

Building Future Psychologists' Art Therapy Competence While Professional Training in Higher Education Institutions

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Abstract. The article considers the issue of building future psychologists' art therapy competence during professional training in higher education institutions. The author analyzes scientists' views on the essence of the competence approach in education. The author's vision determines the interpretation of "competence" and "future psychologists' art therapy competence."

Keywords: competence approach; art therapy competence; future psychologists; professional training; higher education institution.

INTRODUCTION

The beginning of the twenty-first century has been marked by the spread of integration processes in all spheres of modern society. European country's integration in politics and economy has recently significantly impacted the education sector. Therefore, the globalization of society creates new requirements for the national education system.

The requirement of training students not only as specialists with the appropriate knowledge but also as individuals capable of effectively performing professional tasks, self-development, and self-education specifies the widespread implementation of the competence-based approach into the Ukrainian educational space. This process consecutively should facilitate the specialists' rapid adaptation to the changing conditions of professional activity and increase their competitiveness and mobility in the domestic and international labour market.

Ukrainian higher education is currently at a new reform stage, aiming to modernize the entire system of future professionals' training. From this perspective, it is necessary to completely abandon the previous higher education system and move to a new one that can meet today's requirements. One of the priority areas of devel-

opment in the education sector is the widespread implementation of a competency-based approach. Significant changes in the legal regulation of educational activities and new provisions and requirements for organizing and implementing the educational process have increased the categorical and conceptual apparatus in the academic environment. The new definitions and concepts have also been marked.

METHOD

Scientists O. Antonova, V. Bader, I. Bekh, V. Bolotov, L. Biriuk, O. Dubaseniuk, V. Kurok, R. Kurok, V. Lugovyi, O. Pometun, V. Radkevych, V. Riabchenko, and others have made an essential contribution to solving the problematic issues of implementing the competence approach in the national educational space.

Simultaneously, despite the increased attention of Ukrainian scientists to topical issues of applying the competence approach provisions in educational activity, the problems of how to implement it in future psychologists' training in higher education institutions and building their art therapy competence has remained insufficiently studied [1, 2].

The article aims to analyze how to build future psychologists' art therapy competence during professional training in higher education institutions.

RESULTS AND DISCUSSION

The analysis of regulatory legal acts on education states that the leading concept of reforming the educational system in Ukraine is to implement a competence-based approach to academic activities. Therefore, it can permit the training of future specialists who can make optimal professional decisions independently.

Introducing a competence-based approach in education becomes the readiness subject of scientific research and regulatory documents that have formed the basis for reforming the European education system. The official UNESCO documents "Convention on the Recognition of Qualifications Concerning Higher Education in the European Region," "Convention on Technical and Vocational Education," Recommendations of the European Parliament and the Council of the European Union "On Key Competences for Lifelong Learning" outline the range of key competences to built during the educational process in higher education. They indicate future specialists' readiness to perform professional duties successfully, enabling them to develop, fulfil their potential, and be actively involved in social life.

Having analyzed the scientific works, we can state that the issue of building future psychologists' art therapy competence has not had sufficient attention. In this regard, we should highlight the absence of a scientifically-based approach to the definition and its content. To eliminate the identified gaps, we will analyze the scientists' views on interpreting the competence approach in the context of future psychologists' training during their professional training in higher education institutions.

In S. Honcharenko's dictionary, the concept of "competence" (from Latin competent - appropriate, capable) is considered as a set of knowledge and skills necessary for effective professional activity: the ability to analyze, predict the consequences of professional activity, use information [3, p. 311].

In the Encyclopedia of Education, edited by V. Kremen, competence in learning is described as "a personality's acquired characteristic that contributes to the successful entry of a young

person into the life of modern society." Furthermore, this concept is interpreted as "an integrated result that involves a shift from accumulating normatively defined knowledge, skills and abilities to the formation and development of students' skills to operate practically, and apply the experience of successful activities in a particular area" [4, p. 408].

Thus, the competence approach ensures the implementation of building future psychologists' art therapy competence in current conditions. Consequently, the mentioned approach directs the educational process to form and develop an individual's key and subject competencies and promotes their social defence through professional mobility. The scientists note that "one of the competence approach features is the carrying of the attention from the learning process to its results" [5, p. 111; 6]. The Bologna Process expert S. Adam from the UK emphasizes the importance of reforming curricula, which can result in building qualifications that meet the needs of the labour market and further education. "The qualifications framework is important to help higher education institutions develop modules and curricula based on learning outcomes and credits" [7, p. 299].

"The competence approach focuses on the final result of the educational process, how to build the future teacher's or psychologist's skill to effectively use their potential (knowledge, skills, abilities, values, psychological characteristics) and external resources" [8, p. 26]. The unity of scientists' views on the decisive role of the competence approach in building competencies and competitiveness of modern teachers (psychologists) in the educational service market has been confirmed in scientific works by I. Halushchak [9], V. Kurok, [10], and by the Bologna Process expert S. Adam [6].

O. Shcherbak states that "competence characterizes the ability to solve a task effectively while activating knowledge, skills, experience, behavioural attitudes and values. The category of "ability to operate" comes to the forefront as the ability to apply knowledge in practical activities" [11].

According to H. Selevko, competence is "an integral personality's ability that manifests in his/her general ability and readiness for activity. It is based on knowledge and experience acquired in learning and socialization and focused on independent and successful participation in activities" [12, p. 140]. S. Bondar agrees with this opin-

ion and notes that "no one will act if they are not personally interested in it. The nature of competence is such that it can be manifested only in organic unity with human values, in other words, in conditions of deep personal interest in a particular type of activity" [13].

According to the Law of Ukraine "On Higher Education," the concept of "competence" is characterized as the "ability of a personality to successfully socialize, learn, and perform professional activities, which arises based on a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities" [14].

The analysis of scientific interpretations of the concept "competence" by specialists in various fields makes it possible to state that different scholars consider it as "a set of knowledge and skills," "an acquired characteristic of a personality," "the ability to solve a task effectively," "an integral ability of a personality," etc.

Driven by the interpretation of the concept "competence," legally enshrined in the Law of Ukraine "On Higher Education," this definition will be understood as "the ability of a personality to perform certain activities", as it most accurately reflects the focus of the competence approach on

training specialists who can operate effectively while performing professional functions.

We consider the future psychologist's art therapy competence as the ability of a personality to successfully perform art therapy activities, characterized by the presence of a set of knowledge on art therapy, skills and abilities to use art therapy technologies, and a value attitude to this activity that meets the requirements of a professional standard.

CONCLUSIONS

During the study, based on the analysis of the scientists' views on the sense of the competence approach, the interpretation of the concept of "future psychologist's art therapy competence" is defined. Thus, the future psychologist's art therapy competence enables him/her to perform functional duties properly and implement high-quality professional activities using the acquired art therapy knowledge and skills. This ability relies on many factors, including personal qualities, professional characteristics, education, etc.

We consider studying the structure and content of future psychologists' art therapy competence as prospects for further scientific research.

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