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**INNOVATIONS IN THE TRAINING OF EDUCATIONAL PSYCHOLOGISTS  
IN THE REPUBLIC OF BELARUS**

*The article presents the rationale for the using of innovative teaching methods, including future educational psychologists. The high rate of information aging makes their application actual. The author presents the experience of the Department of Social and Pedagogical Psychology of the Francisk Skorina Gomel State University and reveals the essence of creative-project activity through the activity of the laboratory of applied psychology and the student research laboratory «Alliance». Scientific, educational, methodical, social and volunteer projects that are implemented at the university both in academic groups and in dormitories, in other organizations and institutions of the city and region allow organizing additional professional training and expanding the range of formed professional competencies of future educational psychologists, prepare them for future professional activities. In the course of participation in projects, students get the opportunity to master psychotechnology, various forms of work with various social groups, including with vulnerable groups of the population in psychoeducation, prevention, diagnosis, counseling, correction of various psychological problems of the individual, to carry out psychological and pedagogical support for the target requests. Future psychologists, as representatives of the helping profession, have the opportunity, at the stage of primary professional development, to be involved in direct social contacts with wards, to learn and develop through direct contact, despite the active using of electronic learning tools, which allows maintaining an optimal balance of the social and digital environment. Through work in preventive, adaptation, volunteer and scientific and methodical projects, opportunities arise for start-ups and entrepreneurial initiatives, close ties are formed with various institutions and organizations, which in turn makes it possible to strengthen practice-oriented learning. The effectiveness of projects by the student research laboratory «Alliance» through the using of innovative methods of teaching future educational psychologists contributes to the transformation of the models «University 2.0», «University 3.0» into the model «University 4.0», in which the projective and creative activity of the university forms and defines the socio-cultural environment region.*

**Key words:** innovations, training of educational psychologists, methods, creative and projective activity, model “University 4.0”, student research laboratory, practice-oriented activity, volunteer activity.

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At the present stage of human development, the health of the nation is regarded as an indicator of civility of the country, reflecting the socio-economic situation of society, and it is the basic criterion for the effectiveness in all areas of human activity and social (Vaskivska H.O., 2019, p. 1947). In the system of sciences, studying a person, such a factor is the man himself, and it is necessary to study him in all the diversity of phenomena and connections with the outside world. Only under such circumstances it is possible to obtain a coherent idea of the person and the laws of its social and biological development (Palamar B.I., 2017, p. 959).

One of the characteristics of the modern social and digital educational environment is the high rate of information aging. In this regard, it is not the assimilation of a certain amount of knowledge that becomes decisive, but the mastery of the methods of obtaining it and applying it in practice, considering the rapidly changing conditions (Ogneviuk V. O., 2018, p. 5). A specialist who can apply knowledge in practice, performing certain professional and social functions, becomes competitive in the labor market. All this actualizes the application of innovative methods of teaching psychology students.

Innovations in the training of future pedagogical psychologists are implemented by teachers of the Social and Educational Psychology Department at Francisk Skorina Gomel State University through projective and creative activities within the framework of the laboratory of applied psychology and the student research laboratory “Alliance”.

At the current moment, the department is implementing 20 social and volunteer projects both at the university (in academic groups and dormitories) and in other organizations and institutions.

The project «*Vectors of Psychology*» is intended for specialists working in the field of education, healthcare, government bodies, aimed at the formation and development of psychological culture, professionally significant qualities of specialists, personal self-development, mastering communication skills, ways of self-regulation of behavior, increasing stress resistance, effective interaction and prevention conflicts, professional burnout, consultation and training of specialists on the subject of the request. One of the activities of the project is the training of multidisciplinary specialists in a family-oriented approach in the work of child protection services to ensure interagency cooperation on child protection problems, training them on the rehabilitation and reintegration of children and their families who have suffered from violence. Psychoeducation work with specialists such as educators, doctors, investigators, judges, officials dealing with cases of violence against children allows to identify violence at early stages and minimize the consequences. Another focus of the project is the psychological support of teachers from various types of educational institutions (special, preschool, secondary, higher, etc.), including assistance with the formed emotional burnout syndrome. The main forms of project implementation are activities for psychological support, scientific, methodological and educational seminars, trainings, etc.

Within the framework of the «*Psychological Workshop*» classes are held with students in sand, fairytale, drama, pet, body-oriented therapy, associative-metaphorical maps, system-vector psychology, etc., students are trained in drawing up programs of psychological support, correctional and developmental programs on request. Students have the opportunity to develop practical consulting skills with university student clients who have life difficulties or traumatic experiences, foreign students, students with special needs, gifted students. In cooperation with educational institutions students develop and test various correctional and developmental programs.

So, for example, within the framework of the workshop a correction and development program of skills for effective self-presentation of young men and women engaged in creative activities “Me and my treasures” was developed,

implemented on the basis of the Gomel Regional Palace of Children and Youth in the Club of Creative Youth. It was recognized as the winner and diploma winner of regional and republican competitions; “The program of activities of the socio-pedagogical and psychological service for working with gifted students”, “Correctional and developmental program for working with boys and girls prone to computer game addiction”, tested for 3 years on the basis of Gomel secondary schools No. 30, 44 (diploma winners of the republican competition); “Program for the development of creative abilities of primary schoolchildren through a fairy tale” for Gomel secondary school No. 1, “Correctional and developmental program for the development of motor skills in primary school children” for Narovlya secondary school No. 2; “Correctional and developmental program for optimizing self-esteem of senior preschoolers with speech disorders” for Gomel nursery-kindergarten No. 148; “Program for the correction and development of the emotional sphere and self-esteem of older preschoolers” for Gomel nursery-kindergarten No. 81; “Program for the correction and development of visual perception of primary schoolchildren” for the Dovsk secondary school and others.

The project «*For the Healthy Lifestyle*» is designed to prevent and correct various forms of addictive behavior among young people and minimize their negative impact; the formation of positive attitudes in relation to a healthy lifestyle, strategic motivation (long-term prospects) and the traits of an improving personality, able to independently cope with psychological difficulties and life problems. Teaching important skills of resistance to the negative effects of the social environment, self-control, development and maintenance of interpersonal relationships, constructive conflict resolution, self-knowledge and self-development helps prevent relapses and their negative consequences in adolescents and young people with experience of addictive and violent behavior. The project is being implemented in institutions of general secondary and higher education by a branch of the department, opened on the basis of the State Institution “Gomel Regional Center for Hygiene, Epidemiology and Public Health”.

The project «*Youth for the Safety*» is implemented jointly by specialists in the prevention and elimination of emergency situations, crisis psychologists of the Center for Propaganda and Training under the Gomel Regional Department of the Ministry of Emergencies and the University and is aimed at creating and developing a culture of personal behavior in emergency situations, aimed at ensuring self-safety and self-security, society and state safety and security; formation and development of professionally significant qualities of specialists in the field of life safety, their erudition and competence; development of the necessary knowledge, abilities, skills and human

actions in dangerous and emergency situations, mastering various methods of countering various types of violence, including as crisis psychologists.

The target audience of the responsible parenting project «*Daddy Can*» are young men studying at the university. It doesn't matter if young people are married, have a couple or not. The main thing is the desire to form and develop a conscious parental position, positive fatherhood. Within the framework of the project, work is being carried out to identify the psychological readiness of students for marriage and family relations and fatherhood; psychoeducation of young men in the field of education and upbringing, rules for caring for a child; the formation of pedagogical competence and psychological culture in the field of parent-child relations; increasing sexual culture and the formation of positive attitudes towards the preservation of reproductive health. The work on the formation of effective parenting seems to be a topical area of activity. The main forms of work are organizing and conducting group discussions, trainings, role-playing games, modeling effective social behavior, psychological theater, teaching the use of psychotherapeutic techniques. In such classes, it is possible to work with couples. Many girls have expressed an interest in participating together and working to learn parenting roles.

«*The Safe Childhood*» project emerged as a response to the existing problem of modern society — an increase in the number of crimes against the sexual inviolability of minors. Within the framework of the project, teachers and students carry out work on psychological education of teachers, parents and children on the topic of the project, trainings, a video and information booklets have been developed. At the same time, the authors tried to take into account age characteristics, therefore, the materials and exercises were prepared for younger students, adolescents, high school students, school students, colleges and university students. An important aspect is work with parents and teachers, including the socio-pedagogical and psychological services of educational institutions, since only joint and concerted actions can help prevent crimes against the sexual inviolability of minors (Shatiuk T., Novak N., 2019, p. 183).

Adults should understand that absolutely any child can become a victim, but there are children who fall into the hands of rapists more often than others. These are obedient children of strict parents, who instilled in them that “the elders are always right,” and therefore such children cannot refuse anything to adults. Gullible children may agree to help find an escaped kitten, play a new computer game at a criminal's house, or watch cartoons. Introverted, abandoned, lonely children can become easy prey, because for the attention shown to the child, the child can go anywhere. Children who seek to appear adults attract pedophiles and pedosexuals by showing signs

of early adulthood as a message: I want to experience the same as adults. Adolescents whose parents condemn and punish a child for the manifestation of awakened sexuality are drawn to an adult who “helps” to relieve tension and becomes a “best friend.” Children with an interest in thug romance need special attention from adults who need to limit contacts with a “risk group” — convicts, alcoholics, drunkards, drug addicts, etc., even if they are neighbors or distant relatives. It is important to teach your child to say “NO!” and come up with a family password as a signal in a dangerous situation. These and other points are worked out in training sessions.

The aim of the «*Hands of Kindness*» project is to help people with disabilities (children with visual impairments, elderly people with multiple chronic diseases), which is implemented by students of the new specialty “Social work (socio-psychological activity)”.

The work is carried out using art therapy techniques (drawing, coloring, applique, origami, using balloons, making collages and joint drawings). Also, during the project, students learn in practice the elements of game therapy, puppet therapy, sand therapy, fairy tale therapy, clown therapy, music therapy.

The project «*I am a student now*» is designed to adapt freshmen to the conditions of a higher education institution in order to form a stable positive self-esteem; teaching ways of self-regulation, relieving nervous tension, improving the functional state; mastering effective methods of self-help to overcome a crisis life situation (Muzyka O. O., 2020, p. 133). The project is being implemented by senior students for first-year students, including psychologists. Since any university is faced with the problem of adaptation of freshmen, the project has gone beyond the university and successfully provides assistance to colleagues (especially those who do not have a psychological and pedagogical education) and students of other institutions of higher education. In the classroom, first-year students reveal the essence of the problems of the adaptation period, help is provided to change the nature of their perception, groups of “risk” are determined, work is carried out to develop the motives of educational activities and to understand the correctness of the professional choice made, to master adequate ways to overcome and prevent maladjustment, develop programs for achieving success. The acquired new adaptive skills, behavioral self-regulation skills and personal qualities contribute to professional development, vigorous activity. «It was found that there is a direct relationship between self-efficacy and experience of achievement» (Muzyka O. L., Muzyka O. O., Stavytska S. O., Stavytskyi G. A., 2021, p. 99).

“*Psychological club*” was created for students of non-psychological specialties, classes are held once a week on a previously known topic by teachers of the department and psychology students. Original

themes (“Aggression: fighting our own and defending ourselves from someone else’s”, “Friendship between a man and a woman”, “Girls from Venus, boys from Mars”, “A dragon named Loneliness: a parable, myth or reality?”, Etc.) and classes of freshmen adaptation, body-oriented psychotherapy, the development of self-confidence, as well as the forms of conduct (trainings, forum theaters, diagnostics) allow to unite like-minded people and lovers of psychology. But in the end, it turned out that the regulars of our classes were students from all faculties, regardless of the profile of training, and senior psychology students act as assistants to both trainers and participants. Classes in the club help the personal development of the participants and lay the foundations for their future acmeological self-improvement.

The project «*Adaptation of foreign students*» provides psychological support for foreign students at the stage of inculturation and adaptation. Psychological assistance to foreign students is aimed at increasing social activity, strengthening the social position of the individual, forming a system of value attitudes and orientation, eliminating secondary personal reactions to emerging difficulties of intercultural adaptation, forming tolerance to frustration and adequate mechanisms of psychological defense, mitigating the difficulties of intercultural adaptation, and implementing smooth integration. to the host society. The implemented correctional and developmental programs teach foreign students the skills and methods of behavior for adequate interaction with representatives of the host culture, which is very different in most parameters: religion, language, traditions, values; awareness of the value of one’s own and someone else’s culture; aimed at creating a positive attitude towards intercultural differences; development of communication skills in intercultural interaction, strengthening social ties; teaching intercultural understanding and tolerant behavior in interethnic relations.

The project «*I am the same as you*» was originally intended for psychological support of children with special needs and their parents. The physical and psycho-emotional stress of parents providing care for children with special needs often leads to special emotional states that give rise to crisis situations. At the same time, the experience of working on the project showed that it is necessary to organize psychological support for teachers who experience great psychological stress and are prone to professional burnout more than their colleagues from ordinary educational institutions, therefore, within the framework of the project, correctional, developmental and training sessions are carried out not only for children with disabilities, but also for parents and teachers on the prevention and correction of emotional burnout, teaching various

methods of coping with stress and self-regulation of behavior. One of the results of the project was the creation of a department branch the on the basis of the state educational institution “Gomel Regional Center for Correction and Development Education and Rehabilitation” (Khakhomov S., Beizerau U., 2015, pp. 69, 71).

Projects «*Prevention together*», «*We are for life!*», «*Psychological prevention of addictive behavior in the student environment*», «*Prevention of addictive behavior in the youth environment*» are intended for students with the aim of preventing and correcting various forms of addictive behavior in the youth environment and minimizing their negative impact; the formation of positive attitudes to a healthy lifestyle in adolescents and young people; the formation of strategic motivation (long-term prospects) in adolescents and young people and the traits of an improving personality, capable of independently coping with psychological difficulties and life problems. Teaching important skills of resistance to the negative effects of the social environment, self-control, development and maintenance of interpersonal relationships, constructive conflict resolution, self-knowledge and self-development helps prevent relapses and their negative consequences in adolescents and young people with experience of addictive and violent behavior. Within the framework of the projects, work is being carried out in order to increase the competence of adolescents and young men who find themselves in various difficult life situations, to improve their emotional state. The main forms of work are psychoeducational events, actions, trainings, counseling, as well as thematic weeks of psychoprophylaxis of suicidal and addictive behavior, which are conducted by student volunteers (Shatiuk T. G., Korotkevich O. A., Novak N. G., 2017, pp.56-57).

Preventive project «*My lifestyle today is my health and success tomorrow!*» was organized by the Ministry of Education of the Republic of Belarus and F. Skorina GSU became the first experimental site in the country. The project is based on the principle of “peer educates peer”. In addition to experienced specialists (valeologists, epidemiologists, narcologists, psychologists), the participants of the project are volunteers of the “FOR a healthy lifestyle” squad, who work as tutors. The aim of this project is to form the priority of the value of a healthy lifestyle among students using innovative forms of preventive work. In the course of the project, motivational attitudes are formed on the priority value of health and a healthy lifestyle in the scale of personal values; activation of youth in addressing issues of promoting a healthy lifestyle; the formation of socialization skills aimed at preserving their own health. The project is being implemented jointly with the Gomel Regional Center for Hygiene, Epidemiology and Public Health.

Student integrative psychological theater “MOON” was created to reveal the creative potential of students, study pressing problems of the social order, increase the level of psychological culture of pupils and youth through interactive mini-performances and performances on psychological topics with their subsequent analysis. The performances are dedicated to contemporary problems of youth: addictions, fears and social phobia. Theater “MOON” is a multiple winner and diploma recipient of various competitions.

The “*Young Family Club*” was created for students with the aim of preparing young people for the conscious creation of a “psychologically healthy family” and the development of an adequate family image for young spouses. The work is carried out in several directions: educational, diagnostic and motivational. In the club’s classes, students are introduced to the peculiarities of the premarital period, the choice of a spouse and risk factors for marriage, the problems of a young family, family development cycles, the concept of “family image” and the peculiarities of its formation, the psychology of the development and upbringing of children, the destructive tendencies of family and marriage, especially overcoming family conflicts.

During the classes, a moral and responsible feeling for the creation of family relations is developed, the value of the family, sexual culture and the prevention of sexually transmitted infections are increased, violations of parent-child relations are prevented, work is carried out to understand the model of one’s own family and the need to “work” on relationships, the formation of motivational readiness to enter into marriage and family relations and to “work” on relationships.

The “*Funny nose*” project is one of the oldest, in which students not only from the Faculty of Psychology and Pedagogy participate, but also from other faculties of the university. It started as a project “Psychological support of children undergoing treatment in hospitals”, continues with the support of the Italian association of hospital clowns “*Viviamo in positivo*”. Within the framework of the project, internships and seminars are held by Italian specialists, at which students learn methods of laughter, clown and play therapy, practical training in effective ways of establishing contact with a child, using the mechanisms of action of surprise, improvisation, magic and contrast, and interaction with him. Special exercises for emancipation, trust, cycles of various trainings, allow everyone to feel like a child, look at the world with different eyes, which allows organizing psychological support for children. Bright events in the life of our city, the apotheosis of the project’s activities are the annual city-wide days of the “Red Nose”, organized in the central park in conjunction with the Gomel Regional Palace of Children and Youth Creativity. Often the work of “*Funny nose*” volunteers is carried out

at the preliminary stage of psychological support for children in crisis situations.

“*Socio-psychological resocialization of war veterans, labor and disabled people through retro therapy*” is a project to increase the adaptive potential and quality of life of elderly citizens and disabled people through the use of retro-therapy technology.

The program has a psychotherapeutic focus and is designed for elderly and elderly people, as well as disabled people who want to increase their adaptive potential, emotionally replenish their lives. The proposed program of psychological assistance to the elderly is based on the systematization and assimilation of modern psychological research on the problem of social and psychological resocialization of elderly people. Psychological assistance to the elderly helps to improve the quality of life and adaptive resources of the elderly by improving the psycho-emotional state, meeting the need for recognition and respect, increasing self-esteem and self-esteem, restoring the meaningfulness of life, preventing loneliness, and developing a more optimistic outlook on life.

Thus, the participation of students of the Faculty of Psychology and Pedagogy in the work of the student laboratory makes it possible not only to strengthen their theoretical base, expand their professional erudition, but also to consolidate professional skills and abilities, to develop their own socio-psychological activity, which allows students-members of student’s research laboratory (SRL) “*Alliance*” achieve success in future professional activities and in life in general. SRL can become a platform for youth initiatives and innovations, especially in the field of social projects. The economic benefit of the developed projects and models of psychological support for university students is delayed and indirect in the formation of the psychological health of the individual and the nation as a whole, which allows in the future to ensure high efficiency of life both in terms of the development of the human potential of the individual and for the development of personality as a professional and specialist.

To strengthen the practice-oriented teaching and increase the professional competence of students, part of the classes are conducted on the basis of the departments’ branches in the Gomel regional center for correctional and developmental education and rehabilitation, the Gomel regional center for hygiene, epidemiology and public health, the Center for social services for the population of the Central District of Gomel”, which, along with other educational and health care institutions, enterprises and organizations of the Republic of Belarus, act as platforms for research and practical work of students.

The results of the projects are highly appreciated both at the republican level and outside the Republic of Belarus. Student projects became winners in various

competitions (there are grand prix, 1st and 2nd degree diplomas) held by the Ministry of Education of the Republic of Belarus, Gomel regional and city executive committees, the Department of Internal Affairs, as well as victories at international competitions.

Three times (in 2003, 2010, 2020) the student's research laboratory "ALLIANCE" became the winner among scientific associations of students and was awarded grants from the special fund of the President of the Republic of Belarus for the social support of gifted students in the amount equivalent to 10 thousand dollars (twice) and 25 thousand dollars. The funds allocated this year were used to purchase equipment for a sensory room, for sand and art therapy, for psychodiagnostics and counseling, which will enhance the quality of scientific research and practical training of future specialists.

The results of the project activities are regularly covered in the newspapers «Gomel University», «Gomel Truth», «Teacher's Newspaper», «Gomel News».

Thus, the use of innovative teaching methods in the process of becoming a professional specialist (experience using various technologies, participation in projects, work in SRL, participation in scientific and methodological seminars of the department outside the curriculum, etc.) allows you to provide

high quality training, facilitate professional adaptation. The experience of participation in innovative project activities received by students of psychology allows them to master various forms of work with children, parents, youth, teachers, families in psychoeducation, prevention, diagnosis, counseling, correction of various psychological problems of the personality, to carry out its psychological and pedagogical support using various psychotechnologies.

The implementation of projects allows future psychologists, as representatives of the helping profession, to be included in direct social contacts with their wards, to learn and develop through direct contact, despite the active use of electronic teaching aids, which allows maintaining an optimal balance of the social and digital environment.

Thus, through creative and projective activity, educational and scientific processes are implemented at a new level, opportunities for start-ups and entrepreneurial initiatives appear, close ties with various institutions and organizations allow practice-oriented training. The use of innovative teaching methods for future educational psychologists contributes to the transformation of the "University 2.0", "University 3.0" models into the "University 4.0" model, in which the projective and creative activity of the university forms and defines the socio-cultural environment of the region.

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**Шатюк Т. Г.**

### **ІННОВАЦІЇ В ПІДГОТОВЦІ ПЕДАГОГІВ-ПСИХОЛОГІВ У РЕСПУБЛІЦІ БІЛОРУСЬ**

У статті подано обґрунтування використання інноваційних методів навчання, у тому числі майбутніх педагогів-психологів. Високий рівень старіння інформації робить їх застосування актуальним. Автор представляє досвід роботи кафедри соціальної і педагогічної психології Гомельського державного університету імені Франциска Скорини та розкриває сутність творчо-проектної діяльності через роботу лабораторії прикладної психології та студентської наукової лабораторії «Альянс». Наукові, освітні, методичні, соціальні та волонтерські проекти, що реалізуються в університеті як в академічних групах, так і в гуртожитках, в інших організаціях та установах міста та області, дозволяють організувати додаткову професійну підготовку та розширити коло сформованих професійних компетенцій психологів, підготувати їх до майбутньої професійної діяльності. У ході участі в проєктах студенти отримують можливість оволодіти психотехнологіями та формами роботи з різними соціальними групами, у тому числі з уразливими групами населення, з питань психоосвіти, профілактики, діагностики, консультування, корекції різноманітних психологічних проблем особистості, здійснювати психолого-педагогічний супровід цільових запитів.

Майбутні психологи, як представники допоміжної професії, мають можливість на етапі первинного професійного становлення залучатися до безпосередніх соціальних контактів з підопічними, вчитися та розвиватися через безпосередній контакт, незважаючи на активне використання електронних засобів навчання, що дозволяє підтримувати оптимальний баланс соціального та цифрового середовищ. Завдяки роботі в превентивних, адаптаційних, волонтерських та науково-методичних проєктах з'являються можливості для стартапів та підприємницьких ініціатив, формуються тісні зв'язки з різними установами та організаціями, що, в свою чергу, дає змогу посилити практико-орієнтоване навчання. Ефективність проєктів студентської науково-дослідної лабораторії «Альянс» через використання інноваційних методів навчання майбутніх педагогів-психологів сприяє перетворенню моделей «Університет 2.0», «Університет 3.0» у модель «Університет 4.0», в якій проєктно-творча діяльність університету формує та визначає соціокультурне середовище регіону.

**Ключові слова:** інновації, підготовка педагогів-психологів, методи, творчо-проектна діяльність, модель «Університет 4.0», студентська науково-дослідна лабораторія, практико-орієнтована діяльність, волонтерська діяльність, проєктно-творча діяльність.

Стаття надійшла до редакції: 22.10.2021р.

Прийнято до друку: 27.10.2021р.