUDENTS

Abstract. Based on a theoretical analysis of previous studies, the article explores the key features of socio-psychological support for the professional development of future specialists during their formation in higher education institutions. Contemporary society increasingly requires creative and proactive individuals capable of effective adaptation, self-realization, and lifelong self-development. Such individuals are able to consciously shape their own professional paths, set clear goals, and take responsibility for the outcomes of their decisions and actions. Mental self-regulation integrates energetic, dynamic, social, and semantic components, forming the foundation of a person's conscious behavior.

Creativity is a defining characteristic of a self-developing individual who is able to realize their potential through personal initiative and the selection of appropriate methods. The main components of a creative personality include motivational, intellectual, emotional, and communicative aspects. Their effective development requires expanding students' role experiences and engaging them in diverse activities that promote creative self-expression and social interaction.

The system of socio-psychological support in education must shift its focus toward fostering a creative and development-oriented learning environment. Psychological training is considered an effective tool in this process, as it helps reduce uncertainty and entropy in social change and development. Humanitarian disciplines play a particularly important role by combining theoretical knowledge with practical

skills, thus forming the core of psychological training—a crucial resource for professional and educational activity.

Socio-psychological support encompasses four main functions: diagnosing problems, providing information about their nature and possible solutions, consulting during decision-making and strategy development, and offering primary assistance during implementation. A person's transition from one activity to another is a conscious process that reflects social context and the significance of their actions. The main goal of socio-psychological support in higher education is to help individuals fully realize themselves in academic and professional spheres. Its essence lies in fostering autonomy in solving personal and professional challenges. Reducing the cognitive dissonance between school-based values and the realities of future professional activity—through controlled socio-psychological support, particularly via humanitarian education—creates a foundation for students' successful individual and psychological adaptation to professional challenges.

Keywords: socio-psychological support, students' professional growth, socio-psychological support of the educational process, psychological support of students.

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ІНТЕГРАЦІЯ СУЧАСНИХ ТЕНДЕНЦІЙ ПЕДАГОГІЧНОЇ ОСВІТИ В СИСТЕМУ СОЦІАЛЬНО-ПСИХОЛОГІЧНОГО СУПРОВОДУ ПРОФЕСІЙНОГО ЗРОСТАННЯ СТУДЕНТІВ

Анотація. У статті, спираючись на теоретичний аналіз наукових досліджень, розкрито особливості соціально-психологічного супроводу професійного розвитку майбутніх фахівців у процесі їх становлення під час навчання у закладах вищої освіти. Сучасне суспільство все більше потребує творчих і ініціативних особистостей, здатних до ефективної адаптації, самореалізації та саморозвитку. Такі люди вміють самостійно формувати власну життєву траєкторію, визначати цілі професійного та особистісного зростання. Психічна саморегуляція при цьому поєднує енергетичні, динамічні, соціальні та смислові складові. Усвідомлена особистість бере на себе відповідальність за результати власних рішень і дій.

Креативність виступає ключовою ознакою творчої особистості, що виявляється у здатності самостійно обирати способи реалізації власного потенціалу. Основними компонентами креативної особистості є мотиваційна, інтелектуальна, емоційна та комунікативна сфери. Для їх гармонійного розвитку необхідно розширювати рольовий досвід студентів, залучаючи їх до різноманітних видів діяльності, які сприяють творчій самореалізації та формуванню соціального досвіду.

Соціально-психологічна підтримка освітнього процесу потребує переорієнтації – від традиційних форм допомоги до створення розвивального творчого середовища у закладі освіти. Ефективним інструментом цього є психологічне навчання, однією з ключових функцій якого виступає зниження рівня невизначеності та ентропії у процесах соціальних змін і розвитку. Важливу роль у цьому відіграють гуманітарні дисципліни, що поєднують теоретичні знання з практичними навичками, формуючи базу психологічного тренінгу — важливого ресурсу професійної та освітньої діяльності людини.

Соціально-психологічний супровід охоплює чотири основні функції: діагностику проблем, інформування про їхню природу та можливі шляхи вирішення, консультування у процесі прийняття рішень і розроблення стратегії, а також первинну підтримку під час реалізації обраного плану дій. Людина переходить від однієї діяльності до іншої не механічно, а свідомо, враховуючи соціальний контекст і значення своїх дій. Головним завданням супроводу є сприяння повноцінній самореалізації особистості у професійній та академічній сферах. Його сутність полягає у формуванні здатності людини самостійно долати труднощі. Усунення когнітивного дисонансу між цінностями шкільного навчання і вимогами майбутньої професійної діяльності за умов ефективного соціально-психологічного супроводу, зокрема через викладання гуманітарних дисциплін, забезпечує успішну індивідуальну та психологічну адаптацію студентів до професійних викликів.

Ключові слова: соціально-психологічний супровід, професійне зростання студентів, соціально-психологічна підтримка освітнього процесу, психологічний супровід студентів.

Formulation of the problem. Today's higher education is tasked with creating conditions that enable the training of competent specialists oriented toward continuous professional development, self-improvement, competitiveness, professional mobility, and high productivity in their professional activities. In addition to successfully acquiring the necessary knowledge and skills specific to their chosen field, it is equally important for students to possess professionally essential qualities and practical abilities, which serve as a prerequisite for the effective performance of professional functions at any stage of their professional formation [1].

The ability to act as an active agent of one's own professional development and independently find solutions to socially and professionally significant problems in a

constantly changing environment is becoming increasingly important for specialists [8]. Educational reforms have highlighted new requirements for professional training, emphasizing the need to reconsider the goals of education—from a paradigm focused solely on the acquisition of knowledge, skills, and abilities to one that creates psychopedagogical conditions for students' professional formation. These conditions should ensure their readiness for self-development, personal growth, and professional self-realization in today's dynamic environment.

Teachers today must consider students' psychological characteristics, their level of cognitive development, interests, and personal qualities during the educational and professional development process.

Analysis of recent research and publications. Various aspects of the examined issue have been addressed by numerous researchers: the identification of necessary professionally significant qualities of a worker (I. Grinshpoon, T. Gura, E. Klimov, O. Liders, O. Sukharyov); the study of the professional development of a specialist (G. Abramova, I. Vachkov, M. Obozov); the definition of the essence of a person's professional development (B. Ananyev, G. Ball, E. Zeer, L. Mitina, M. Pryazhnikov, N. Chepeleva, T. Yatsenko); the determination of the conceptual foundations of psychological support as a system of professional activity of a psychologist (R. Bityanova, N. Glukhanyuk, R. Ovcharova); the identification of determinants of the professional genesis of future specialists at the stage of their professional training (V. Bocheliuk, L. Shneider) [4].

Today it is increasingly emphasized that the formation of a modern polyvalent specialist personality is required. This implies that contemporary society ever more demands a creative individual capable of a high level of adaptation and self-realization, who outlines their own future, sets clear tasks for self-education, self-improvement and lifelong learning. This thesis underpins nearly all current trends in pedagogical education.

According to I. A. Ziaziun, educational change trends include: the global trend of altering the fundamental paradigm of education; the global trend of humanizing education; the global trend of integration; the trend of returning to domestic educational and cultural traditions, in which a powerful "methodology and methods", well-organized humanities education at the intersection of national and global culture, are observed [3].

Another trend in pedagogical education is the shift from traditional to conceptual pedagogy, in which the thinking of future teachers differs from the rational-pragmatic in focusing on deep understanding of the significance of the ideas instilled in them, and penetration into the essence of the principles proposed for implementing scientific initiatives.

One more trend: the advanced development of modern pedagogical education aimed at new conditions of the information society, the increasing dynamism of educational reforms alongside the expansion of the variability of national, interstate, inter-university approaches, solutions, models in the context of unified but non-standardized societal transformations of higher education.

Another trend: the wide introduction of methods of innovative and developmental learning, oriented toward the development of the creative potential of the individual, in particular the design and implementation of individual learning models for students on the basis of incremental expansion of opportunities to choose disciplines during the course of study, taking into account students' individual characteristics and labour-market needs.

The accreditation of higher education institutions and improvement of education quality currently depend increasingly on the international activities of universities: modernising degree programmes to raise the level of specialist training and ensure mobility; exchange of staff and students; adjusting educational content, implementing cutting-edge teaching technologies, using modern student knowledge-assessment methods such as test forms; carrying out certification for mutual recognition of diplomas.

Student mobility is increasing. Their opportunities to study for a certain period in another country are growing. Mobility programmes are implemented via individual mobility (at their own expense), organised exchanges under bilateral agreements between educational institutions, and via the implementation of international programmes (ERASMUS, SOCRATES, TEMPUS).

The level of social protection of students is rising through document-based confirmation of completion of each cycle of study or attainment of a certain level of professional training; creating conditions to acquire additional professional knowledge and skills during university studies.

These indicated trends in modern pedagogical education require a transformation of the socio-psychological support of the educational-upbringing process, orienting it toward the development of a creative environment within the educational institution. Here humanitarian disciplines occupy a special place [6].

The vector of such support, aimed at creating a creative environment in the educational institution, must change. However, to date, the environment itself—one built around students' interests and fulfilling the function of adapting the higher education institution to the individual characteristics and subjective needs of students—has not been sufficiently studied. A comprehensive integral approach to the aforementioned aspects is now necessary and relevant.

The purpose of the article is to highlighting the features of integrating contemporary trends in pedagogical education into the socio-psychological support of the professional formation of future specialists in a modern higher education institution.

Presentation of the main material. As a foundational principle in forming the theoretical underpinnings of psychological support, scholars typically choose a subject-oriented approach, which first and foremost takes into account the agency and internal potential of the subject, and thus their inherent right to make autonomous choices and bear responsibility for them [13]. Accordingly, the main goal of socio-psychological support of the educational process in a higher education institution

is to assist the subject (client) in fully realizing themselves in the professional (academic) domain.

An analysis of theoretical and empirical data on this matter enables one to operationalize the concept of “psychological support” as a comprehensive method that provides external conditions for the decision-making subject across a variety of life-choice situations. In other words, the purpose of socio-psychological support is to teach a person how to solve their own problems independently. A key aspect of this process is the activation of the subject’s self-development, which is a necessary condition for their professionalisation (or training). Therefore, the principal tasks of socio-psychological support in higher education institutions are to maximize the disclosure of the potential possibilities of both the teacher and the student, to create conditions for the full and maximal manifestation of the positive aspects of the individual’s personality, and to effectively amplify (enhance) the professional (learning) experience.

Methods of psychological influence include a broad spectrum of modes of interaction with a person, among them legal, economic, ideological, pedagogical, and psychological. This article examines only the psychological aspects of this process. It has been found that an effective means of support is psychological training, one of whose most important functions is reducing the degree of uncertainty and entropy (the amount of energy rendered unavailable for the implementation of social change and social progress). The sum of theoretical knowledge, practical skills and abilities that constitute the content of psychological training is a substantial resource of the life-environment of the subject engaged in professional (academic) activity.

The foundation of socio-psychological support is the unity of four functions: diagnostics of the nature of the problem that has arisen; information regarding the nature of the problem and ways to resolve it; consultation at the stage of decision-making and strategy development to address the problem; and primary assistance at the stage of implementing the developed plan [4]. It should be noted that information obtained from monitoring is used only as the basis for the client’s decision-making. However, the data accumulated and systematised during the monitoring process represent a unique account of the client’s ontogenetic development history, which always enriches their understanding of their own psychological resources and strategy of professionalisation for subsequent use in professional counselling and the stimulation of professional development.

The next phase in implementing a system of psychological support for students involves employing the technique of self-futureing in one’s profession, which belongs to the repertoire of future-construction methods. The use of this technique enables the subject’s agency to be activated in building and realizing possible professional situations and events, since the image of a desired future serves as a stimulus for self-development and self-actualization.

An integrated element of the self-futureing technique is the construction of a life programme by the subject. As a model of the path he or she intends to follow, the ideal

and desired images of the future result and the life programme reflect overarching goals, life plans, and the means of their realization in certain types of professional activity. To ensure that the project of one's own professional formation does not turn into a mere scheme, one must first clearly envision not only the end result but also the ways to achieve it, the path the person intends to take, and the objective and subjective resources required for this. An important component of the subjective picture of the professional path is the subject's concept of the nature of deterministic connections between events that have occurred, are occurring and will occur in life.

Future-projection is carried out through the following procedures: interpretation of emotional state, review of past decisions, self-futureing, planning the temporal organization of future activity, rehearsal of the future (for example, by using role-play).

Professional socialization of graduates of higher education institutions is enabled by successfully overcoming the crisis of transition from academic to professional activity. A condition for overcoming the crisis is a high level of development of personal and subject-matter (professional) reflection, whose manifestation takes place through means of communication. It is precisely the development of communicative competence that determines whether reflection will have a constructive or destructive influence on the course of professional socialization. High reflectivity per se does not yet guarantee successful professional socialization. Communicative competence acts as the link that mediates the manifestation of reflection in the work process. High reflectivity combined with high communicative competence fosters successful professional socialization; high reflectivity combined with low communicative competence complicates this process. Thus, a successful course of professional socialization requires the presence of two necessary conditions (neither of which is sufficient on its own): (1) development of personal and social reflection, and (2) communicative competence [15].

Support for a student can be provided in two formats:

- in a group-wide mode;
- individually, personal mode.

In the first mode, the creation of a creative environment is ensured through the "teacher-student" system, where dialogue-based forms of work predominate based on the knowledge acquired.

It has been noted that creativity is a hallmark of a creative individual capable of realizing their potential by their own initiative and choosing appropriate approaches. This requires a transformation of socio-psychological support within the educational process, directing it toward the development of a creative environment within the educational institution. The socio-humanitarian disciplines hold a special place in this regard.

The components of a creative personality are the motivational, intellectual, emotional and communicative. To develop these, one must expand each student's role space and engage them in diverse activities that provide opportunities for creative self-realization and create experience of social relations.

Using pedagogical technologies when teaching socio-humanitarian disciplines, the first task is to form an innovative personality characterized by:

- inner freedom (situations of choice that stimulate the cognitive interest “I want to know everything”, a sense of responsibility and self-importance);
- stability and stress-resistance – that is managing emotions (sensing others’ moods, resisting stresses, being able to overcome feelings of fear and shame);
- adequate self-assessment (this is formed and changes throughout school life, especially unstable during adolescence).

In practice of developing a creative personality in the course of education, educators recommend:

- consciously experimenting with new forms of class organization, seeking methods to maximise the support that members of the group give one another in creative terms;
- striving to create within the group an atmosphere of interaction and mutual stimulation of idea-generation;
- broadening participation and increasing each member’s interest in the creative process;
- constantly emphasising the importance of original solutions in any subject domain;
- using full-scale projects and tasks for training assignments;
- creating an atmosphere of constant inquiry and influx of problems (tasks). One expression of creativity is not only the ability to solve problems originally, but to find new ones;
- finding opportunities to reward new thoughts and ideas, and constructive criticism;
- shedding stereotypes and delivering others from them, responding positively to proposed ideas, encouraging ideas;
- accumulating ideas that are not accepted for solving a particular task (they may prove useful), seeking areas of application for those ideas;
- providing maximum freedom in the process of creativity;
- developing together with the group a ranking system of assessment for creative (and/or inventive) contribution, merits and final outcomes;
- encouraging analysis of successful or unsuccessful problem-solving experience;
- fostering and encouraging interaction between groups that are concurrently solving their own tasks and developing their own projects;
- supporting and helping to expand information-communicative channels for obtaining the necessary data and knowledge.

Effective working methods include creative learning methods. These encompass methods which, in the traditional sense, are intuitive: brainstorming, empathy,

pedagogical methods where the student takes on the role of the teacher. Such methods rely on non-logical actions of students that are intuitive in nature.

Another type of creative learning methods is based on the use of algorithmic prescriptions and instructions (for example, the synectics method, the morphological analysis method). Their aim is to build a logical framework for students to create educational products.

The next type of creative methods is the heuristic method. These are devices that allow students to solve questions by being guided toward possible correct solutions and by reducing the number of potential solutions.

Also included among creative methods are:

the invention method: a way of creating a product previously unknown to students as a result of certain mental operations;

the “What if...” method: students are asked to compose a description and draw a picture of what would happen if something in the world changed. Completing such tasks not only develops the capacity to imagine, but also enables a better understanding of the structure of the real world, the interconnections of its components, and the fundamental foundations of various sciences;

the image-picture method: reproduces a state in which a student’s perception and understanding of the object under study seem to merge; their view becomes holistic and undivided. During such work, the student not only thinks at different scales, correlates their knowledge across different fields, but also senses the meaning of the depicted reality;

the hyperbole method: the object of knowledge or its separate parts or qualities are exaggerated in size or diminished;

the agglutination method: students are asked to combine qualities, properties, parts of an object that are incongruous in reality and to depict them, for example, “hot snow,” “sweet salt,” etc.

In the course of learning, the link between method and other components is inverse: the method is derived from the aims, tasks, content and forms of learning; at the same time it significantly influences the possibilities of their practical implementation. Learning progresses to the extent that the methods applied allow it to move forward.

Considering the nature of the interaction between reflectivity and communicative competence, it is valid to assert that for the formation of the personality of the modern polyvalent specialist, socio-psychological support of academic groups in higher education institutions must necessarily include measures aimed at developing these psychological qualities. The actualisation of cognitive dissonance between the values of tertiary education and future professional activity, under controlled conditions of socio-psychological support of the educational process, namely in the teaching of socio-humanitarian disciplines, will act as a basis for the process of forming students’ individually-psychological adaptability to professional crises. Elements of a crisis may be actualised through the simultaneous introduction of alternative demands

in respect of motives, conditions and modes of activity; ambivalent justifications of its meaning; variation in the status of participants in the training; the inclusion of elements of competitiveness and activity under conditions of time, information and resource deficit [15].

Conclusions. Today's Ukrainian society requires a developed, creative individual who possesses a high level of adaptability and self-realization, who projects their own future, their own path, and sets clear tasks for self-education, self-improvement, and lifelong self-learning. We must not forget that creativity is the hallmark of a creative person, capable through their own initiative to realize their potential and choose appropriate methods. This demands taking into account modern trends in pedagogical education, reshaping the socio-psychological support of the educational-training process, and orienting it toward the development of a creative environment within the educational institution. In turn, this calls for studying the methods of implementing humanistic educational approaches in educational institutions, identifying the pedagogical conditions that would engage students in humanistic education and upbringing, thereby contributing to the formation and development of the student's personality as the subject of these processes.

Here, socio-humanitarian disciplines must occupy a special place. It is necessary to investigate how the vector of such support, aimed at creating a creative environment in the educational institution, must change. Scholars need to demonstrate what kind of environment should be built around the students' interests and serve the function of adapting the higher-education institution to the individual characteristics and subjective needs of the students. By employing modern pedagogical technologies when teaching socio-humanitarian disciplines, one should first of all form the components of the student's creative personality: motivational, intellectual, emotional and communicative. For their development, it is necessary to expand each student's role space and involve them in varied types of activities that provide him or her with creative self-realization and create experience of social relations.

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