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FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE PSYCHOLOGISTS USING INNOVATIVE TECHNOLOGIES

FORMACIÓN DE COMPETENCIA PROFESIONAL EN FUTUROS PSICÓLOGOS MEDIANTE TECNOLOGÍAS INNOVADORAS

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ABSTRACT

The content of such necessary conditions is revealed. The definition of innovative technologies, which are necessary in the training of a psychologist, is given. In the context of European integration processes, the main trends in the development of psychological science are named. The importance of digital technologies in global education, which have a positive effect on the effectiveness of the educational process and improve its educational opportunities and increase effectiveness, is emphasized. Modern innovative educational technologies, which are necessary for the formation of professional competence among future psychologists, are outlined. Within the framework of the theoretical research, the possibilities of innovative technologies for the formation of professional competence among future psychologists were carried out from the perspective of psychological substantiation: interactive technologies (psychocorrection technologies, training technologies); blended learning technologies; design technologies; information and communication technologies (application of multimedia systems (presentation method), video technologies (computer visualization), media technologies (application of blogs, modern mass media, podcasts), hypertext capabilities (educational electronic publications), Internet resources (search reference data, necessary information, educational communication, etc.), various distance and blended learning technologies), use of web technologies); inclusive learning technologies.

Keywords:

Professional competence, future psychologists, innovative technologies, institutions of higher education, education seekers.

RESUMEN

Se da la definición de tecnologías innovadoras necesarias en la formación de un psicólogo. En el contexto de los procesos de integración europea, se nombran las principales tendencias en el desarrollo de la ciencia psicológica. Se enfatiza la importancia de las tecnologías digitales en la educación global, que tienen un efecto positivo en la efectividad del proceso educativo y mejoran

sus oportunidades educativas y aumentan la efectividad. Se describen las tecnologías educativas innovadoras modernas, que son necesarias para la formación de competencia profesional entre los futuros psicólogos. En el marco de la investigación teórica, desde la perspectiva de la fundamentación psicológica, se analizaron las posibilidades de las tecnologías innovadoras para la formación de la competencia profesional de los futuros psicólogos: tecnologías interactivas (tecnologías de psicocorrección, tecnologías de formación); tecnologías de aprendizaje combinado; tecnologías de diseño; tecnologías de la información y la comunicación (aplicación de sistemas multimedia (método de presentación), tecnologías de video (visualización por computadora), tecnologías de medios (aplicación de blogs, medios de comunicación modernos, podcasts), capacidades de hipertexto (publicaciones electrónicas educativas), recursos de Internet (búsqueda de datos de referencia, información necesaria, comunicación educativa, etc.), diversas tecnologías de aprendizaje a distancia y semipresencial), uso de tecnologías web); tecnologías de aprendizaje inclusivo.

Palabras clave:

Competencia profesional, futuros psicólogos, tecnologías innovadoras, instituciones de educación superior, solicitantes de educación.

INTRODUCTION

The relevance of the problem of training future psychologists for the use of innovative technologies in their professional activities is due to the activation of modernization processes, in particular the digitalization of the education system, which is taking place at the current stage and is connected with the informatization of all spheres of life in Ukrainian society through the wide implementation of innovations. Taking into account the need of the education system for a new generation of psychologists capable of developing and implementing innovative technologies, the process of professional training of future specialists who will soon start working in changing conditions, providing innovative psychological and pedagogical services to new categories of education seekers, needs updating.

Nowadays, a new educational paradigm prevails in institutions of higher education, which covers two levels: the personal formation of the future psychologist and the development of his professional competence, and which is aimed at increasing competitiveness and competence (Romanyshyna, 2016).

Society is experiencing rapid political and socio-economic transformations. Changes in social life present important modern tasks to the higher education system, including high-quality, innovative training of competitive, highly qualified psychologists. After graduating from a higher education institution, a young specialist must be ready for the modern requirements of the psychology profession and must effectively adapt to professional activities (Synyshyna, 2019). After all, the global modern space has a demand for such specialists who have special psychological education, and possess the skills of practical support and psychological assistance, since the individual interest in acquiring psychological skills and knowledge, the formation of professional competence not only realizes natural potentials, but also takes into account the inclinations of the person acquiring education, allows him to make a reasoned choice regarding the direction of his personal development and to determine himself in general and in the vector of professional training in particular. A destructive and essential feature of the professional training of future psychologists and the formation of their professional competence is the imitative nature of research activities, the insufficient level of psychological basic training of higher education applicants, the nominal nature or unsatisfactory degree of their internship, and practical training, which is a source of low competitiveness in the combination of the specified factors in the market of professional and educational services (Khomych, 2022). Therefore, it is important to introduce innovative strategies and technologies in the professional training of future psychologists, to improve and develop professional competence, to be able to provide effective not only theoretical but also practical training of psychologists for professional activities in the conditions of the new educational reality.

The main goal of higher education institutions is the training of an educated specialist, oriented towards lifelong learning, constant personal and professional development. The problem of training future psychologists for the use of innovative technologies in professional activity in pedagogical theory and practice is insufficiently researched.

There is an urgent practical need to ensure the training of future psychologists for the use of innovative technologies in professional activity as a significant factor affecting the formation of the professional competence of teachers of a higher educational institution, ensuring the development of their critical and analytical thinking and the opportunity to learn throughout life.

The following aspects are considered in the article: necessary conditions for the process of training future psychologists when using heuristic methods of innovative technologies; the main trends in the development of psychological science in the context of European integration processes; the possibilities of innovative technologies for the formation of professional competence of future psychologists

from the standpoint of psychological reasoning; principles of technology of inclusive education.

Literature review

The analysis of the situation and the study of the needs of the labor market in specialists showed the need for the formation of a new type of psychologist: a researcher, a designer, and a developer of new education and training technologies.

The solution of this strategic task requires the organization of the preparation of the future psychologist for innovative activities in the conditions of the education system, as the most important degree, which, as before, prepares a significant number of personnel for the educational sphere and ensures the specialist's further acquisition of professional knowledge at a higher level, contributing to his professional establishment and formation of innovative potential.

The problems of perfection of the process of professional training of a psychologist in the system of higher pedagogical education are devoted to the research of many scientific figures.

Kolomiiets et al. (2023) considered innovations in European countries and singled out the main directions of development of psychological science; showed its role for humanity, grouped effective functions and showed their necessity in the professional training of specialists, in particular, to provide society with the most effective means and innovative methods of diagnosing its problem areas, which can be achieved with the help of the use of innovative, newest technologies in this field. Ways of using innovative technologies for the formation of professional competence among future psychologists are shown, and the role of teachers who possess the means and methods of managing innovative processes is revealed. Definitions of the terms "psychological science", "psychology", and "innovation" were studied. The educational components of the formation of professional competence among future psychologists using innovative technologies reflecting the industry aspect have been clarified. Innovation is presented as a new process or product in any field of human activity. Approaches and methods of formation of professional competence of future psychologists using innovative technologies have been reviewed to increase the efficiency of the process of professional training of specialists, and prospects for improving professional training in the field of psychological sciences and formation of professional competence of future psychologists using innovative technologies have been outlined.

Suprun (2018) substantiated the conceptual principles of the professional training of a psychologist in general and showed ways of forming professional competence in future psychologists using innovative technologies, as a system of initial provisions in the field of special education and the process of formation of future psychologists. the effective innovative components of the specified professional training are considered in detail and presented. Based on a transdisciplinary approach, the scientist highlighted the content of innovative technologies in the system of professional training of psychologists and substantiated the choice of innovative technologies for the formation of professional competence in future psychologists. In connection with the fact that a significant increase in attention to the problem of the innovative potential of the individual is determined by the trends of the development of society, the importance and perspective of the conceptual and methodological approach to the implementation of the formation of professional competence of future psychologists using innovative technologies, which enables the maximum approximation to the harmonious development of the psychologist's personality, has been proven, which is a guarantee of self-realization, self-management, self-improvement, self-education and, at a competitive level, is a prerequisite for professional self-realization.

Nozdrova (2021) analyzed the generally accepted innovative provisions of modern psychology and pedagogy, which are essential for the application of innovative teaching methods in the formation of professional competence of future specialists during the study of professional disciplines; revealed the issues of organization, content, ways of conducting seminar classes regarding the quality training of future specialists using innovative technologies; developed an innovative system of role-playing, business games aimed at forming analytical and critical thinking in students; development of interest in professional knowledge; formation of future specialists in culture. Innovative technologies are proposed for the independent work of education seekers, conducting high-quality practical classes, and performing individual educational and research tasks. The author's developed system of business games is aimed at the formation of professional competence among future psychologists using innovative technologies, activation of the search activity of education seekers; and development of creative thinking, and imagination in future psychologists. Several test methods were presented, which were useful to students in the process of forming professional competence of future psychologists using innovative technologies, helped to determine their level of readiness for professional activity, and were based on the use of interactive learning methods. Various types of role-playing, business games, and problem situations, which would include students of education in independent search work, are described as the most important for the formation of professional competence in future psychologists using innovative technologies. The psychologist's cognitive activity is defined as a guarantee of the effectiveness of educational activities,

which depends on the development of intellectual reflection, and the purposefulness of the educational trajectory of those seeking education. Emphasis is placed on the importance of interactive training, the impact on a person, his relationships, activities, and the formation of professional competence of future psychologists using innovative technologies.

Synyshyna (2019) developed psychological and pedagogical conditions for the formation of professional competence in future practical psychologists using innovative technologies and, the formation of readiness for innovative activities of education seekers, and future practical psychologists. Along with other professionally important qualities, the most important formed creative skills of a specialist are determined, which influence the formation of optimal psychological readiness for the professional future activity of the specialist and act as one of the indicators of the professional competence of the future practical psychologist. The effective formation of professional competence in future practical psychologists using innovative technologies and the formation of readiness for professional activity is based on a personal and activity approach in the education of the student. A necessary condition for the process of formation of professional competence in future practical psychologists using innovative technologies is the use of professional practical situations "case studies", problem lectures, modeling of professional situations, "group discussion", etc.

Khomych (2022) proposed the results of the theoretical substantiation of the possibilities of innovative technologies for the formation of the professional competence of future psychologists, in ensuring the effectiveness of their professional training; the peculiarities of the application of innovative technologies, project technologies, mixed learning technologies as effective tools for implementing the tasks of forming professional competence in future psychologists using innovative technologies, and their quality professional training are considered; definition of innovative technologies of professional training of future psychologists is proposed. The scientist shows the advantages of mixed learning technology for stimulating proactive, flexible, responsible practice, and personalization of professional training of future psychologists, which combines the possibilities of remote, traditional, and mobile learning. Design technologies are represented by ways of producing well-founded, operationalized, and realistic goals, progressive practices that allow maximal present professional situations and conditions of psychologist's activity in which future psychologists form professional competence. Technologies considered by the scientist for the formation of professional competence in future psychologists using innovative technologies allow for effective expansion and optimization of the process of constructing the personal development trajectory of each future specialist, to provide an opportunity for special and general professional competencies.

Konivitska (2017) revealed the expediency of developing and forming the rhetorical component of the professional competence of future psychologists. Based on research studies, the author made an analysis of the theory and its practical component with the aim of forming future psychologists' rhetorical skills during their studies in institutions of higher education; the concept of rhetorical competence is outlined; the place of rhetoric in modern education is determined, its main tasks are formed; The peculiarities of the innovative activity of psychologists were analyzed and the need for rhetorical competence, which is an important component of their professional competence, was proved; professionally oriented tasks are proposed for future psychologists, including: mastering non-verbal and verbal means of communication, forming a contact personality, overcoming communication barriers, creating a comfortable psychological communicative interaction, developing the art of self-presentation and presentation, mastering communication methods and tools for influencing the subconscious and consciousness personalities, development of public speaking, training activities, etc.

The analysis of the existing studies showed that the questions of the psychologist's preparation for innovative activity were not properly reflected and required additional study. The problem of forming the readiness of the future psychologist for innovative activity in the educational system is of particular relevance, since the readiness for innovative activity, considered in the framework of this study through mastering the modern methodology of pedagogical research and the basics of creativity by future psychologists, largely determines the effectiveness of professional training of a specialist in the conditions of modernization of education.

The problem of forming the readiness of the future psychologist for innovative activity is multifaceted, but its solution is primarily related to the need to resolve the main contradiction: between the social order to train a competitive specialist and the opportunity to implement it.

Purpose of the article: to find out the most essential ways of forming professional competence among future psychologists using innovative technologies.

MATERIALS AND METHODS

Innovative activity is characterized expansion of communicative, social psychological, and cognitive space, creativity, complexity, and concentration. The introduction of innovative technologies has to optimize the individual's participation in self-development development, and self-creation, to ensure the individual mental and professional self-sufficiency. Therefore, the psychological factor is

decisive in the innovative development of personality, and society things.

To achieve the goal, the following theoretical methods are applied: synthesis, analysis, generalization, systematization, comparison, classification with the aim of clarifying the state of development of the problem of the formation of professional competence among future psychologists by means of innovative technologies, determining the essence of the main research concepts, structural components; development and substantiation of the effectiveness of implementation of conditions for the formation of professional competence of future psychologists by means of innovative technologies in the educational environment; study and assessment of the current state of domestic professional education of future psychologists by means of innovative technologies and generalization of psychological and pedagogical experience on the researched problem; generalization and synthesis of foreign experience in training future psychologists for the implementation of innovative technologies in the educational environment.

In the study, we applied approaches that have the greatest impact on the formation of professional competence of future psychologists using innovative technologies.

The active approach was implemented for the mandatory acquisition of innovative skills, abilities, and knowledge that embody the practical experience of an individual according to the "need-motive-action" scheme. Knowledge that is necessary for students to learn about activities, objects and phenomena, laws of society, and nature, in professional identity contributes to the formation of personality.

The systematic approach, which is a universal method of cognition, was used to reflect the worldview level of research, which opposes subjectivism, spontaneity, and creates conditions for the stability of scientific research and consistency. The approach oriented education seekers to informational training. The use of the system approach made it possible to identify internal and external connections, structural elements, and processes of managing system elements (readiness of teachers and students of education to use ICT; methods, forms, and means of new information technologies).

The integrative approach in the modern educational process contributed to determining innovative ways of assimilating the system of methods and knowledge; development of processes of informatization, humanization, mathematization, and theorization; implementation of the principles of systematic and scientific learning; application of the theoretical and research nature of the educational process.

A competent approach to the formation of professional competence in future psychologists using innovative technologies does not involve the simple assimilation of skills and knowledge by the students of education, but the comprehensive mastering of ICT tools by them, since it is the use of ICT tools in the professional field of psychologists that will ensure the formation of independence, changing the formulation of learning goals; in the form of a set of competencies, they will represent them and the expected results that contribute to the combination of professional education, affect the level of professional tasks, and contribute to the needs of the labor market.

The acmeological approach, proceeding from the main tasks solved by acmeology, contributed to the formation of professional identity for the formation of professional competence in future psychologists using innovative technologies:

- in the "acme" period, at different stages of maturity, the identification of individual and psychological features of human development;
- identification of differences in the characteristics that should be developed in the personality, which would allow a person to show himself successfully at the stage of maturity;
- research on ways to reveal the creative potential of an individual and its self-realization;
- research from the standpoint of creativity and the introduction of certain aspects of the concepts of personality psychology into acmeological science;
- formation of professional skills and movement analysis through self-improvement;
- application of concepts of acmeology, regarding the formation of professional self-awareness;
- finding out to what extent professional development leads to existential and personal development or whether a person's personal development is only a by-product of professional development;
- identification, analysis, and description of the phenomenology of acmeforms in human life;
- clarification of the results and mechanisms of the effects of natural conditions on a person, meso-, macro-, and microsocieties during the period of his preparation for his own "acme";
- personal assistance in achieving spiritual and moral, physical, and professional development and improvement of the human personality;
- development of strategies for organizing a person's life for comprehensive and optimal self-realization;
- studying the possibilities in human life of extending the acme period.
- The synergistic approach ensured the availability, openness, and versatility of the system of professional competence formation in future psychologists using

innovative technologies, which allows them to increase the effectiveness of their professional training. Since the synergetic approach is based on the principle that considers the world, nature, and personality as a self-organized scientific and philosophical complex system and is conditioned by the development of the theory of synergy and self-organization, the specifics of synergy contributed to the formation of professional competence in future psychologists with the help of rapid mastery of working with information technology tools.

A personally oriented approach contributed to the qualitative formation of the professional competence of future psychologists using innovative technologies, not only through the development of skills, the accumulation of competencies, knowledge, and skills, but also through the development of cognitive abilities to self-realization and self-development of the future specialist; provided an opportunity for each student of education by his needs and abilities to study, oriented future psychologists not to the achieved level, but set higher requirements greater than their abilities, so that education constantly promotes the realization of potential opportunities of the future psychologist; provided for the transformation of the subordinate position of the education seeker and the superposition of the teacher into individually equal educational positions.

The autonomous approach formed the ability for critical thinking, impartiality of the individual, and making independent decisions; with its help, a description of situations in which the student of education was responsible for the methods of implementation of tasks in educational activities was made; creating situations for independent education to show the individual's natural qualities, independently choosing learning methods.

These approaches make it possible for future psychologist to discover and reveal their abilities; to ensure the search for ways of their development and application; selection of activities appropriate to abilities; allow to develop the necessary interests and inclinations; form motivations for achievements; set and update their goals; develop ways to achieve the goal; to formulate tasks that correspond to the set goals; stimulate the development of methods of performing tasks; develop their abilities; give orientation to the types of activities corresponding to abilities; direct to the path of maximum full use of abilities, i.e. to achievement success, both in professional activities and in life in general.

RESULTS-DISCUSSION

In conditions of an accelerated pace of life, when constant changes occur every person in his field of activity must adapt to new conditions quickly and be able to resist all negative factors. The requirement of the universe is the training of highly qualified specialists who quickly make non-standard decisions, who can think creatively, quickly adapt to constantly changing conditions, and constantly improve their professional competence.

The main reason for the low readiness for professional activity and lack of professional competence among future psychologists depends on the inability to creatively transform acquired skills, knowledge, and skills in a specific professional situation (Plakhotnik et al., 2023).

1. Necessary conditions for the process of training future psychologists when using heuristic methods of innovative technologies.

The process of training future psychologists will be optimized when using heuristic methods of innovative technologies, creating psychological and pedagogical conditions. Let's name the following necessary conditions:

1. Initiation of search activity using innovative technologies, and use of heuristic methods in the educational process.
2. Creating a creative atmosphere in the educational process.
3. Teaching future psychologists how to solve problematic tasks and using innovative technologies.

Therefore, the problem of the effectiveness of the proposed psychological and pedagogical conditions for the formation of professional competence in future psychologists using innovative technologies is related to the problem of introducing innovative technologies into the educational space of practical psychologists, which is a comprehensive approach to education (Synyshyna, 2019).

The systematic application of heuristic learning is ensured by the use of heuristic-didactic structures - a system of logically related educational problems (heuristic problems or educational computer programs), which together with heuristic questions, instructions, and a minimum of educational information allow students (mostly without help) to discover new knowledge about the object of research, means of heuristic activity.

The effectiveness of heuristic learning depends on motivation for productive activity; active inclusion of students in creative activities; the relationship of forms, methods, techniques, and means with didactic principles of developmental education; application of heuristic techniques (techniques of novelty, semanticization, scientific debate, significance of the researched material, modeling, etc.); the application of the system of heuristic tasks during the study of biology, which contributes to the process of developing the personal qualities of the student and the formation of heuristic skills; pedagogical support of heuristic activities (correction of students' work and assistance in determining the results of their activities); systematic use of heuristic methods, techniques, forms that are organically combined with traditional ones and actualization of heuristic situations.

The current state of the educational field of higher education is characterized by the introduction of effective technologies of professional training of future psychologists into the educational activity to form professional competence in future specialists using innovative technologies, and active search for new approaches to the educational field. Such a process unfolds especially quickly in the environment of practical and theoretical training of future psychologists and embodies the application of innovative technologies and educational strategies. Modernity characterizes innovation as an important attribute of the development of the system of modern higher education, enriches it with new technologies and opportunities for educational and cognitive needs for those seeking education, but in the context of the important profession of a psychologist today, it does not cancel the already existing methodical and scientific forms and traditions of the organization of the educational process in higher education (Khomych, 2022).

Innovative technologies, which are necessary for the training of a psychologist, are understood as "integrative stage models of professional formation, the basis of which is a logical interrelated dynamic system of psychological influences that actualize the future specialist's personal, professional and social values, structuring his integral professional value in the process objectification of value self-awareness". Given this, the formation of professional competence in future psychologists using innovative technologies acts as a special main tool for the gap between the theoretical basis of skills and knowledge, leveling the discrepancy, the system of personal qualities and values acquired by him in the institution of higher education in the process of academic training and is his system, which is a system of professionally important competencies and personal qualities (Bulakh et al., 2019).

2. The main trends in the development of psychological science in the context of European integration processes.

In the context of European integration processes, let's name the main trends in the development of psychological science (Pukhovska, 2018):

1. Specialization, which includes current trends in the methodology of psychological research, including the processes of formation of professional competence in future psychologists using innovative technologies during independent research;
2. For personality development, the use of diagnostic methods based on modernized approaches;
3. Orientation of the general educational-scientific process, to form professional competence in future psychologists, on the use of research project activities, a creative approach to solving professional tasks;
4. Mandatory compliance with standards, their implementation in the educational process, the use of psychodiagnostic tools in the training of specialists, and the formation of professional competence of future psychologists using innovative technologies;
5. Use of the principle of differentiation and individualization of the educational process;
6. Reforming the content component of the professional training of psychologists and forming their professional competence using social and humanitarian aspects (Namestiuk, 2022).

Therefore, innovative processes are a necessary condition for science and education to achieve a high competitive level, which leads to the necessity of forming professional competence in future psychologists. With this approach, in the teaching of psychological disciplines, the activation of an innovative approach involves the modification of standard methods and forms of education and the mandatory inclusion of innovations in the educational space (Kolomiiets et al., 2023).

The same technology, which is a necessary element for the formation of professional competence in future psychologists, can be used in different ways by different presentations (creatively or exactly according to the instructions). This means that the results will be different, but close to some statistical average value that is characteristic of a certain technology. In his work, the teacher should apply innovative methodological techniques and use elements of several technologies. This will be the teacher's "author's" technology, where he, even if he deals with borrowing, will be the creator of the technology because the creation of innovative technology cannot occur without the creativity of the teacher who has learned to work at the technological level. With this approach, the main reference point will always be the cognitive process of education seekers.

Modern innovative educational technologies that are necessary for the formation of professional competence in future psychologists include project-based learning, differentiated learning, problem-based learning, developmental learning, learning involving inventive tasks, technologies for using game methods in learning: situational, business, role-playing, and others; inclusive learning, collaborative learning (work in a group, team, etc.), problem-based learning, etc. (Kovalchuk, & Soroka, 2022).

The possibilities of innovative technologies for the formation of professional competence of future psychologists from the standpoint of psychological reasoning.

Within the framework of theoretical research, we will implement the possibilities of innovative technologies for the formation of professional competence in future psychologists from the perspective of psychological substantiation:

1. Interactive technologies, which we consider to be an important system of means of the necessary basis of

internalization, which is managed by the students of higher education, standardized special and general professional competencies, which use the effects of the possibility of psychological intersubjective interaction in the conditions of an interactive educational environment.

Interactive technologies, which are means of optimizing educational activities at various levels of implementation of the educational process, we understand, by the psychological principles of practice, as an organized phenomenon of direct interpersonal interaction between teachers and students of higher education, who realize the potential of personal development through the creation of situations and conditions of mutual psychological influence group interaction and contribute to the joint search for solutions in creative educational activities (Khomych, 2022).

Among the innovative technologies for the formation of professional competence in future psychologists popular in the educational process are psychocorrection technologies, in particular training technologies. Group psychocorrection is aimed at the destruction of the psyche, and requires an understanding of its features.

Let's name the main goals of psychocorrection: formation of an affiliative need in the student of education; emotional relaxation of a person; creation of conditions for self-disclosure and self-actualization of a person as an individual; development of effective forms of adaptive behavior in the subject; consolidation and activation of a person, formation of a vitally active position in an individual.

We will single out the main psychocorrective groups: T-groups or training groups (social-psychological training groups), Gestalt groups, meeting groups, body psychotherapy groups, psychodrama groups, dance therapy groups, skill training groups, etc.

Training technologies are an important component of innovative training. Implementation of training technologies in the process of formation of professional competence of future psychologists in the field of education, oriented on adequate perception of reality and interaction with it, personality development contributes to the formation of such skills and abilities as the ability to speak in front of an audience; development of the system of personal relations; correction; development of the ability to fully and adequately know oneself and others; the ability to behave correctly in conflict situations; analysis and strengthening of positive qualities of negative aspects of another group of participants or personalities of education seekers.

The main methods of forming professional competence in future psychologists, which are used during training, include discussion, game, experimental, presentation, psychotechnical, and feedback methods. The use of each innovative method depends on a combination of the following factors: the structure of the training process, the purpose of the method; the type of training; the category of participants; the advantages of the method and its disadvantages; Expected results (Suprun, 2018).

2. Blended learning technologies are the main way of stimulating proactive, flexible, and responsible practice of professional competence formation in future psychologists, which contribute to the personalized professional training of higher education seekers, which combines the possibilities of distance, traditional (face-to-face), and mobile learning.

Mixed learning technologies include in their content practices or methods of personalized higher education for students, to ensure intensity, flexibility, autonomy, and accessibility of the process of formation of professional competence and their professional training. In the implementation of the process of formation of professional competence and professional training of future psychologists in the context of substantiating the effectiveness of blended learning, we will note its advantages – the creation of opportunities for autonomy, ensuring the procedural regime of mobility, adaptability, independence of professional activity (education) of education seekers in the conditions of formal education.

Let's call the main indicator of the effectiveness of blended learning, it is the possibility of developing the digital competence of future psychologies thanks to the active introduction of the latest opportunities and digital technologies (electronic resources, web technologies, online services, digital platforms, etc.) into the process of forming professional competence and their professional training, which confirms the innovative character of the specified technology (Khomych, 2022).

3. Project technologies as a progressive method of formation of professional competence in future psychologists, cultivation of time-defined operationalized, justified, and realistic goals of educational activity of students of higher education, which is accompanied by the development of individual projects, designing the process of creating a model, a new project, a prototype or a prototype of a certain object or phenomena with predictable set characteristics, the process of implementation of which is limited (limited) in time, includes synthesis, analysis, forecasting, planning, modeling, generalization and puts forward several requirements for the designer – the ability to apply the acquired basic knowledge in the field of professional activity, to form professional competence in the future psychologists, to project or predict its results, in the process of solving professional problems and tasks to identify cause-and-effect relationships. Project technology for the formation of professional competence in future psychologists allows one to better understand the importance of acquired skills and knowledge acquired by them thanks to the possibility of their application in the practical plane

to model and apply the acquired methodological and theoretical arsenal in the practice of psychological support and assistance, which will stimulate future psychologists, according to the principle of feedback, the development of personal autonomy, subjectivity, independence in the process of forming professional competence. When applying project technology, the future psychologist acquires professionally important skills, knowledge, and qualities that determine the degree of professional competence and enrich his professional consciousness. The projects reproduce as much as possible the professional situations of activity and conditions of education seekers, in which future psychologists test the acquired practical skills and abilities, and consolidate the acquired theoretical knowledge (Khomych, 2022).

4. Information and communication technologies are necessary for the formation of professional competence in future psychologists. We will single out the advantages of using information and communication technologies for the educational process: effective training of skills, abilities, and knowledge; organization of the educational process by modeling cognitive activity; intensification of the educational process due to increasing the pace of learning; individualization of education; automated control of training results; imitation with the help of multimedia of typical professional situations; increasing the active time of education seekers and teachers; the possibility of combining audio and visual forms of information in educational programs, etc (Hurevych et al., 2012). Information and communication technologies are the latest technologies that significantly expand the possibilities of transmitting information and receiving it, contribute to the effective development of rhetorical skills and abilities, and assimilation of rhetorical knowledge. The main ones are the use of multimedia systems (presentation methods), video technologies (computer visualization), media technologies (the use of blogs, modern mass media, podcasts), hypertext capabilities (educational electronic publications), Internet resources (search for reference data, necessary information, educational communication, etc.), various distance and mixed learning technologies. Such technologies, from the point of view of rhetorical activity, allow the dialogization of the educational process, contribute to the motivation for learning, the development of feedback, contribute to creativity, creativity and the development of learning independence in conducting and preparing public speeches, modeling and analyzing psychological professional situations, which are important aspects of the formation professional competence for psychologists (Konivitska, 2017).

Multimedia technologies contribute to the application of the method of visualization – folding mental content into a visual image, which is the basis of practical and mental actions (Polishchuk et al., 2022). Students of education in their public speeches learn to combine all these types of information, which contributes to: the formation of professional competence in future psychologists, the development of the ability to independently process information and select the necessary material, speaking in front of an audience contributes to the acquisition of skills to effectively present one's speech, influences and convinces not only with the help of words, but also with the help of visualization and at the same time improves the student's perception. Therefore, the main goal of information and communication technologies in the formation of professional competence of future psychologists is to prepare students in the conditions of the information society for full-fledged life activities (Lytvyn, 2011).

The use of video technologies contributes to the effective development of rhetorical skills and helps to analyze someone else's speech; provides an opportunity to demonstrate the methods of using oratory technique, its best examples of mastery, etc., by using video speeches of world-famous speakers, video lessons, video lectures, short video materials on the art of oratory, promotes the analysis of material in classes with the participation of the teacher and the use of knowledge during independent work (Stratan-Artyshkova et al., 2022).

Distance learning deserves special attention in the modern system of professional competence formation in future psychologists (learning in a virtual learning environment). Today, in all institutions of higher education, elements of distance learning are introduced into the educational process, for example: "Visual (electronic) university", and "Virtual educational environment". Learning using modern information and communication technologies in a virtual environment ensures "teacher-student" interaction at various stages of learning, and also promotes independent work with the materials of the informational educational network. Let's name the advantages of such training: simplification of access to the necessary information and processing of professional material from all disciplines for students of education, self-testing of students of education, where they can analyze and evaluate the level of acquired knowledge, and teachers – monitor the results of educational activities (Konivitska, 2017).

The use of web technologies is an important aspect of the effective formation of professional competence in future psychologists, a necessary condition of use for the development of a methodological environment, educational and methodological manuals, methodological recommendations, etc. Their implementation in the educational process does not depend on the software, technical, or technological environment in which they are implemented, as well as on the components that they contain. Mastering the method of formation of professional competence in future psychologists using web technologies requires planned

work over a long period and careful preparation on the part of pedagogical workers (Kryzhanovskyi, 2017).

5. Inclusive learning technologies deserve attention in the formation of professional competence of future psychologists, as they contribute to the adaptation of student identity, determine the introduction of online platforms for continuous education in higher education institutions, contribute to the creation of a promising inclusive society where people can build a team (Kravchenko et al., 2022).

The technology of inclusive education is a necessary part of the education system, which helps to answer the psychologist's question of how to effectively unite different students of education in one classroom (Plakhotnik et al., 2022).

The above-mentioned technologies update students' knowledge, increase motivation, promote the development of thinking and creative abilities, and contribute to the combination of educational activities with research and creativity. They also simplify their understanding and assimilation of the content of the disciplines, form subject and informational and communication competence, are capable of innovative activities, develop creative and research abilities, flexibility and critical thinking, and promote communicative activity, i.e. contribute to the preparation of an educated, competitive specialist capable of professional adaptation in the condition's evolution of the information society.

4. Principles of technology of inclusive education.

The technology of inclusive education is built on the following principles according to:

- when completing tasks, students should pay attention to what they can do;
- learning technologies should be created based on methods aimed at students of education to meet their needs
- every person is capable of thinking and feeling;
- every student has interests, unique features, abilities, and educational needs.

The general principles of inclusive education include:

- the principle of education availability for every student;
- the principle of the strength of the tasks, by the students' capabilities and adequacy;
- the principle of orientation in the learning process to the needs of each student;
- the principle of increasing the degree of participation of each student in educational activities;
- the principle of respect for the individual characteristics of each student;
- the principle of creating conditions for improving academic performance for each student.

In our opinion, these principles of inclusive education are the basis for the creation of technologies of inclusive education, so to implement them in the educational process, they are called to work with various learners of education, to increase the level of adaptation of the educational environment for a comfortable stay due to differentiation in work with different groups; teaching methods and curriculum flexibility; creation of a support system for education seekers; use of the necessary material and technical means of obtaining an education (Kovalchuk, & Soroka, 2022).

The modern network society requires the development of an energetic, healthy, competitive, enterprising, emotionally stable personality. But nowadays, given the unstable conditions, there is not always a timely and complete solution to this goal. One of the main disadvantages of the century is stress, the presence of the human body in constant mental stress, and this disadvantage can hurt the formation of the personality, leading to the appearance of disorganization of the subject's vital activities and physiological disorders. Therefore, the development of technologies and the identification of factors that provide the opportunity to develop the sanogenic potential of an individual in stressful situations are relevant nowadays. A separate component of an individual's sanogenic potential is stress resistance, which enables a person to withstand stressful loads without negative consequences. The main strategy of self-help and psychological help in overcoming difficult crises is to overcome possible ways by stimulating independence and strengthening the attitude towards the manifestation of activity in changing the life situation and the environment. Particular attention is paid to the actualization of voluntary relaxation skills using innovative technologies, the formation of professional competence in future psychologists, training in cognitive analysis of the situation, a positive image of a stressful situation, predicting behavior depending on the circumstances, and gaining experience in applying formulas and methods of constructive response in stressful situations (Varina, 2019).

Inclusive education means equal access to education for all children, taking into account different educational needs and individual capabilities, and joint learning, including the organization of joint educational activities, educational activities, and leisure time. Thanks to inclusion, the isolation and alienation of a child with limited health opportunities from the team is reduced. The introduction of inclusion in the educational space creates problems in training highly qualified professionally competent specialists.

CONCLUSIONS

Therefore, improved and newly created competitive technologies for the formation of professional competence in future psychologists are innovations in the field of educational methods, teaching, and management of the educational process. The advantage of innovative technologies is the acquisition of knowledge, the formation of practical skills, the development of the value system of education seekers, life attitudes, ideals, professional positions, and professional worldviews.

We considered in the article: the necessary conditions for the process of training future psychologists when using heuristic methods of innovative technologies; the main trends in the development of psychological science in the context of European integration processes; the possibilities of innovative technologies for the formation of professional competence of future psychologists from the standpoint of psychological reasoning; principles of technology of inclusive education.

The most essential ways of forming professional competence among future psychologists using innovative technologies have been clarified. It is proven that the process of training future psychologists will be optimized when using heuristic methods of innovative technologies, creating psychological and pedagogical conditions. The content of such necessary conditions is revealed. The definition of innovative technologies is given; the main trends in the development of psychological science are shown; the important place of digital technologies in global education is emphasized; modern innovative educational technologies are outlined, which are necessary for the formation of professional competence in future psychologists.

Within the framework of the theoretical research, the possibilities of innovative technologies for the formation of professional competence among future psychologists were carried out from the perspective of psychological substantiation: interactive technologies (psychocorrection technologies, training technologies); blended learning technologies; design technologies; information and communication technologies (application of multimedia systems (presentation method), video technologies (computer visualization), media technologies (application of blogs, modern mass media, podcasts), hypertext capabilities (educational electronic publications), Internet resources (search reference data, necessary information, educational communication, etc.), various distance and blended learning technologies), use of web technologies); inclusive learning technologies. The positive influence of teaching psychological disciplines to form professional competence of future psychologists using innovative technologies is shown.

Prospects for further research will be directed to the global practice of digital educational technologies in the training of future psychologists.

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