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STUDENT-CENTERED APPROACH AS A NEW PARADIGM FOR TRAINING A FUTURE CLINICAL PSYCHOLOGIST

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INTRODUCTION

The society we inhabit is constantly changing and evolving. New content of knowledge and qualification criteria are constantly added to the modern educational space. Innovative methods for training future specialists in a new format are determined by new relationships. Ukraine's higher education is being reformed. The realities of modern times that the world civilization has faced in connection with the pandemic, local and full-scale military operations have had a particularly acute impact on the educational industry. The forms, means, methods, techniques, and methods of teaching, communication, and interaction were radically changed by teachers and applicants in a relatively short period of time. In these extremely complex conditions, the priority direction of the reformation of the higher education system has become the transition to a mixed form of education, that is, a structural, logical and holistic combination of classroom classes and distance learning using modern services, interactive and cloud technologies. Accordingly, the issue of constructive combination of traditional educational methods and innovative technologies aimed at developing competencies, partnership interaction, emotional intelligence, competitiveness, individual understanding of socio-normative, personal and professional values, and the development of professional self-awareness of the future specialist became important. Certain principles are used to harmonise higher education in Ukraine in accordance with European Space requirements. It is known that it is precisely the shift of the vector of education for the transfer of knowledge and reproduction in the formation of vital and professionally oriented competencies that can ensure the formation of a generation of people who think and work in a new way. The student-centered approach in higher education is a practical implementation of the basic principles of the Bologna process, aimed at deepening students' practical knowledge, strengthening the competence component of learning, and allows them to move from traditional learning technology –

knowledge transfer-to problem technology[1]. The transition from a traditional to a student-centered approach to teaching involves the latest educational paradigm, which is the fundamental principle of the Bolonian reforms in Western higher education and shifts priorities in the educational process from teaching (passive knowledge transfer) to learning (active educational activity of the student himself). The Law of Ukraine" On Amendments to Certain Laws of Ukraine concerning the improvement of educational activities in the field of higher education " № 392-IX defines student-centered learning as an approach to the organization of the educational process, which provides:

1. Motivating candidates for higher education to assume the roles of autonomous and accountable individuals in the educational process;

2. Establishing an educational environment that is centered around meeting the needs and interests of applicants for higher education, in particular, giving opportunities for the development of an individual educational trajectory;

3. Building the educational process on the basis of mutual respect and partnership between the participants of the educational process[2].

Today, there are many definitions of the concept of training focused on the applicant of education, but the essence of it is to significantly increase the student's responsibility for planning, training, interacting with teachers and other participants in the educational process, researching and evaluating results. The issue of improving the quality of knowledge in higher education institutions is a crucial aspect of the educational reforms in our state. The formation of a single space in higher education, which takes place in the modern information network of knowledge, motivates to improve professional, social and many other conditions, requirements and forms of the educational process that are in demand on the labour market. The public demand for the professional profile of the relevant specialist should be comprehensively outlined by increasing the targeting of educational services and clear positioning of higher education standards[3]. Moreover, in contrast to the classical paradigm of organising the educational process with traditional didactic teaching methods, when

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[1] Колот А.М. Студентоцентризм як вектор розвитку економічної освіти та підвищення якості освітніх послуг. *Студентоцентризм у системі забезпечення якості освіти в економічному університеті: тези доповідей Всеукраїнської науково-методичної конференції за міжнародною участю (2–3 березня 2016 р.)*. Київ: КНЕУ. 2016. С. 24–29.

[2] Закон України «Про внесення змін до деяких законів України щодо вдосконалення освітньої діяльності у сфері вищої освіти» (Відомості Верховної Ради України (ВВР) 2020. № 24. С. 170).

[3] Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти (ESG). Київ: ТОВ "ЦС", 2015. 32 с.

teacher control and the need to master academic content prevail, the student-centred approach now emphasises students' responsibility and activity, their certain independence in shaping the structure and volume of educational information, choosing forms of knowledge acquisition and types of academic control. The implementation of the student-centred approach in higher education is impossible without understanding the essence of the student-centred educational environment, new vectors of interaction in the student-teacher system and the features of student centrism as an innovative approach to the organisation of the educational process in higher education, which is the relevance of this study. The implementation of the student-centred approach is impossible without understanding the essence, basic ideas and tools of student-centred learning as an innovative approach to the organisation of the educational process in higher education institutions.

1. Theoretical and methodological approaches to defining the basic principles and methods of student-centered learning

Student-centered learning was proposed by F. H. Hayward as early as 1905. Developed in the work of D. Dewey (1956), in the 1980s this concept was transformed by Carl Rogers into a theory of education. The SCL is also associated with the work of Jean Piaget (developmental learning) and Malcolm Knowles (self-directed learning). Student-centered learning is based on constructivism, which involves constructing and reconstructing knowledge for effective learning. The student's creation of a meaningful product during a specific activity makes training most effective in this case[4]. Student-centered learning is also associated with transformative learning, which sees the process of qualitative change in the student as a continuous process of transformation aimed at giving new impetus and empowering students to develop their critical abilities. The introduction of student-centered education in Higher education in the context of the requirements of the European Credit Transfer and Accumulation System directs the educational process to "consistency between learning outcomes", "educational and teaching activities", "assessment methods and criteria", "development of educational programs that focus on learning outcomes, take into account the specifics of priorities Students 'expectations are based on the realism of the planned learning load, which is consistent with the duration of the educational program"; Providing the student with greater opportunities "to choose the

[4] Біляковська О. О., Біницька К. М. Студентоцентрований підхід як нова парадигма якості освітнього процесу у закладах вищої освіти. *Гуманітарний форум*. 2023. 1(1), 10–15.

content, pace, method and place of study"[5]. The focus of student-centricity is to take into account individual qualities and abilities in order to create individual educational trajectories and competence profiles. The essence of student-centricism is to create a model for the development of education, in which a candidate for higher education turns from an object into a subject of educational activity, that is, into an active participant in the scientific and educational, cultural and artistic process[6]. The following vectors define student-centricity:

– student-centricity is an active response of the educational environment to the changing needs of the labour market, the need to develop general and professional competencies necessary not only for high-quality performance of professional duties, but also for solving life problems, situations, and pressing problems of the state.

– student-centricity is a model of educational development in which a candidate for higher education turns from an object into a subject of educational activity, that is, into an active participant in the scientific and educational process.

– student-centricity-provides for the introduction of a personality-oriented learning technology to ensure the comprehensive development of the personality of a higher education applicant, taking into account their individual characteristics, abilities, interests, needs, opportunities, and individual competence profile.

– student-centricity is a new level of responsibility of a higher education institution for creating an activating educational environment that will provide high learning outcomes and develop the most up-to-date competencies for the future specialist[7].

The goal of student-centered training is to create favourable conditions for high-quality assimilation of knowledge, the formation of professional skills and competencies, while preserving the freedoms of applicants for higher education to achieve cultural and educational goals. O'Neill G. and McMahon T. believe that student-centered learning is based on the ability of students to choose educational guidelines, a high degree of their activity, problem-based learning, and equal relations between teachers and

[5] Заблоцька О.С., Ніколаєва І.М. Студентоцентризм як тренд сучасної освіти. *Наукові записки. Серія: Педагогічні науки*. 2021. Випуск 194. С. 29–33.

[6] Песцова-Світалка О. Роль студентоцентрованого навчання в системі підготовки фахівців економічних спеціальностей. *Економіка та суспільство* 2021.(34).

[7] Заблоцька О.С., Ніколаєва І.М. Студентоцентризм як тренд сучасної освіти. *Наукові записки. Серія: Педагогічні науки*. 2021. Випуск 194. С. 29–33.

students[8]. The main strategies of student-centered learning include: students' awareness of goals and activation of their activities; orientation to interpersonal interaction using discussion groups. According to N. Sinelnikova and G. Udovichenko[9]:

– "the main categories of student-centered learning are learning outcomes and competencies" as the main result of "the educational process from the point of view of really acquired knowledge and their understanding";

– "student-centered training is aimed at expanding the rights and opportunities of students, focusing on their independence, motivation, professional orientation and constant professional growth"[10];

– in student-centered learning, students "act as conscious and responsible individuals for their learning";

Brandes D., Ginnis P., S. J. Lea, D. Stephenson, J. Troy, and W. Barnes describe the principles of student-centered learning, including:

– "relying on active rather than passive learning"[11];

– "emphasis on deep learning and understanding";

– "the interdependence between the teacher and the student";

– "mutual respect in the teacher-student relationship";

– "increased student's sense of autonomy"[12];

– "responsibility and accountability on the part of the student"[13];

– "reflexive approach to the process of teaching and learning";

– "teacher-assistant and resource";

– involvement of students in project implementation, use of innovative information technologies and assessment.

The aim of student-centered training is to expand the rights and opportunities for applicants in the modern educational space, with a focus on their independence, motivation, and professional orientation. As applicants' autonomy increases, the modern future specialist becomes a

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[8] O'Neill G., McMahon T. Student-Centered Learning: what does it mean for students and lecturers?

[9] Сінельнікова Н. О. Студентоцентроване навчання як домінанта розвитку вищої освіти. *Вища освіта України: теоретичний та науково-методичний часопис: Інтеграція вищої освіти і науки*. № 1 (3), 2015. С. 212.

[10] Рябовол Л. Т. Студентоцентроване навчання: поняття, вимоги, шляхи реалізації. *Науковий вісник Льотної академії. Серія: Педагогічні науки*. 2021. № 10. С. 55-63.

[11] Barnes V. Five Steps To Create A Progressive, Student-Centered Classroom. URL: http://inservice.ascd.org/five-steps-to-create-aprogressive-student-centered-classroom

[12] Brandes D. A Guide to Student Centred Learning. Oxford : Blackwell, 1986. P. 12.

[13] Lea S. J. Higher Education Students'Attitudes to Student Centred Learning: Beyond 'educational bulimia'. *Studies in Higher Education*. 2003. № 28(3). P. 321–334.

'LIFE LIVEL LEARNER', which means they learn throughout their lives[14].

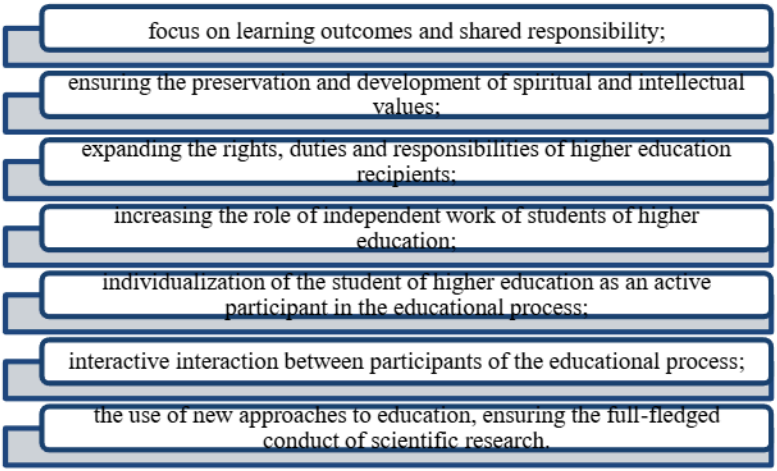

Fig. 1 Generalizing position of student-centricity

The phenomenon and process of student-centricity is both complex and multidimensional. At least four circumstances should be considered in the general description of this approach: the educational environment's active response to changing labour market needs; in this educational development model, students are transformed from objects to subjects of educational activity, meaning they become active participants in the scientific and educational process; concentration efforts should be focused on taking into account individual qualities, abilities, and the formation of individual educational trajectories, which will result in an individual competence profile; a new level of accountability for creating conditions that lead to superior learning outcomes and cutting-edge competencies.

[14] ESU. Student-Centered Learning – Toolkit for Students, Staff and Higher Education Institutions. Brussels, 2010.

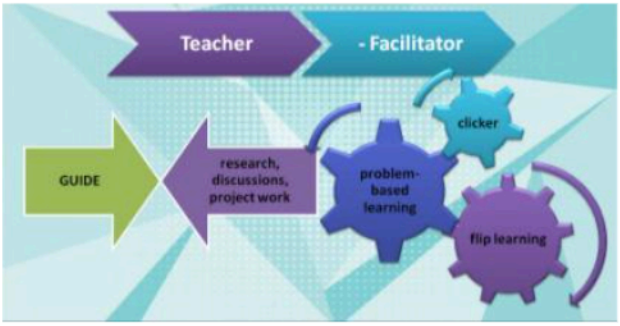

Fig. 2. Implementation of student-centered learning principles in the process of training future specialists

The student-centered direction of educational activity ensures that all conditions are created to develop the personal and professional qualities of students necessary for successful social and professional activities. The implementation of this principle in educational programs provides for: directing the educational process to the final learning outcomes reflected in the acquired educational competencies; taking into account the student's priorities in educational (scientific) programs; realistic planned learning load; providing opportunities to choose the content, pace, method and place of training[15].

The "deep approach" in teaching can be used to intensify learning to achieve maximum efficiency of this process. This approach provides for the possibility of using variable teaching methods and content; stimulating teaching and continuous self-improvement of the teacher, which emphasises his/her importance for the student and demonstrates certain competences[16]. The development of methodological, organizational, and technological support, expansion of educational opportunities, and a shift in the teacher's role are all outcomes of student-centred learning. The teacher acts as a systematizer and facilitator in the process of students internalizing theoretical knowledge and practical skills. The teacher prioritizes stimulating students' research resources through research and

[15] Edwards R. Meeting individual learner needs: power, subject, subjection. Knowledge, Power and Learning. London: SAGE, 2001. P. 123–145.

[16] Сосницька Н., Глікман С. Студентоцентрований підхід до професійної освіти в умовах сталого розвитку суспільства. *Науковий вісник Льотної академії. Серія: Педагогічні науки.* 2017. Випуск 1. С. 377–381.

project methods instead of passive information transfer[17]. Important in this context is the implementation of flip learning (inverted learning), problem-based learning (problem-based learning), and the use of clickers in the educational process. Constructivist learning theory is often associated with student-centered learning, which is both a way of thinking and a culture in a specific higher education institution. This training is characterized by innovative teaching methods aimed at promoting learning based on collaboration between teachers and students, promoting the active role of students in controlling the process of their own learning, thus contributing to the development of such personal skills as problem solving, critical and reflective thinking[18]. The use of student-centered teaching methods encompasses:

– the method of creative thinking;
– creating a problem.
– visions of the future;
– the method of coaching groups;
– image of ideas;
– summary of another student's response.

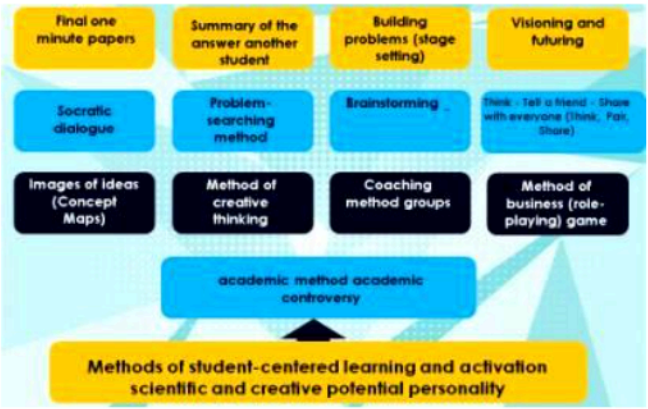

Fig. 3. Methods of student-centered learning

[17] Бойко М.М. Студентоцентроване навчання в процесі управління якістю професійної підготовки майбутнього вчителя. *ScienceRise: Pedagogical Education*. 2019. № 4(31). С. 41–45.
[18] Чумак М. Методологічні виміри студентоцентрованого навчання у сучасній вищій школі. *Особистість студента та соціокультурне середовище університету в суспільному контексті: тези доповідей IV Всеукраїнської науково-практичної конференції (18 травня 2020 р., м. Київ)*. Київ, 2020. С. 130–132.

These methods make it possible to organize the learning process more efficiently, help to develop critical thinking skills, as well as the ability to work both individually and in a team on the task at hand, increase the student's responsibility for learning outcomes and promote the development of initiative. Methods of student-centered learning and teaching are focused on individual development of the student, and methods of working in a group – on the ability to cooperate with others, establish interpersonal relationships and the ability to overcome conflicts.

When using these methods, positive changes occur:

1) for applicants of higher education:

– the role of active partners who are interested in learning is assigned, which increases their motivation to learn;

– independence and independence in choosing not only the content of training, but also the means and methods of solving tasks in the learning process is formed;

– developing the flexibility of training;

– there is an increase in responsibility and accountability on the part of students;

2) for teachers:

– there is a change in the role of the teacher, that is, more responsibility is assigned to the student, and the teacher only as a facilitator (tutor) accompanies the learning process, advises;

– the teacher constantly improves himself;

– work and teaching become more interesting and take on a new meaning.

– improving the quality of education and the status of teachers, etc[19].

Context technology is utilized in student-centered learning as well. Learning social experiences, developing mental functions and abilities, and building a system of relationships with the world around you is possible through active work. Contextual learning has two stages that are implemented. During the first stage, the student establishes a particular activity when they engage in purposeful activities to acquire the necessary knowledge and practical skills. Real professional activities should be regulated using the acquired knowledge at the second stage. Active methods and forms of learning are fully utilized in contextual learning. At the same time, all abstract models that manifest themselves within the same discipline smoothly move to something more concrete, that is, to models that reproduce professional activity as closely as possible.

[19] Рябовол Л. Т. Студентоцентроване навчання: поняття, вимоги, шляхи реалізації. *Науковий вісник Льотної академії. Серія: Педагогічні науки*. 2021. № 10. С. 55–63.

Therefore, students acquire basic knowledge and go through the process of converting theoretical knowledge into practice-oriented competencies. Contradictory situations are used as a unit of work in contextual learning. Contextual actions and norms of behaviour of people who are trying to solve a problem lead to the formation of a student.

Technologies of interactive forms of learning (virtual learning environment – VLE). The UNESCO analytical report "Sustainable development program for the period after 2015" states that in the new information age, it is higher education that should become the main element in the direction of progress, and innovations in various spheres of public activity should contain high dynamism, rapid change of knowledge, information, and technologies. Under such conditions, the social significance of higher education increases in ensuring access to high-quality education, a high level of knowledge, and the possibility of acquiring relevant skills and competencies through compliance with new higher education standards[20]. The new standards are based on a competency-based approach and share the concept of defining requirements for a specialist, which is the basis of the Bologna process and the European Commission's international project "Tuning Educational Structures in Europe". In accordance with BYOD ("Bring Your Own Device") concept, when organizing classes using mobile learning technology, respondents can use their own gadgets with the necessary software installed. Individual and group classes can be organized with the use of mobile learning technology and augmented reality. The possibility of an individual, personality-oriented approach and the availability of implementation make it justifiable to choose the appropriate concept[21]. It is known that it is the innovative way of development of society that can ensure the formation of a generation of people who think and work in a new way. Accordingly, it is important to find a constructive formula for combining traditional educational technologies and interactive, ICT, immersive technologies and mobile applications in a student-centered approach aimed at developing the competencies of a future specialist of a "new format", constructive partnership interaction, emotional intelligence, competitiveness, and professional awareness of applicants.

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[20] Сосницька Н., Глікман С. Студентоцентрований підхід до професійної освіти в умовах сталого розвитку суспільства. *Науковий вісник Льотної академії. Серія: Педагогічні науки*. 2017. Випуск 1. С. 377–381.

[21] Osadchyi V. V., Osadcha K. P., Varina H. B., Shevchenko S. V., Bulakh I. S. Specific features of the use of augmented reality technologies in the process of the development of cognitive component of future professionals' mental capacity. Paper presented at the *Journal of Physics.* 2021.1946(1).

Project-based technologies are based on the idea of J. Dewey, W.H. Kilpatrick and E. Thorndike – "learning by doing". Obtaining a finished product or an algorithm for creating it is what the end of the project is all about. Having the necessary documentation and technology is an alternative option. A project is defined by the work involved in creating it, the availability of a finished product, and ways to replicate it. A detailed study of the problem is expected when engaging in a project activity[22]. When starting a project, consider the following:

– different types of activities are used during the project execution.

– practice is a system-forming component.

– when working on a project, primary information should be the basis.

– project activities should use game elements to increase motivation and the amount of information processed.

The problem-based approach is one of the approaches used in student-centred learning. Students are tasked with solving a problem that is as close as possible to the one that could arise in a real-life situation. During the lesson, students are divided into groups, and each one is responsible not only for himself or herself, but also for other team members and the work of the group as a whole. Problem-based learning is characterized by the teacher setting up problematic tasks for students to solve instead of providing ready-made knowledge. There are always contradictions that arise during problem-based learning. They are a source of development. The purpose of problem-based learning is to develop knowledge, hypotheses, and solutions, which is why it is considered developmental. Problem-based learning facilitates the development of a mindset that aids in quickly solving non-standard competence-based tasks.

With the development of student-centered learning, the educational process has become an activity of students to gain their own experience, and the reproductive nature of learning becomes round-robin. Accordingly, the student centers ofane training:

– proclaims the student as the central figure of the educational environment of the institution of higher education, consciously and independently chooses its own educational trajectory, is responsible for its academic achievements, combines training and research work, has the opportunity, using the resources provided by the institution, to meet educational needs and interests;

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[22] Osadchyi Viacheslav , Varina Hanna. Future masters of psychology training for professional activity in the conditions of non-formal education. *Ukrainian Journal of Educational Studies and Information Technology*. 2020.8. 49–61.

– determines the priority goal of educational activities-the formation of students ‘ learning outcomes;

– provides for increasing the level of motivation, activity, autonomy, professional attitude and reflection of students;

– diversifies the educational functions of the teacher.

– transforms the educational interaction of students and teachers into a partnership;

– ensures consistency between learning and teaching through the development and continuous updating of educational programs aimed at developing students ‘ competencies and learning outcomes; syllabuses that define the goals, structure, relevance and professional orientation of the content, clear and understandable methods, requirements and criteria for monitoring and evaluating student learning outcomes, sources of necessary information;

– encourages the use of active and interactive methods, modern forms and means of teaching;

– provides for systematic monitoring of the quality of educational services;

– focuses professional training in higher education institutions on the success and competitiveness of students in the labour market[23].

2. Features of training a future clinical psychologist

According to the Ministry of Health of Ukraine, as a result of the war, prolonged exposure to stressors, and the impact of the pandemic, about 20 million Ukrainians will need psychological assistance, with about 3–4 million people requiring pharmacological treatment. According to projections, one in five individuals will suffer from negative mental health consequences after the war. It follows that today and in the post-war period, the social demand for specialists in clinical psychology and psychological rehabilitation, which was lacking in the labour market before the war, will increase due to the psychological trauma of a huge number of people. In response to the urgency and social demand to address the issue, the Ministry of Health has established multidisciplinary teams with psychology specialists who offer psychological and rehabilitation care. By Order № 1782, lawmakers included the positions of "clinical psychologist" and "psychotherapist" in the List of positions of professionals with higher non-medical education. Furthermore, they established the requirements for the specialization and specialization of

[23] ESU. Student-Centered Learning – Toolkit for Students, Staff and Higher Education Institutions. Brussels, 2010.

these professionals. Thus, in order to ensure the effectiveness of multidisciplinary palliative and rehabilitation care in the healthcare sector, the position of clinical psychologist with a higher non-medical education in the speciality "Psychology" of the field of knowledge "Social and Behavioural Sciences" was introduced.

Requirements for clinical psychologists. Persons who have received a master's degree (specialist)are allowed to work in the position of "clinical psychologist". majoring in Psychology. Condition: before January 1, 2026, the employee must complete a specialization in the specialty "Clinical Psychology". If a person who has been employed as a psychologist or practical psychologist in the health care system before January 1, 2023 and has more than five years of work experience in the health care system is transferred to the position of a clinical psychologist, they have the right to complete a specialization in the specialty "Clinical Psychology" with a reduced training period until January 1, 2026. The duration of training is determined by the institution of higher (postgraduate) education in each case separately, it can range from one to three months.

Therefore, the issue of analyzing foreign and Ukrainian models for training future clinical psychologists becomes relevant. In foreign (first of all, in American) psychology, the priority of using the definition of "clinical" is obvious for a fairly wide range of types of theoretical and practical activities of specialists, which often go beyond the competence of medicine and public health itself. In the twentieth century, several simultaneously existing and partially interacting models (paradigms) of clinical psychology were formed abroad as a result of a series of consistent actions to form this field of psychological science and practice. At the same time, the differences relate both to the system of education and training of clinical psychologists, and to the ratio of priorities and volumes in research and practical activities, as well as to competencies in the implementation of professional activities in the field of healthcare. The Boulder Conference of the American Psychological Association (APA) held in 1949 is widely acknowledged for its contribution to the training of clinical psychologists[24]. The "Boulder" model provides for university psychological education and a fairly long postgraduate training in clinical institutions and psychological practice itself (in the form of a one-year internship and three-year professional training). Such training is completed by writing and defending a dissertation with the title of Doctor

[24] American Psychological Association, Society of Clinical Psychology (Division 12). URL: http://www.div12.org/sections

(Ph. D.). D) in clinical psychology. Testing (Assessment Psychology), therapy, and research are three activities that graduates are considered prepared to perform. Recently, APA, along with the "Boulder" model, also has a "Weil" model for training clinical psychologists (after the name of the city of Vail, Colorado, where the APA conference was held in 1979), which is characterized by a more applied practical orientation ("professional model", "model of practitioners-scientists"). In this system, future clinical psychologists are trained after completing their bachelor's degree for 4 to 5 years and are provided outside the university base, in independent professional training schools ("Schools of professional psychology") in the field of clinical psychology. Mandatory supervision is included in the last year of practical training. This training is completed with the title of Professor of Psychology (Psy. D). In some states of the United States, you must obtain a license to practice in the field of clinical psychology. The practical training of clinical psychologists is given special attention in English-speaking countries. For example, the Australian Psychological Society for Masters in Clinical Psychology ("Master of Psychology (Clinical)"), graduates of specialized educational institutions ("College of Clinical Psychologists"), after a mandatory six-year training, has established a mandatory two-year supervision and practice of at least one hour equivalent to full-time employment of a certified clinical psychologist ("supervised full-time equivalent practice") in a university clinic or external institutions[25].

American models of training clinical psychologists have a significant impact on educational systems in Western European countries. Thus, in the German-speaking countries (Germany, Austria, Switzerland) in the second half of the twentieth century, clinical psychology has gone from the idea of it as a "psychology of somatic diseases" to its merger (up to identification) with psychotherapy. In these countries, the training of clinical psychologists is carried out with a mandatory specialization (less differentiated than the system of training doctors, specialists in the field of mental health), but in the case of training in psychotherapeutic interventions, basic training in psychology and medicine is actually equivalent.

In the United Kingdom, the Division of Clinical Psychology of the British Psychological Society sets the requirement for mandatory training in a Pre – Qualification Group, which can include "trainees" who do not have clinical and psychological training (pre-training roles), psychological

[25] Australian College of Applied Psychlogy (ACAP). URL: http://www.acap.edu.au/GraduateDiploma-of-Professional-Psychology.html

assistants, specialists "help of professions", graduates, and specialists studying in various accredited clinical psychology programs. At the same time, there are quite high requirements for the level of training in the bachelor's degree and a high competition for training in clinical psychological programs, even if the applicant is required to be a member of the Health and Care Professions Council (HCPC)[26].

The Society of Clinical Psychology (Division 12 of the APA) has identified 7 main areas of activity for clinical psychologists in the United States: clinical gerontopsychology, scientific theoretical clinical psychology, gender clinical psychology of women, clinical psychology of ethnic minorities, clinical psychology of emergency and clinical psychology in medical education and academic medical centers in healthcare, clinical psychology psychological diagnostics (Assessment Psychology), training and career support for aspiring clinical psychologists. At the same time, the main form of activity of clinical psychologists is their work as part of Poly-professional teams of specialists. In this case, their activities can be financed by the"regulated social insurance" (Managed Care) system, which allows health insurance companies to reimburse up to a third of expenses in the field of "psychological services in health care", which are increasingly included in medical services on a parity basis with "classical" ones medical services provided by psychiatrists. Today in the United States, the range of mental health services is represented by the exercise book "clinical psychology", "psychiatry", "psychiatric social work" and "Nursing in psychiatry"[27].

Thus, the system of training clinical psychologists and their professional activities in Western Europe and the United States is characterized by the presence of an actual need for such specialists, a long period of theoretical pre-and postgraduate education with mandatory defence of a dissertation and the assignment of Ph. D. titles D or Psy. D, significant practical training in terms of scope and content, supervision support and a fairly wide range of competencies in the course of professional activities in the field of healthcare, including independent implementation of psychotherapy practice.

In Ukraine, clinical psychologists are trained in the field of 05 social and behavioral sciences, specialty 053 psychology, at two levels of higher education-the first (bachelor's) and second (master's). Within the framework of university decentralization, training of specialists is carried

[26] Division of Clinical Psychology British Psychological Society. URL: http://www.dcp.bps.org.uk

[27] Divisions of APA. Society of Clinical Psychology. URL: http://www.apa.org/about/division/div12.aspx

out through the branching of educational programs accredited by the National Agency for Quality Assurance of Higher Education (for example, Clinical Psychology, Clinical and Rehabilitation Psychology, Clinical Psychology with the basics of cognitive behavioral therapy, etc.). The purpose of training of clinical psychologists is to train specialists to solve complex practical problems and problems in the field of mental health professionals who are able to solve complex problems and practical problems in the process of training and professional activities in the field of clinical psychology, which involves conducting scientific and project research, implementing innovations and is characterized by uncertainty of conditions and requirements, carrying out professional activities taking into account universal values and norms of professional ethics of a psychologist, for the cultivation of psychological well-being and the public good,acting based on Christian values and being sensitive to the needs of society[28]. Each educational program has its own specific requirements and focus on preparation. The generalized specificity of the educational program consists in training specialists who are competent in health psychology, psychophysiology, neuroscience, norms and pathology of mental development of the individual, psychological processes, patterns, factors, mechanisms of violation of mental activity of the individual, psychopathology, clinical and rehabilitation psychology, are prepared to work with psychosomatic problems, possess modern methods and technologies of practical training. Works of a clinical and rehabilitation psychologist, in particular classification, diagnosis, and therapy of mental disorders, emergency psychological intervention, counseling, and psychotherapy. Active research and practice-oriented environments are the norm for most educational programs. Accordingly, in the current situation, the training of future clinical psychologists is carried out through the vector of interiorization of theoretical knowledge and integrated practice-oriented approaches, which makes it possible to effectively prepare a competitive specialist to perform professional tasks, taking into account trends in social needs. Ukraine's training program for future clinical psychologists has a unique feature:

– practice-oriented approach;

– education in a professionally-oriented environment, taking into account the current needs of society and society;

– student-centered approach to applicants and development of their internal readiness for professional activity;

[28] Дорогань-Писаренко Л., Безкровний О., Лега О., Песцова-Світалка О. Універси-тетська освіта навч. посіб. Полтава: ПДАА. 2020. 142 с.

– practical application and improvement of the acquired competencies takes place in two production practices: in clinical psychology;

– the possibility of scientific growth and conducting applied research;

–implementation of traditional and innovative technologies for providing psychological assistance in the field of clinical psychology[29].

Graduates can work (according to the national classifier of Ukraine: "classifier of professions" DC 003: 2010dc 003: 2010 in the following positions:

– practical psychologist-2445.2;

– psychologist-2445.2.

– clinical psychologist-2445.2;

– chief psychologist-1232;

– junior researcher (psychology) – 2445.1;

– research assistant-consultant (psychology) – 2445.1;

– head of the Center (psychological support, social and labor rehabilitation of adults, provision of social services, etc.) – 1229.7.

According to the regional and All-Ukrainian request, graduates of the OP can work as a psychologist in health care institutions (treatment and prevention institutions, perinatal, drug treatment, rehabilitation centers, etc.); in recreational and resort institutions; inclusive resource, psychological and crisis centers; rehabilitation centers for persons with disabilities; in centers of social services for the family, children and youth, orphanages, gerontology centers; in educational institutions (pre-school, general education, professional, higher educational institutions, special ones), in the field of sports, in public and charitable organizations, other organizations of state and non -state ownership, to provide individual services to ensure comprehensive personal development of a person and strengthen his mental health. The process of training future specialists is carried out through a credit-transfer system of organizing training, research-based training, strengthening practical orientation and creative orientation. The main principles of training future specialists are student-centered, practice-oriented, academic integrity, academic mobility, etc.

Relevance, practicality, and a focus on results are the advantages of integrating clinical psychology educational programs into Ukraine's higher education system. It is also important that the increase in offers on the market of educational services will allow future graduates to get a job in psychological, rehabilitation and crisis centers, healthcare institutions,

[29] Компетентнісний підхід у професійній підготовці майбутніх психологів: моногр. / авт. кол.; під наук. ред. Лозової О.М. Вінниця: Віндрук, 2014. 184 с.

as well as engage in individual practice, providing high-quality clinical and psychological, rehabilitation and advisory assistance.

3. Practice-oriented approaches to implementing student-centered learning in the process of training clinical psychologists

Creative approach and constructive combination of student-centered learning and teaching methods (Concept Maps, creative thinking, brainstorming, visioning and futuring etc.):

– implementation of a wide range of opportunities in the formation of their own educational trajectories of applicants for higher education;

– free access to educational resources;

– formationю of students ‘ needs and encouragementю of social activity ;

– activation of the desire for scientific work.

On the one hand, the integration of student-centered teaching methods require a certain degree of readiness of teachers and applicants to interact in a new partner space, the ability to constructively build a dialogue in a modern information environment, taking into account a personalized approach. At the same time, the introduction of student-centered teaching and learning methods allows us to create a creative safe platform focused on personal success, effective self-realization and self-development, the formation of competitiveness, the development of creativity, independence and positive motivation in the process of obtaining a profession. Let’s consider practical ways to integrate traditional and innovative technologies into the training of clinical psychologists through the prism of a student-centered approach at the Bogdan Khmelnitsky Melitopol State Pedagogical University.

The introduction of professional and business game technologies is aimed at developing the ability to solve problems based on a compromise choice (business and role-playing games, simulation exercises, individual training, computer programs, etc.) that simulate the professional environment and set real professional tasks.

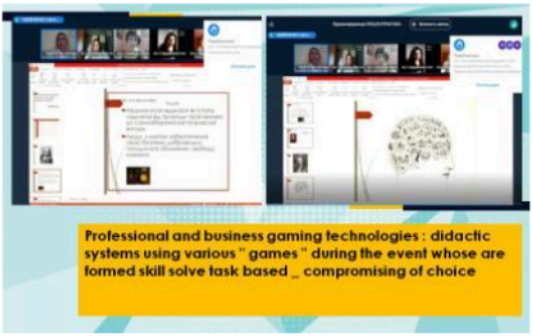

Fig. 4. Implementation of elements of gamification and professional and business games in the process of training clinical psychologists

At the current stage of the information society development, the main educational trends are highlighted, including distance and mobile learning, MOOCs, augmented reality, cloud LMS, personalization, BigData, gamification, which can change not only the content of education, but also undoubtedly affect its quality. Gamification extends to all areas of life. The modern education system in the context of transformational changes is at the peak of introducing the achievements of knowledge and technological progress. Of the five educational trends cited by Forbes magazine – distance education, personalization, gamification, interactive textbooks, and learning through video games-four belong to gamification[30]. From the point of view of taking into account the peculiarities of pandemic conditions affecting the educational process, it should be noted that with the help of distance learning technologies, the introduction of cloud technologies, it becomes possible to introduce game technologies, gamification elements in the online environment.

Team Building Technology and Psychological Brain Ring are two innovative approaches to organizing a student-centred approach. The introduction of intellectual games is meant to meet the needs of students' personalities in terms of self-knowledge, self-understanding, and stimulant the urge for further development. Interactive games "The Smartest" and "Brain-ring" are team intellectual games aimed at promoting the expansion of knowledge in the field of psychology, the

[30] Varina H., Osadchyi V., Goncharova O., Sankov S. Features of introduction of components of gamification in the course of development of constructive strategies of overcoming youth's life crises. Paper presented at the *CEUR Workshop Proceedings*. 2022. 3104. P. 87–105.

formation of positive motivation and cognitive interests, adaptive potential, intellectual abilities; encourage self-education and self-improvement, the development of cohesion and unity in the process of team building, focused on the development of emotional intelligence, solving practice-oriented problems, stimulate the development of mental performance components.

In the process of training future clinical psychologists, structural and logical technologies are actively implemented on the example of quests and webquests aimed at developing interest in active interaction and constructive communication; forming positive internal motivation; improving results through a competitive format; developing the ability to work and make decisions in a team; maintaining and improving skills using educational programs and services regulation of participants ‘ use of electronic devices for educational purposes. Relevant technologies are actively implemented in the adaptation process of first-year students, used at subject weeks and at meetings of scientific circles.

Training technologies using modern tools are directly focused on the needs of applicants for self-knowledge and self-improvement ("getting to know myself, getting to know the world"), expanded adaptation resources and increasing the resilience of future specialists. Practical classes provide an opportunity for applicants to build vectors of constructive interpersonal interaction through interactive building, develop self-reflection skills, develop self-knowledge skills, and expand their professional skills. The following training programs have been implemented with the student-centricity in mind:

– "Self-management: resilience, resourcefulness, constructive coping strategies of behaviour"

– "Peer to Peer: A World against Bullying, Mobbing, and Cyber-diction"

– "Developing the emotional culture of future specialists"

– "Innovative technologies in the work of a clinical psychologist"

– "Development of professional identity of a clinical psychologist", etc.

The implementation of transformational games is an innovative way to implement a student-centered approach. The development of professional and personal resources of a future specialist is aided by transformational psychological games that promote self-reflection and competitiveness. Consequently, teachers develop, test and put into practice the author’s developments, using the example of the author’s transformational game "Spread your Wings" (Shevchenko S., Varina H. B.), which has found its recognition at the national and European level.

Fig. 5. Introduction of transformational games in the educational process

The game "Spread your Wings" is a unique tool for changing outdated, unconstructive strategies and beliefs; a magical safe space for understanding yourself and your life, gaining strength, knowledge and experience to "spread your wings" and realize your goals, identifying and getting rid of obstacles and restrictions for their implementation. In the game, we invite applicants to work with the metaphor of a butterfly and the analogy of its cycles, each of which has its own mission.

In the process of implementing the student-centered approach, technique sand case methods, storytelling, cross-focused on activating cognitive activity in the process of solving competence-oriented and problem-based tasks are actively used. Through the integration of appropriate methods , applicants increase their positive motivation, activity, and responsibility for the results of their own actions, and form constructive coping strategies of behaviour in the field of partner interaction. Relevant methods are being actively implemented in project work and work in subgroups.

In the context of developing hard skills, augmented reality technologies are effectively introduced into the educational process and the Mobile Augmented Reality Education methodology is implemented by involving students in the design and visualisation of the future professional space through the introduction of mobile applications and gamification components into the adaptive learning system. The result is the formation of spatial thinking, visualisation of professional space, integration with the future profession.

AR applications are used to combine a wide range of virtual learning resources with a real-world environment, thus improving opportunities for

interiorization of theoretical and practical experience, influencing the personal and professional resources of future specialists. Augmented reality (AR) is a technology that allows using computer programs to create and identify a virtual layer of information with any marker or object located in the real physical world[31]. Special software tools can be used to add virtual objects of various formats to any graphic visual object that can play the role of a marker. AR technology enables the overlaying of images, text, video, and audio components on an existing image or space. The additional information obtained in this way is more often called aura, and can be read from the marker by various digital devices, such as smartphones, tablets, AR glasses and helmets, etc. AR technology has the potential to enhance the psychological and pedagogical abilities of future specialists:

– availability. AR can make your education more accessible and mobile. AR does not require any special equipment; the learning resource using AR is implemented using such technological tools that are accessible to the majority of the target audience, such as a tablet or smartphone.

– engagement. AR-based learning is personality-oriented and allows students to realize their individual abilities. Interactive, "gamified" learning using AR motivates students, increases their interest in classes, and engages students in active cognitive activity.

– cooperation. Students ‘ learning activities and their ability to learn are formed, among other things, through participation in joint groups and communities. Large AR capabilities for interactive classes encourage students to work together and develop teamwork skills.

– interactivity. AR creates a rich multi-dimensional space for learning, allowing students to explore the world in an interactive way. Students achieve the best results in learning through visualization and full immersion in the topic being studied. Thus, the use of AR improves the quality of the learning process and makes it more effective.

– integrativity. AR technology opens up new opportunities for learning theory and practicing practical skills. The practical integration of virtual and real-world experiences enriches students ‘ personality-oriented activities. The display of the simulated space and the effect of one’s own participation in virtual events make AR technology an actual pedagogical tool that is universal for all age groups and at all levels of education. In

[31] Kurt Y, Öztürk H. The effect of mobile augmented reality application developed for injections on the knowledge and skill levels of nursing students: An experimental controlled study. Nurse Educ Today. 2021.

addition, AR can make education more effective, as it promotes the integration of knowledge with reality[32].

Examples of platforms for AR simulators are: EON Reality, a software and hardware complex for working with three-dimensional images to create VR/AR training lessons for trainers, and Virtalis, software for creating educational kits. The platforms for creating educational AR content include Amazon Sumerian, BrivoVR, Engage, Visible, The AVR Platform from EON Reality (consisting of three separate products – AVR Creator, Virtual trainer and AR Assist), SecondLife, VRLively, Vrchat and High Fidelity. Zspace and Hologate are marketplaces for educational AR content. In the educational segment, the introduction of appropriate technologies in terms of creating accessible tools for users and supplementing them with interactive visual AR content can lead to increased learning efficiency, continuous professional education, implementation of a competency-based approach, formation of professionally important personality traits and access to quality education.

The MARE methodology (Mobile Augmented Reality Education) shows how to use augmented reality technologies in education. Three hierarchical layers are present in the proposed data structure: basis, functions, and results. The analysis is conducted on different methods of learning, ranging from obtaining theoretical knowledge to developing practical skills[33]. Whatever theory of learning is adopted in an educational institution, for example, the associative-reflex theory of learning or the theory of problem-based learning, for Higher Education, the main criterion for mastering knowledge is its application in practice. The level of functionality is dependent on the student's individual approach and actions, as well as their interactions with educational resources.

[32] Osadchyi V., Varina H., Falko N., Osadcha K., Katkova T. The peculiarities of the usage of AR technologies in the process of hardiness of future professionals. Paper presented at the *Journal of Physics*. 2021. 1840(1).

[33] Nincarean Danakorn & Bilal Ali, Mohamad & Abd halim, Noor & Abdul Rahman, Mohd Hishamuddin. Mobile Augmented Reality: The Potential for Education. *Procedia – Social and Behavioral Sciences*. 2013. 103.

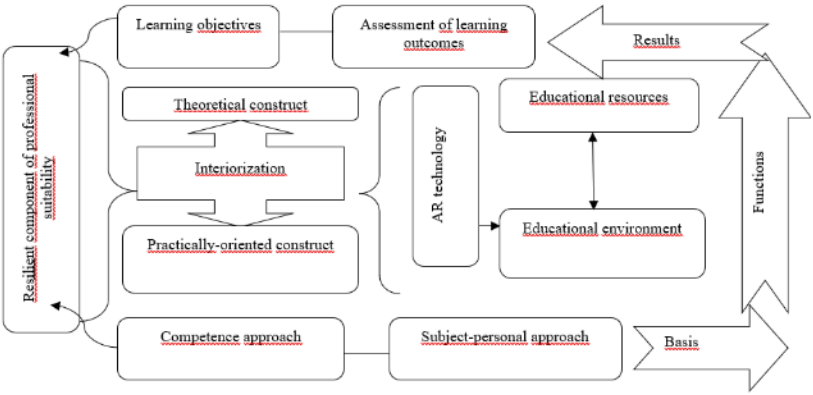

Fig. 6. Scheme of implementation of competence and subject-personal approach to the introduction of AR technologies in the educational process in the system of higher education (the basis of the MARE methodology)[34]

As can be seen from the above diagram, the field of augmented reality (AR) technologies primarily includes educational resources. These resources and their totality, which make up the educational environment, are designed to fill in the gaps between the necessary competencies and the obtained learning outcomes and contribute to the interiorization of theoretical and practical experience on the path of professional and personal development.

[34] Osadchyi V., Varina H., Falko N., Osadcha K., Katkova T. The peculiarities of the usage of AR technologies in the process of hardiness of future professionals. Paper presented at the *Journal of Physics*. 2021. 1840(1).

Fig. 7. Integration of augmented reality elements in the framework of the BOYD concept into the training system for clinical psychologists BOYD

Based on the appropriate model of integration of AR technologies into the professional training process of future clinical psychologists, the design of a professional space is proposed for the purpose of visualization.

Integration approaches in the context of modernization of educational technologies are implemented through the prism of a powerful material and technical base and consolidated interaction of educational and scientific laboratories and research and educational centers.

Fig. 8. Interdisciplinary approach in the process of student-centered learning

An interdisciplinary approach allows the implementation of effective project activities of applicants, updating the scientific and search resource in the process of conducting complex interdisciplinary scientific research, and expanding the experience of search activities.

Accordingly, the integration of traditional educational technologies and innovative interactive ones in the process of training a future clinical psychologist is focused on the possibility of implementing research, project, and educational activities in the context of adaptive personalized learning, and encourages the effect of "immersion" in the profession, the development of professional competencies and personal resources.

CONCLUSIONS

The training system for future clinical psychologists should be redesigned to meet social demand and competitiveness requirements, resulting in high-quality, flexible, and personalized educational trajectories. The student's interests and educational needs are the main focus of the educational process, which is the basis for creating a professionally oriented program. The educational process becoming more student-centered is increasingly based on what students want to achieve. Therefore, students become more independent in choosing ways to master the educational material. Information is used as a means of organizing activities, not as a means of pursuing learning goals. Through active learning, reflection, discovery, and exploration, students create their own content. The goal of achieving the highest level of basic skills and knowledge is often to emphasize intersubject connections. The teacher acts as a facilitator, not a translator of information, while the student is a subject of activity, on the same level as the teacher, and his personal development becomes one of the main educational goals. Blended learning models, which assume lifelong learning, are promoted by student-centered learning. The analysis of opportunities for implementing traditional and innovative educational technologies indicates that an integrated approach within the framework of student-centered training will help students develop the competencies they need in the changing labour market, and will allow them to become active and responsible citizens of a modern digital society. In our educational and pedagogical work with students, we use such modern search methods as online research, project method, problem solving method, "inverted learning", which form students ' ability to think independently and ensure effective interaction of the teacher with students and between students.

SUMMARY

The section of the monograph is devoted to the analysis of the features of the implementation of the student-centered approach in the process of training future clinical psychologists in the context of the reform of higher education and the increase in social demand for competitive specialists capable of effectively solving professional tasks in clinical psychology and providing psychosocial support in the process of preserving psychological health and well-being people of Ukraine. In the first chapter "Theoretical and methodological approaches to determining the main principles and methods of student-centered learning" the main principles and methods of implementing student-centered learning are considered. Features quality educational process organized on the basis of the student-centered approach is: declaring the student the central figure of the educational space of the higher education institution education; increase equal activity, motivation , professional orientation acquirers education; diversification educational functions teacher , change its role in education process; transformation educational interaction teachers in and student ; consistency and relationship between learning and teaching ; using digital technologies, interactive methods training; systematic monitoring the quality of the educational process. Student-centered learning stimulates the development of methodical, organizational, and technological support, expands educational opportunities, and also provides for a change in the role of the teacher. Accordingly, the teacher turns from a systematizer of information into a facilitator who accompanies the process of internalization by acquirers of theoretical knowledge and practical skills. In the second chapter "Peculiarities of the training of the future clinical psychologist" the foreign and Ukrainian training system of the future clinical psychologists is analyzed and compared. The main models of education in the field of clinical psychology abroad are described, attention is drawn to the structure and content of postgraduate training according to the "Boulder" and "Wei " models of clinical psychologist training in the USA, similar to training models in Great Britain, Germany, Austria, Switzerland. Important indicators of the foreign training system are summarized. A comparative analysis of educational training, status and problems of professional training of clinical psychologists in Ukraine was conducted. In the third chapter "Practically oriented approaches to the implementation of student-centered learning in the process of training clinical psychologists" practical ways of integrating traditional and innovative educational technologies in the framework of the implementation of a student-centered approach are demonstrated.

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