

## PSYCHOLOGICAL HEALTH IN THE CONTEXT OF SHAPING PROFESSIONAL COMPETENCE OF STUDENTS IN THE FIELD OF PSYCHOLOGY

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**Abstract:** The objective of the article is to identify correlative links between the concept of psychological health and assessment of the level of maturity of knowledge management in the context of the formation of professional competence of students of psychology based on sociology. The sample of the sociological survey covered 250 undergraduate students and 150 master students of the field of knowledge 05 Social and Behavioral Sciences, specialty 053 "Psychology" on the basis of Taras Shevchenko National University of Kyiv, (Ukraine). The methodology of the research is based on the observational and descriptive, theoretical-methodological, sociological, functional, statistical paradigm, and the paradigm of complex and systemic analysis.

**Keywords:** Higher Education Institutions (HEIs), Psychologist's Professional Health, Components of Professional Competence, Knowledge Management, Educational Standard

### 1 Introduction

In theory and practice of professional development more and more often feel the need for a new understanding of the essence and sense of work of particular specialists, the specificity of professional self-identification, and the problems associated with the development of professional identity, become the first priority.

Based on the widespread dissemination of the profession of psychologist and the significant demand for qualified professionals' problem of development of their personal and professional qualities at the stage of the university education gains particular relevance. Lack of study of this problem in modern psychology determines the spontaneity and poor leadership of professional formation of future psychologists. In this context, the professional formation, readiness to the future professional activity and value-mental development of students, including future psychologists, is relevant in the context of the preservation of psychological health and management of the acquired knowledge, is fundamental in the process of improving the work of the modern institution of higher education through the implementation of conceptual and empirical principles of psychological and pedagogical support for the professional formation of students of psychology on the basis of the concept of personality-oriented education.

In this way, there is a need for understanding the key components of the professionalism of the future psychologist. The notion of psychological health is basic in the context of the formation of professional competence students' specialty "Psychology", designated by the Standard of higher education of Ukraine in the field of knowledge 05 Social and behavioral sciences, specialty 053 "Psychology" (the level of "bachelor") and the Standard of Higher Education of Ukraine in the field of knowledge of the 05 Social and behavioral sciences, specialty 053 "Psychology" (the level of "master"). We understand that the competencies listed in the Standards, become structural elements of the assessment of the level of maturity of management of acquired knowledge, as the positive correlation "psychological health – knowledge assessment" is an indicator of the high professionalism of the psychologist and the personal ability to control professional responses, which with great probability can threaten the status of the consultant.

### 2 Literature Review

The relevance of the psychology students' professional training problem is determined by the fact that in the period of study at

the university the foundations of professionalism are being laid. The necessity and readiness for continuous self-education in dynamic conditions (Andrienko & Zubkova, 2020), as well as the need for support of the psychological health of the future practitioner are formed.

The profession of psychologist requires an increased respect for the moral side of the functions performed, because his or her professional activity is directly related to the interaction with people, to the impact on their inner world. That is why the ethics of his work is based on universal moral values. In the professional activity of the psychologist's main ideals are the integral and universal development of the person and his or her respect, the convergence of people and a clearly expressed orientation to the value of other people. Therefore, spiritual and moral development is a priority in the process of professional socialization of psychology students, during which special attention should be paid to the formation of the moral self-concept of the individual, honesty, sharing of experiences, self-esteem, and learning the moral values of professional activity by psychologists taking into account their ethical code (Konaiieva, 2021).

The paradigm of psychological health predicts a system of social and emotional competences through self-training through the methods of dramatization, role-playing, relaxation and awareness of the problem of consulthood (Vitalia & Ciucurel, 2019). Isaeva & Vereskunova (2021) argue that the preservation of psychological health is based on the orientation of psychology students in interaction with their professional motivation, professional identity, and image of the future profession, as well as on the relationship of self-actualization to temperament. A richly interactive approach to the analysis of professional identity is one of the possible strains of formation and correction of professional identity of future professors (Sadykova N. et al., 2019; Bezverkhyy, 2021).

Kolomiets et al. (2021) investigated the problem of interaction between psychology students and patients in the process of professionalization based on correlation and factor analysis. Assessments of knowledge management maturity of psychology students in HEIs can be accompanied by organizational stress, disengagement from knowledge exchange, and knowledge management maturity (Marques et al., 2019). Interesting in the context of psychology students' preservation of psychological health is the idea of a sense of hugeness, which has evolved as a way to protect oneself from diseases and is linked to aspects of disease control (Pehlivanidis, et al., 2020). Vyntyuk, 2020; Ruslyakova et al. (2019).

Positive correlates of psychological health in the context of the formation of professional competence of students in the specialty "Psychology" is an increased involvement in the educational purposes of the issues of ethical and social responsibility and professional development (Valdez & Lovell (2021).

Understanding the characteristics that contribute to the success of psychology students is important to better support them in their studies. Characteristics of psychological health, according to the study by Bebermeier et al. (2021), there are general and subjective criteria.

According to Haddad et al. (2021), Andrade et al. (2016), stress in psychology students is a negative mediator between sleep quality and high anxiety and depression, but not the state of anxiety. High stress, depression and insomnia are significantly associated with a decrease in mental quality of life. Higher rates of depression and anxiety were significantly related to the decrease in the level of physical rest for psychology students who have already begun their psychology internship. Diminished vitality and somatic symptoms are among the factors most indicative of psychology students' low level of psychological health (Silva et al., 2019).

Deo & Lymburner (2011) investigated whether psychology students have an illness analogous to medical student syndrome by making a link between self-assessments of psychological health and the number of psychopathology courses (through an assessment of the degree of anxiety based on symptoms of psychological disorders). A positive correlation between neuroticism and anxiety in psychological health was found (Chiracu & Dumitru, 2021; Bohler T. et al., 2021).

However, such a set of scientific work still does not provide a comprehensive answer to the context of the links between the psychological health of a psychology student and the assessments of the level of maturity of knowledge management.

The aim of the study is to identify correlative links between the concept of psychological health and the assessment of the level of maturity of knowledge management in the context of the formation of professional competence of psychology students.

### 3 Materials and research methods

The methodology of the research is based on:

- the observational and descriptive paradigm (descriptions of the context of professional health);
- theoretical and methodological paradigm (analysis of scientific basis of the topic)
- the sociological paradigm (conducting an interview with HEIs students);
- statistical paradigm (when studying the test results of the students);
- the paradigm of complex and system analysis (to correlate the concept of psychological health with the assessment of the level of maturity of knowledge management);
- functional paradigm (for giving practical recommendations).

A total of 250 psychology students studying for the Bachelor's Degree and 150 psychology students studying for the Master's Degree were enrolled in the study based on Taras Shevchenko National University of Kyiv, (Ukraine). Information base of the research.

The study was conducted online; the results were estimated by automatic calculation using Microsoft Office Excel. Opinion program – Woolclap allowed drawing results carefully, when students have completed giving answers to the questions.

Sociology consisted of two blocks: informational and analytical. In the informational block, the respondents were asked to correlate the causes of correlation of the notion of psychological health with the assessment of the maturity level of knowledge management, as well as to determine the educational correlation of the correlated pairs with the content. The analytical block included answers to the Beck's questionnaire for understanding the systems of giving recommendations on how to preserve the psychological health of a psychology student taking into account his attitude to the acquired competences. Tutorial laid based on information base and sent to students on electronic screencasts. The time for answers is limited to two months.

### 4 Results

The information block allowed us to draw a system of links between the analyzed understandings. In the content of the first question, respondents were asked to explain the reasons for correlation of the notion of psychological health with the assessment of the maturity level of knowledge management by means of models of psychological well-being, i.e. to evaluate the acquired competences to assess their significance in professional activity.

Undergraduate respondents presented the reasons for the correlation of the concept of psychological health with the assessment of the level of maturity of knowledge management by means of models of psychological well-being in this way: self-perception is actualized through axiologism in the opinion of 38% of the respondents, personal growth is actualized through instrumentalism in the opinion of 18% of the respondents, autonomy is actualized through the motivational aspect (15%), competence in managing the environment is actualized through the activity aspect (12%), positive relations with others are actualized through the developmental aspect (10%), the presence of life goals is supported by cognitive needs for 7% of the respondents. The results are presented in Fig. 1.

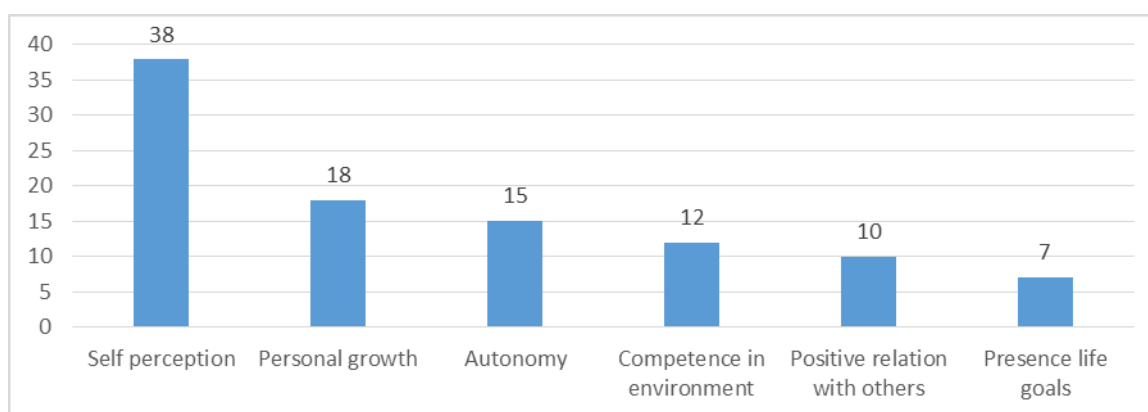


Figure 1 – Reasons of correlation of psychological health concept with assessment of knowledge management maturity level by means of models of psychological well-being (arranged by the authors based on Bachelors' answers)

Respondents-Masters presented the reasons of correlation of the concept of psychological health with the assessment of the level of maturity of knowledge management with the help of models of psychological well-being in such a way: self-perception in these respondents is actualized through cognitive needs (36% of the respondents), personal growth is actualized through axiology in the opinion of 28% of the respondents, autonomy is actualized

through instrumentalism (15%), competence in managing the environment is actualized through motivation (10%), positive relations with recipients are actualized through the activity aspect (5%), and the presence of life goals is supported by the developmental aspect for 6% of the respondents. Respondents were also asked to rank the educational compliance of correlative pairs with the content of the Standards.

Undergraduate respondents indicated that integral competencies are realized based on awareness and acceptance of all aspects of their personality, general competencies are realized through the ability to resist social pressure, independence in assessing oneself and one's behavior, ability to self-regulation. Special

competences are realized through the ability to achieve what is desirable, the ability to achieve difficulties on the way of realization of their goals. These indicators were received by 48%, 32% 20% respectively. The results are presented in Fig. 2.

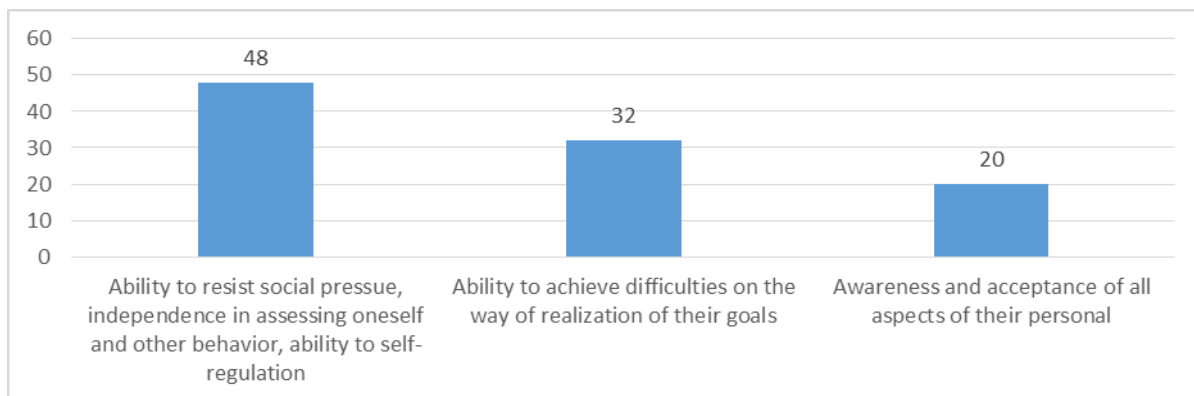


Figure 2 – Educational competence of correlative pairs with the content of Standards (for Bachelors)

Respondents-Masters have determined that integral competences are realized on the basis of the ability to establish three-year long-term relationships, capacity for empathy, resilience in interrelations with others, general competence is realized through the experience of comprehending one's own life, the values of the past, the present and the future.

Special competences are realized through the ability to achieve what is desirable, the ability to overcome difficulties on the way of realization of their goals. These indicators were obtained by 36%, 32%, and 32% respectively. The results are presented in Fig. 3.

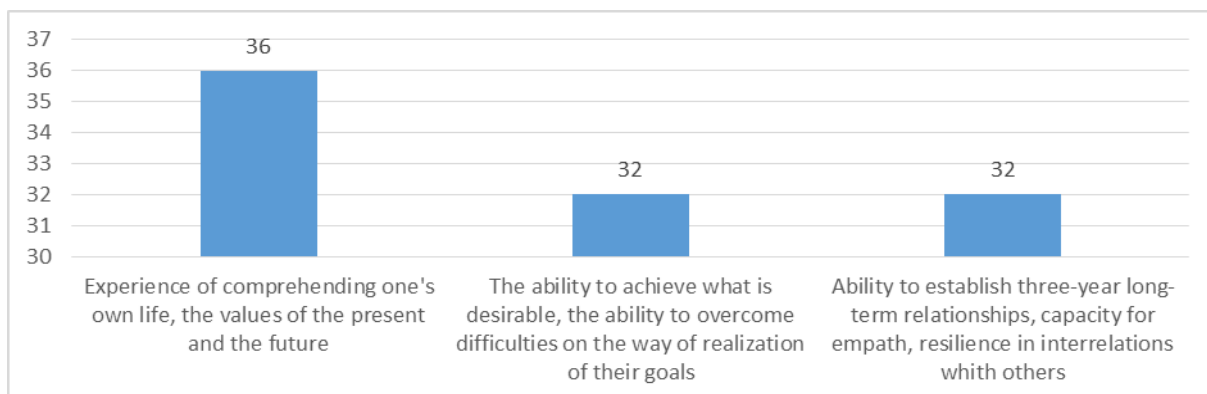


Figure 3 – Awareness of correlative pairs with the content of the Standards (for Masters)

The analytical block allowed us to make such a diagnostic picture of the depressive states of the respondents. According to the results, none of the respondents scored more than 25 points, which means that the students are not subject to deep depression. 17% of

students placed in the intermediate group with a mild level of depression of situational or neurotic genesis. 83% of the students had no depressive tendencies and a good emotional state. The results are presented in Fig. 4.

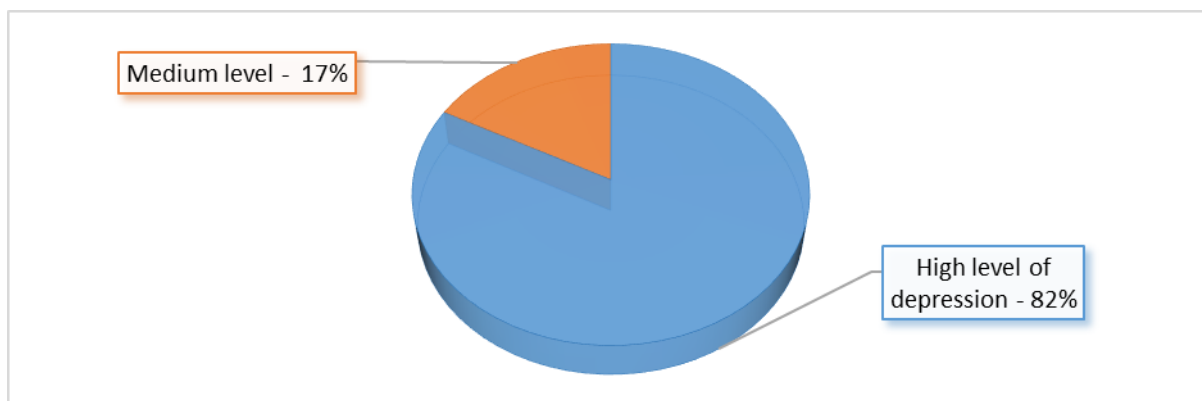


Figure 4 – Beck's Diagnosis of Depressive Stresses

## 5 Discussion

In the context of world scientific judgments for the application of the evaluation of acquired information, we choose experimental studies in psychology with their clear empirical cycle, which are subjected to the academic investigative approach to learning. Enrolling undergraduate students in a research collaborative brings baggage benefits not only for the overall quality of education in the undergraduate curriculum, but also for the preservation of psychological health (Fontejn & Lugt, 2017).

Makelele & Wewirhu (2017) recommend using Beck's Opinion Analyst for determining the level of depression, which has become an aid for analytic type of discharges, as exemplified by our study.

Ukrainian and world educational institutions, as Sadusky et al. (2021), a systemic change in psychology courses is needed so that all psychologists acquire the basic knowledge and skills to support trauma victims' clients without overburdening themselves with the post-traumatic situation. As a result of the study, it was assessed that the psychology student in the context of support of own psychological health must have a significant development of all professional and supplementary competences. In the students' perception, the most developed is the competence in the team, and the most developed is the design and conduct of psychological activities. Ionescu & Stan (2019) point to this in their study.

Grankina-Sazonova (2018); Vasileva & Chumakov (2020) also examined the problem of optimal functioning of the personality of psychology students. Our and the analyzed reports focused on the importance of the problem of psychological well-being and living standards of young people for a high level of functional professionalism. Chesniak-Phipps & Terry (2019) have stated that mentoring is a critical component of the success of psychological health indicators in the context of shaping the professional competence of psychology students and assessing the level of maturity of knowledge management. Unfortunately, the notion of mentorship for our department is poorly written out just on the legislative level. To confirm the thought Filatova et al. (2017), we respect that the most effective method for maintaining psychological health in the context of the formation of professional competence of students is social and psychological training, which is the basis for the formation of professional identity of students of psychology in the university.

## 6 Conclusion

The results of the conducted research allow us to make recommendations for preserving the psychological health of the psychology student taking into account his/her attitude towards the acquired competences:

- when teaching psychology students, it is necessary to emphasize the technologies of effective communication; develop the need for communication, initiative and ease of contact;
- it is important to develop the ability to perform self-correction of the nervous and psychological state;
- teach how to increase emotional stoicism and self-confidence;
- focus attention on the ways to improve the nervous system and the general energetic tonus;
- to teach constructive ways to regulate conflict situations.

The practical value of the study is a system of recommendations for preserving the psychological health of the student-psychologist taking into account his attitude to the acquired competencies. Subsequent scientific studies will be focused on the study of the typical links for the ROC "doctor of sciences".

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