

The problem of training school psychologists at the University

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Abstract – our research is devoted to the professional competences of psychologists in Ukraine. As it turned out, there is no official standards for this qualification. Therefore, analyzing the international experience, we discuss the possibility of professional competences as to school psychologists.

Key words – school psychologist, competence, skills, American students, personality traits .

I. Introduction

For about two decades our universities have been preparing and producing psychologists, most of them employed in the education system. Since the early 90s of the last century the departments of psychology have been opened in many high schools and faculties because of the sharp increase in demand for practical psychologists. According to V. Bochelyuk and V. Zarytska [6], today the 36 traditional universities, 20 pedagogical universities, 30 non-governmental institutions and 15 technical universities are preparing psychologists. But can we say that this training is effective? What competences can the universities give and cannot? To make this question clear we decided to analyze and compare the requirements for the competencies that are expected from psychologists at the Western universities, including the universities of the USA, and Ukrainian.

II. Theoretical analysis of problem

First of all, it should be noted, what the concept of "competence" includes. So competence - is: 1) a set of knowledge, skills and attitudes that allow the individual to act effectively or perform certain functions to achieve certain standards in a particular industry or professional activity; 2) the ability to mobilize a particular situation knowledge and experience with regard to external circumstances; 3) the ability to apply knowledge and skills effectively and creatively to solve problems in their professional activities; 4) ability to operate efficiently, perform a task or work [4].

Competencies include everything that a person is able to learn, observe, measure, receive and practically applied, be flexible and be retrained as necessary.

According to the American Association of psychologists in an effort to move forward psychology in connection with the assessment of competence, provides the principles under which it is important that competence is positioned as a total, holistic development abilities [5].

In the 1920s the term "competence" was based on evaluation of features and approaches for prediction of human behavior. Also nowadays is made description of educational and training requirements is based on competencies for students, graduates, trainees, interns and doctors [5].

School psychologists are partner families, teachers, the responsibilities of which include creating a safe, healthy environment and a favorable learning environment[1].

School psychological services are available in a wide range. School psychologists recognize the school context as an important development. Namely:

- Possess effective approaches in teaching students;
- Have an understanding of the principles of life and organization of the school system;
- Apply psychological principles of learning and development competencies of students within and outside the school;
- Advising teachers, other school professionals and parents on the cognitive, emotional, social and behavioral performance of students;
- Diagnose and assess the need for development and develop educational programs that meet the diverse needs of the school,
- Contribute to improving relations between parents and teachers [2].

If you take into consideration the American Association of Psychologists (APA), the school psychologists receive specialized training in colleges where acquiring a bachelor's degree, and can only work assistant to psychologist. Only masters and specialists with the degree of Doctor of Philosophy have a right to work in school psychology. While studying developing these skills, which are requirements for professional competence of school psychologists:

- Active listening;
- Social sensitivity;
- Understanding the content of reading;
- Effective communication skills;
- The ability to communicate effectively in writing;
- Assessment of their work and the work of others;
- Critical thinking;
- Decision-making;
- Complex problem solving;
- Time management;
- Negotiation skills;
- The ability to instruct;
- Human resources management;
- Systems analysis skills;
- Using mathematical methods to solve related professional issues [2].

Speaking about the knowledge the American school psychologists are expected to have first of all it should be a comprehensive knowledge of psychology, therapy and counseling, excellent knowledge of English, education and training systems in the country, sociology and anthropology, mathematics, computer cybernetic technology, management, public relations and knowledge of the documents and the right to education.

What personality traits should be cultivated in the school psychologists? According to NASP (National Association of School Psychologists) first of all, this care for others, cooperation, reliability, self-control, attention to detail, independence, leadership, analytical thinking, initiative, flexibility, social orientation, resistance to stress and propensity for innovation. Relevance, its own

independence in decision making, value recognition and achievement should also have great value for school psychologists[3].

In contrast to the above, Ukrainian education system today hasn't clearly outlined the state standard of professional competencies of school psychologists. Therefore, each university independently describes the list of desired features for the psychologist that it plans to develop in the process of bachelor's or master's degree psychology. Typically these university standards are quite general, described a general list of competencies, not isolating separately competences of human resources manager, clinical or school psychologist, etc.

The general set of skills which are expected from psychologist are following [7]:

- Research skills;
- Communication skills;
- Teaching skills;
- Diagnostic skills;
- Designing skills.

G./ Panok thinks that we have a three-tier system receiving professional psychological knowledge. The first level is general theoretical preparation, study the history of psychology, general psychology, psychophysiology, personality psychology, experimental psychology, and certain branches of psychology (social psychology, engineering psychology, developmental psychology, etc.). On the second level there is special psychological preparation and expected to master the general information on methods of work in a certain direction practical psychology. The third level - a knowledge of the specialty. This level includes the skills, techniques and experience in a particular psychological techniques, such as family counseling at school, correction of deviant behavior among adolescents [6].

There are also developments of Donbass Psychologists Association, which tried to formulate the requirements for professionally important qualities psychologist and identified four blocks:

- the first unit professionally important qualities include orientation and motivation of professional activity;
- the second unit - it demands that relate to social and perceptual qualities of the perso, the ability to display true social objects, including the psychological observation;
- the third unit - the requirements for personality traits that are connected with the processing and understanding of social media.

- the fourth unit - quality requirements related to the transfer of information to the impact on other people, communication [8].

And still we cannot find any special competencies which are expected from school psychologist.

Conclusions

As we see, the Ukrainian psychology in comparison with Western, particularly American, in a way of incipience, and the issue of requirements for specialist competences in particular. Today most demands sound quite general and do not disclose the content of the competencies that are needed during the acquiring specialization including specializations psychologist in education. This issue remains open and requires detailed both theoretical and empirical study, particularly through research requirements and expectations of school staff and parents, professional skills and competencies of successful school psychologists.

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