
The Main Trends in the Formation of Psychological Competence in the Process of Teacher Training

Kateryna Kruty¹, Larysa Zdanevych², Iryna Desnova³, Olena Blashkova⁴, Mariia Zameliuk⁵

Mariupol State University, Khmelnytskyi Humanitarian-Pedagogical Academy,
Communal Institution of Higher Education «Lutsk Pedagogical College» of the Volyn
Regional Council

Abstract

In the dynamic landscape of education, this research explores contemporary trends in teacher professional development, focusing on the integration of psychological principles, inclusive education, cultural competence, socio-emotional learning, and technology integration. The primary aim of this research is to investigate the integration of psychological principles and the emphasis on inclusive education in current teachers training. The methodology employed in this study utilizes a qualitative research design. The selection of a qualitative approach is based on its capacity to facilitate an in-depth analysis of scientific literature. The results reveal a widespread adoption of the identified trends in teacher professional development. Integration of psychological principles enhances educators' understanding of diverse learning needs, while an emphasis on inclusive education fosters equitable and supportive learning environments. Cultural competence, socio-emotional learning, and technology integration contribute to a more holistic approach to teaching. The research concludes that the integration of psychological principles and the emphasis on inclusive education positively impact teacher effectiveness and student outcomes. The identified trends contribute to the formation of culturally competent, adaptable educators capable of addressing diverse student needs. The study underscores the importance of ongoing support, resources, and systemic commitment to maximize the practical application of these trends.

Keywords

Teaching, psychological competence, digitalization, key trends, education.

¹Doctor of Science in Pedagogy, Professor of the Department of Preschool Education, k.krutii@mu.edu.ua

²Doctor of Pedagogical Sciences, Professor, Head of the Department of Pre-School Pedagogy, Psychology and Professional Methods, Faculty of Pre-School Education and Psychology, Department of Pre-School Pedagogy, Psychology and Professional Methods larisazdan@ukr.net

³ PhD in Pedagogical Sciences, Associate Professor, Head of the Department of Practical Psychology, i.desnova@mu.edu.ua

⁴ PhD in Pedagogical Sciences, Associate Professor of the Department of Practical Psychology, o.blashkova@mu.edu.ua

⁵ PhD in Pedagogical Sciences, Senior Lecturer, zamelukmaria@gmail.com

1. Introduction

In the ever-evolving landscape of education and professional development, the cultivation of psychological competence among individuals undergoing training has become an increasingly crucial focus. The rapid advancements in technology, globalization, and the changing nature of work demand a nuanced understanding of psychological factors that contribute to effective professional performance. As societies undergo rapid transformations, the demand for skilled and adaptable professionals has never been more pronounced. Beyond technical expertise, contemporary workplaces emphasize the significance of psychological competence – the ability to understand oneself, relate to others, and navigate complex socio-professional environments. This shift in emphasis reflects the acknowledgment that success in the modern workplace is contingent not only upon technical proficiency but also on interpersonal skills, emotional intelligence, and resilience. Consequently, exploring how psychological competence is formed during specialist training becomes essential to align educational practices with the evolving needs of the workforce.

Numerous studies have underscored the importance of psychological competence in professional success. Harahap and Ardi (2023) researched teachers' communicative competence, particularly in the context of English language teaching, highlighting its importance in effective classroom communication. Almås, Bueie, and Aagaard (2021) explored the concept of Professional Digital Competence, building on the idea of digital competence and its relevance in professional contexts. Kantor and Proekt (2021) presented a theoretical and experimental model for enhancing teachers' psychological readiness to create an inclusive educational process at the university level. Ross, Thomson, McDonald and Le (2010) wrote about focuses on the development of the Cross-Cultural Competence Inventory (3CI), aiming to assess individuals' cross-cultural competence and enhance intercultural communication skills. Makino (2019) investigated the impact of psychological games on the nonverbal communication skills of young individuals, shedding light on potential strategies for skill development. Zeng, Li and Li (2023) explored how learning environments influence the thinking styles of prospective teachers, emphasizing the importance of creating conducive learning environments for effective teacher development. Research has shown that professionals with high emotional intelligence are better equipped to handle workplace challenges, build effective teams, and adapt to organizational changes. Additionally, investigations into the impact

of stress, burnout, and work-life balance have highlighted the need for comprehensive psychological training to foster resilience and well-being among specialists. The analysis of existing research underscores the multidimensional nature of psychological competence and its integral role in shaping the professional landscape. Despite the growing recognition of the importance of psychological competence, there remains a gap in understanding how contemporary training effectively cultivate these skills in specialists. The research problem at hand involves examining the existing methodologies, identifying potential shortcomings, and exploring innovative approaches to address the psychological aspects of professional development. By doing so, this research aims to contribute to the refinement of training strategies, ensuring that specialists are adequately equipped to meet the demands of the modern workplace. The main focus of this work is on analyzing such research questions:

1. What are the main trends observed in the development and formation of psychological competence during the process of teachers' training?
2. How do these identified trends impact the overall effectiveness of professional development initiatives for teachers?

The primary aim of this research is to investigate and analyze modern trends in the formation of psychological competence during the training of specialists. To achieve this overarching goal, several specific tasks will be undertaken. These tasks include:

1. Reviewing current literature on psychological competence and its relevance in professional settings.
2. Determining the meaning of psychological competence.
3. Describing the main trends in the development and formation of psychological competence in the process of teachers training.
4. Assessing the potential impact of the identified trends on the overall effectiveness of professional development initiatives.

By addressing these tasks, this research endeavours to contribute valuable insights to the ongoing discourse on the evolution of training methodologies and the cultivation of psychological competence among specialists in the contemporary professional landscape.

2. Literature Review

The literature on the formation and development of psychological competence in the process of teacher training encompasses a diverse range of studies that shed light on key aspects of this crucial educational endeavour. For example, in the study by Zdanevych, Pisotska, Honchar, Myskova and Kazakova (2022), the role of self-learning in practical training among preschool teachers is examined. This provides insights into the significance of self-directed learning in the professional development of preschool educators. In the work by Zdanevych, Kruty, Tsehelnik, Pisotska and Kazakova (2020), the focus is on the formation of key competences in the training process of preschool education specialists. This study provides insights into the foundational skills and knowledge required for educators specializing in preschool education. Another contribution by Zdanevych, Chagovets, Aprielieva, Prytuliak and Yaroslavtseva (2020) delves into fostering psychological readiness in student educators for working in inclusive groups at preschool institutions. This work explores several strategies and interventions aimed at enhancing the psychological preparedness of educators in inclusive educational settings. Dmeterko & Amatieva (2023) researched the main directions of development of psychological competence of teachers, providing insights into various aspects and pathways for enhancing psychological competence among teachers. The study contributes to understanding specific areas crucial for teachers' psychological competence development, offering practical implications for training programs and interventions. In addition, Harahap & Ardi (2023) focused on teachers' communicative competence, a vital component of psychological competence, and its relevance in the teaching profession. The paper discusses the role of communicative competence in fostering positive teacher-student relationships, with findings guiding the development of communication-focused training for teachers. Kruty, Zdanevych, Pisotska, Desnova and Molnar (2023) explore the implementation of innovative educational technologies in the training of specialists in pedagogy and psychology, drawing from European experience. This research discusses the integration of modern teaching technologies in the preparation of educators. Hrytsiuk, Magdysyuk, Zamelyuk and Podoliak (2021) contribute to the discussion by examining the peculiarities of professional culture development in modern youth in Ukraine. While not directly focused on teacher training, understanding youth perspectives and cultures inform effective pedagogical approaches.

The work by Holiuk, Kruty, Desnova, Blashkova and Korylchuk (2022) addresses the problems and prospects of forming digital competence of future scientific and pedagogical workers through gamification in the European Union. This study completed discusses the role of digital competence in the training of educators. In addition, Kruty, Rodiuk, Desnova, Blashkova, Pakhalchuk, Holiuk and Stulika (2023) discuss the transformation of life and personal values systems of modern Ukrainian youth. While not directly related to teacher training, understanding societal shifts and values can contribute to a broader perspective on the challenges and opportunities in educating the youth.

Moreover, Hrechanyk (2020) examined the psychological and pedagogical conditions of future primary school teachers' cultural competence formation in professional training. Cultural competence, a crucial aspect of psychological competence, is explored, and the study informed strategies for incorporating cultural competency training into teacher education programs. Kantor & Proekt (2021) addressed the inclusive educational process at the university, presenting a theoretical and experimental model of teachers' psychological readiness. The paper explored how teachers can be prepared for inclusive environments, contributing findings that guide the development of teacher training programs focused on psychological readiness for inclusive practices. Kosheleva (2019) delved into determining the content and structure of psychological competence of future Ukrainian language and literature teachers. The study offered insights into the specific needs of language and literature teachers, contributing to the design of targeted interventions for developing their psychological competence. In summary, the authors in these studies researched diverse aspects of psychological competence development among teachers, offering practical implications for training programs and interventions in various educational contexts. Currently, there are few comprehensive overview works that would summarize the principles and aspects of forming psychological competence. However, the topic is not fully explored. The main gaps in the research are issues related to the identification and summarization of the main trends and instruments of the formation of psychological competence.

3. Materials and methods

Research design

The methodology for this study on involves a qualitative research design. The qualitative approach is chosen as it allows for an in-depth analysis of scientific papers, aiming to

identify and synthesize key trends and principles related to psychological competence in teacher training.

Data collection and selection of scientific sources

1. Inclusion criteria

- A) Utilized scientific databases: Google Scholar, Taylor and Francis, IndexCopernicus, Crossref, Scopus, WoS, Sherpa Romeo and others relevant libraries.
- B) Keywords used for source search: “psychological competence”, “teacher training”, “education”, “formation”, “educational psychology”, “psychological stability”, “psychological readiness”, “youth”, “skills”, “technologies”, digitalization.
- C) Date range for source selection: The search was conducted within the last ten years to ensure the inclusion of recent studies and contemporary perspectives.

2. Regional limitations

No specific regional limitations were applied initially to capture a diverse range of studies. However, the initial analysis revealed significant regional variations, therefore there were chosen papers from scholars from Europe and Asia.

Data Analysis

The data analysis process involves a systematic review and qualitative content analysis of the selected scientific papers. The steps include literature review, coding and categorization, synthesis and interpretation, quality assessment and reporting (See Table 1).

Table 1. The steps of data analysis

Step number	The name of the stage	- Description
First step	Literature review	- Reviewing scientific papers related to psychological competence in teacher training. - Identifying key themes, trends, and theoretical frameworks
Second step	Coding and categorization	- Developing a coding scheme to categorize information based on identified themes. - Coding relevant sections of each paper to extract meaningful insights.
Third step	Synthesis and interpretation	- Synthesizing information from coded data to derive overarching trends and principles. - Providing interpretations based on the synthesized findings.
Fourth step	Quality Assessment	- Assessing the quality of the selected scientific papers based on criteria such as methodological rigor, relevance, and credibility.

Fifth step	Reporting	<ul style="list-style-type: none">- Summarizing the main trends and principles in the formation of psychological competence in teacher training.- Presenting the findings in a clear and organized manner, aligning with the study's objectives.
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Source: *Author's development*

To sum up, this research design ensures a systematic and rigorous analysis of existing scientific literature, offering a comprehensive understanding of the main trends in the formation of psychological competence in the context of teacher training.

4. Results

The psychological preparation of a teacher is an indispensable prerequisite for the effective execution of their professional duties. Central to pedagogical activities is the integration of psychological principles, emphasizing the importance of understanding the psychological development of students (Liakhovets et al., 2023). Consequently, for adept educational management, prospective teachers must possess a comprehensive understanding of the psychological nuances associated with age-related transformations (Zaitseva, 2021). Beyond this, they should be well-versed in contemporary psychological and pedagogical research, along with proficiency in modern educational technologies. A crucial facet of their preparation involves envisioning the psychological processes involved in knowledge acquisition. In order to constructively shape their teaching approach, aspiring educators must possess a clear understanding of the professionally significant qualities required for effective teaching and mature communication skills (Korniichuk et al., 2021). The cultivation of stress resistance, receptiveness to new experiences, and psychological flexibility takes precedence in the psychological training of future teachers. Furthermore, recognizing the fundamental role of psychological well-being in the teaching profession, our approach underscores the importance of equipping teachers with the ability to foster resilience, embrace novel challenges, and adapt to varying psychological demands (Slobodianiuk, 2021). This multifaceted preparation not only enhances their teaching efficacy but also contributes to a positive and nurturing learning environment. The significance of teachers possessing psychological competence cannot be overstated, as it entails their ability to comprehend and adeptly respond to the psychological needs of students (Voss & Kunter, 2013). This competence extends to utilizing psychological knowledge to bolster the psychological and social well-being of children under their care. It goes beyond a mere skill set; psychological competence

represents a distinct form of reflective competence, embodying the teacher's capacity to engage effectively with students by perceptively understanding the motives behind their behavior, discerning emotional states, recognizing needs, and considering age-specific developmental characteristics (Dmeterko & Amatieva, 2023). This multifaceted competence encompasses a spectrum of knowledge, including developmental psychology, interpersonal interaction skills, and the capability for emotional and self-regulation. It goes beyond a theoretical understanding, requiring practical application in the complex and dynamic context of the classroom.

The development and formation of psychological competence in the process of teacher training involve several key trends that reflect the evolving understanding of the role psychology plays in education (See Fig. 1)

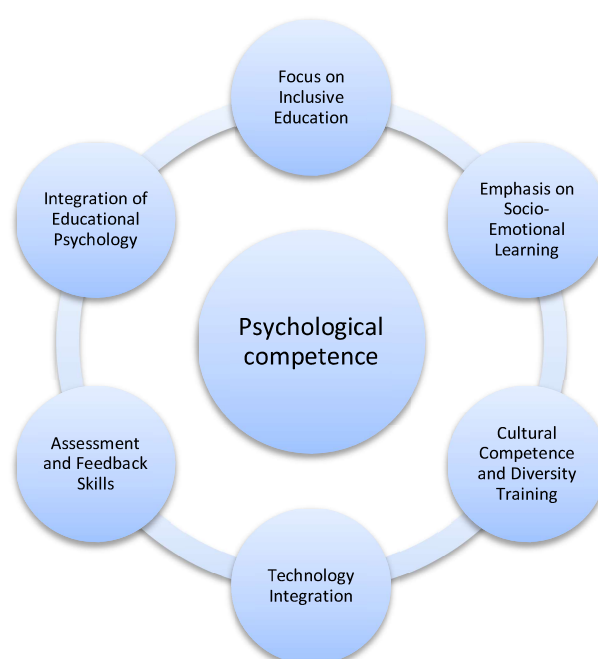


Figure 1. Key trends of the development and formation of psychological competence
Source: Author's development

So, as can be seen from Figure 1, an important trend in the formation of psychological competence of future teachers is integration of educational psychology in their system of training. Teachers training increasingly emphasize the integration of educational psychology into their curricula. This involves equipping teachers with a deep understanding of how students learn, develop, and acquire knowledge. By incorporating principles from educational psychology, teachers can better address individual differences in learning styles, cognitive abilities, and socio-emotional development (Makino, 2019). Hence, the integration of educational psychology into teacher training

involves incorporating psychological principles and theories into the understanding and practice of teaching. This integration aims to equip teachers with a deep understanding of how students learn, develop, and acquire knowledge, allowing them to make informed decisions in the classroom (See Figure 2).



Figure 2.Key aspects of the integration of educational psychology in their system of training future teachers.

Source: Author's development

In summary, the integration of educational psychology into teacher training provides educators with a foundation in psychological principles that informs their instructional decisions, classroom management strategies, and overall approach to teaching. This integration enhances the teacher's ability to create a supportive and effective learning.

Nowadays there is a growing emphasis on inclusive education, recognizing and addressing the diverse needs of students. Teachers are trained to understand and apply psychological principles to create inclusive learning environments that accommodate different learning styles, abilities, and cultural backgrounds (Maciej, 2023). This trend promotes the idea that effective teaching requires an understanding of the cognitive and emotional aspects of each student. In addition, emphasis on socio-emotional learning (SEL) in teacher training is a significant trend that recognizes the importance of addressing students' social and emotional well-being alongside academic content. Socio-emotional learning focuses on developing essential skills and competencies related to self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. Table 3 shows the key aspects of the emphasis on SEL in teacher training.

Table 3. Main principles of the emphasis on SEL in teacher training

Principles	Description
Definition of SEL	A modern teacher training provides a clear understanding of what socio-emotional learning entails. SEL involves the acquisition of skills and attitudes that enable individuals to understand and manage their emotions, build positive relationships, make responsible decisions, and navigate social situations effectively. Teachers learn how to integrate these principles into their teaching practices.
Creating a Positive Classroom Climate	Teachers are trained to foster a positive and inclusive classroom climate that promotes a sense of belonging and emotional safety. Strategies for creating a supportive environment include implementing class meetings, incorporating mindfulness practices, and using positive behavior reinforcement. A positive classroom climate contributes to students' overall well-being and enhances their capacity for learning.
Teaching Emotional Intelligence	Teacher training emphasizes the importance of cultivating emotional intelligence in students. This involves helping students recognize and understand their emotions, express themselves appropriately, and empathize

	with others. Teachers learn to integrate activities and discussions that promote emotional awareness and regulate emotions in the classroom.
Conflict Resolution and Relationship Skills	SEL training equips teachers with skills to teach conflict resolution and positive relationship-building. Teachers learn how to facilitate constructive communication, mediate conflicts, and encourage teamwork and collaboration among students. These skills contribute to a harmonious classroom environment and prepare students for successful social interactions in and beyond school.
SEL Curriculum Integration	Teacher training programs often introduce specific SEL curricula and frameworks that teachers can integrate into their lesson plans. These curricula are designed to systematically address socio-emotional skills and competencies, providing a structured approach to SEL implementation in the classroom.
Individualized Support for Students	Recognizing that students have diverse socio-emotional needs, teachers are trained to provide individualized support. This may involve implementing personalized strategies to help students develop self-regulation skills, manage stress, and navigate social challenges. Teachers learn to identify signs of emotional distress and respond appropriately to support the well-being of each student.
Parent and Community Involvement	SEL training extends beyond the classroom to involve parents and the broader community. Teachers learn strategies for communicating with parents about socio-emotional development, fostering partnerships with families, and engaging the community in activities that support students' social and emotional growth.

Source: Vincent (2021), Miri, Dastjerdi, Asadi Younesi and Pakdaman (2023).

Hence, the emphasis on socio-emotional learning in teacher training recognizes the interconnectedness of academic success and emotional well-being. By integrating SEL principles into their teaching practices, educators contribute to the holistic development of students, preparing them not only for academic achievement but also for success in their personal and social lives.

Another important trend in the development and formation of psychological competence in teacher training is the emphasis on developing cultural skills or cultural competence. Teacher preparation increasingly highlights the awareness of educators to work with diverse student populations, taking into account cultural, linguistic, and socio-economic factors (Lang, 1992). This involves cultivating psychological competence to

navigate cultural differences, promote equity, and create an inclusive classroom that respects and values diversity.

Future teachers undergo training to develop cultural awareness and sensitivity, understanding the impact of culture on learning styles, communication preferences, and social interactions within the classroom. Linguistic competence is also emphasized, with teachers learning strategies for effective communication in multilingual classrooms (Ross et al., 2010). The consideration of socio-economic factors is integrated into teacher training, recognizing the challenges faced by students from different socio-economic backgrounds. This includes strategies to create an equitable learning environment that accommodates varying levels of economic resources among students. Moreover, the implicit bias recognition and mitigation form a crucial aspect of the training, helping teachers identify and address biases that may influence decision-making and classroom dynamics (Hrechanyk, 2020). The goal is to create a fair and unbiased learning environment that treats all students with respect and equity. In addition, inclusive curriculum development is promoted, encouraging teachers to integrate literature, historical events, and cultural references from a variety of backgrounds into their lessons. This fosters a sense of belonging and representation for students from diverse cultural backgrounds. Modern scholars also emphasized that family and community engagement are encouraged, with teachers learning strategies for building partnerships that support students' diverse needs (Miri et al., 2023). This involves recognizing and respecting the cultural practices of students' families and involving them in the educational process. Moreover, equity-oriented teaching practices are promoted, with teachers adjusting methods, assessments, and classroom management strategies to ensure fairness and equal opportunities for all students. Culturally responsive pedagogy is a key component, connecting curriculum content to the cultural backgrounds of students (Slobodianiuk, 2021). This approach acknowledges and values students' cultural experiences, making education more relevant and meaningful for all students. Conflict resolution strategies in diverse settings are part of the training, helping teachers navigate disagreements and promote open communication among students from diverse backgrounds (Slobodianiuk, 2021).

Therefore, the emphasis on cultural competence and diversity training in teacher preparation aims to create educators who are not only aware of the diverse backgrounds of their students but also equipped with the skills to navigate, appreciate, and leverage this diversity in the classroom (Hurska & Parshyn, 2023). By fostering inclusive

practices, teachers contribute to a positive learning environment that respects and values the richness of cultural, linguistic, and socio-economic differences among students.

With the growing prevalence of technology in education, teachers training are placing a heightened emphasis on integrating psychological principles into the realm of digital learning environments (Makino, 2019). This involves a comprehensive understanding of how technology can be effectively harnessed to enhance the learning experience for students. Teachers undergo training to grasp the psychological underpinnings of digital learning tools and platforms, considering factors such as cognitive load, attention span, and memory retention (Maciej, 2023). They explore strategies to leverage technology in a way that aligns with principles of effective pedagogy, ensuring that the incorporation of digital tools is purposeful and supports learning objectives. Moreover, the training addresses the nuanced impact of screen time on students' well-being. Teachers learn to recognize signs of digital fatigue, eye strain, and other potential adverse effects associated with prolonged exposure to screens. Psychological principles guide educators in promoting a balanced and healthy use of technology, taking into account the developmental stages and individual needs of students (Zeng et al., 2023). A critical aspect of technology integration training involves addressing cyberbullying and fostering digital citizenship (Zaitseva, 2021). Teachers learn how to navigate the psychological aspects of online interactions, understanding the potential impact on students' mental health and well-being. This includes strategies for creating a safe and respectful digital learning environment, promoting responsible online behavior, and addressing instances of cyberbullying through both preventative measures and effective intervention. Furthermore, the training delves into the role of technology in personalized learning, accommodating diverse learning styles and abilities (Ross et al., 2010). Teachers explore how adaptive learning platforms and educational apps can be tailored to individual student needs, fostering a more personalized and engaging educational experience (Makino, 2019). The psychological principles incorporated into technology integration training also extend to considerations of accessibility. Teachers learn to address potential disparities in access to technology among students, ensuring that digital tools are implemented in a way that promotes inclusivity and equitable educational opportunities (Zaitseva, 2021). (See Table 4).

Table 4.Integration of technology in teacher training: key psychological aspects

Aspect	Description
Psychological Principles	Understanding cognitive load, attention span, and memory retention in the context of digital learning tools
Balanced Screen Time	Recognition of potential adverse effects of prolonged screen time and strategies for promoting a healthy use
Addressing Cyberbullying	Strategies for recognizing and addressing cyberbullying, fostering digital citizenship, and safe online behavior
Personalized Learning	Exploring the role of technology in adapting to diverse learning styles and abilities through personalized tools
Accessibility Considerations	Addressing disparities in technology access to ensure inclusivity and equitable educational opportunities

Source: Voss & Kunter (2013), Dmeterko & Amatieva (2023).

In essence, technology integration in teacher training encompasses a multifaceted approach, incorporating psychological principles to guide educators in leveraging digital tools effectively. This ensures that technology is not merely a supplement to traditional teaching methods but a thoughtful and pedagogically sound enhancement that aligns with the psychological well-being and learning needs of students in the digital age.

At the same time, in response to the evolving understanding of education and psychology, teacher training places a strong emphasis on refining assessment and feedback skills rooted in psychological principles. Teachers are guided in using both formative and summative assessments effectively, with an emphasis on understanding not just the mechanics but also the psychological impact on student motivation and self-efficacy (Harahap & Ardi, 2023). Modern teachers are trained to provide constructive and meaningful feedback that transcends mere grades, aiming to guide students' understanding and improvement. The incorporation of psychological principles in feedback strategies underscores the importance of cultivating a positive and supportive learning environment.

Additionally, teacher training underscores the use of assessment data to inform instructional decisions. This involves interpreting assessment results through a psychological lens, recognizing individual student needs, and adapting teaching methods accordingly. The objective is to establish a feedback loop where assessment data becomes a valuable tool for tailoring instruction, addressing learning gaps, and promoting overall

student success (Liu & Siteo, 2019). Hence, the focus on assessment and feedback skills ensures educators are well-prepared to apply psychological principles in evaluating student progress and providing effective feedback for ongoing improvement.

The identified trends in teachers training, such as the emphasis on cultural competence, socio-emotional learning, technology integration, and lifelong learning, can collectively have a significant impact on the overall effectiveness of professional development initiatives. Table 5 assessed the potential impact of these trends.

Table 5. Assessment of the potential impact of current trends

Integration of Educational Psychology	
<i>Positive Impact</i>	Enhances teachers' understanding of how students learn and develop, enabling more informed instructional decisions. Teachers equipped with psychological principles can create effective learning environments, tailor teaching strategies to diverse needs, and address behavioral challenges more proactively.
<i>Challenges</i>	Requires comprehensive training to ensure teachers can effectively apply psychological theories to their teaching practices. The implementation might face resistance if not accompanied by adequate support and resources.
Emphasis on Inclusive Education	
<i>Positive Impact</i>	Promotes a more equitable and supportive learning environment for students with diverse needs. Teachers trained in inclusive education can create classrooms that accommodate different learning styles, abilities, and backgrounds, fostering a sense of belonging for all students.
<i>Challenges</i>	Implementation may require changes in curriculum, assessment practices, and classroom management. Ensuring that teachers have the necessary skills and resources to support inclusion is crucial.
Cultural Competence	
<i>Positive Impact</i>	Enhances educators' ability to understand and address the diverse needs of students from various cultural backgrounds, fostering a more inclusive and equitable learning environment.
<i>Challenges</i>	Implementation may require ongoing support and resources to ensure sustained cultural competence development among teachers.
Socio-Emotional Learning	

<i>Positive Impact</i>	Equips educators with skills to address students' socio-emotional needs, potentially improving classroom climate, student well-being, and academic performance.
<i>Challenges</i>	Requires a shift in traditional teaching approaches and ongoing support for teachers to integrate SEL practices effectively.
Technology Integration	
<i>Positive Impact</i>	Enhances teaching methodologies, providing teachers with tools to engage students, individualize instruction, and stay updated on educational advancements.
<i>Challenges</i>	Necessitates ongoing training and support to keep up with rapid technological changes and potential disparities in access to technology.
Assessment and Feedback Skills	
<i>Positive Impact</i>	Improves educators' ability to assess student progress accurately, provide meaningful feedback, and use data to inform instructional decisions.
<i>Challenges</i>	May necessitate a cultural shift in how assessments are traditionally viewed, and ongoing training is crucial to ensure effective implementation.

Source: author's development

The overall effectiveness of professional development initiatives can be greatly enhanced by a holistic approach that integrates these trends. However, successful implementation requires a commitment to provide educators with ongoing support, resources, and a conducive learning environment. Additionally, addressing potential challenges, such as resource constraints and resistance to change, is essential for maximizing the positive impact of these trends on professional development initiatives.

5. Discussion

The study demonstrated that in the modern world, the formation of psychological competence among teachers is an important aspect. The obtained results indicate that the modern paradigms of the development of pedagogical thought indicate the wide integration of digital systems in the training of modern teachers. These conclusions confirm the results of other researchers. In particular, Liu & Siteo (2019) and Iskakova (2023) also concluded about the importance of the psychological factor during professional training, assessed the importance of how studying how the use of digital

tools affects how much information students can process, how long they can pay attention, and how well they can remember what they learn. Likewise, Pasko & Pukhno (2019), while considering psychological training and transformations in teacher training, noted the importance of such a factor as cyberbullying recognition and digital citizenship. It is about developing ways to identify and address cyberbullying, as well as promoting responsible and safe behavior online. This opinion is also proven in the proposed study, where attention is drawn to a deep theoretical basis for countering cyberbullying in the organization of training.

The obtained results of the theoretical study confirmed the results of empirical measurements carried out by Almås, Bueie and Aagaard (2021). The authors presented the perspectives of students regarding their development of professional digital competence during teacher education (TE) and explore their suggestions for improving TE to better prepare them for careers in a digital context. The findings reveal that student teachers utilize a wide array of digital technologies during TE, experience a variety of digital teaching practices, and engage in discussions related to digitalization. They also apply digital knowledge in their personal lives. While some students request more technical support during TE, most express a desire for TE to involve them in more critical discussions about the educational opportunities and challenges presented by digitalization. The proposed study also proves a fairly high level of mastery of digital competence, which is a significant positive aspect for the further development of teachers' psychological skills. Instead, Allehyani & Algamdi (2023) note problematic elements in the use of modern digital platforms (especially ChatGPT). In the proposed study, it is noticeable that modern digital competences make it possible to work with modern digital innovations without harming the psychological state.

The thesis of Zaitseva (2021) will require further discussion. She wrote that the combination of motivational, cognitive, and technological elements forms the foundation of a teacher's preparedness to integrate innovative educational technologies. This readiness is a personal trait that influences teachers' effectiveness and their commitment to enhancing their professional skills. Leveraging contemporary online tools offers the potential to inspire students, boost their motivation for independent language learning, overcome language barriers, and foster a positive attitude towards acquiring a foreign language (Zaitseva, 2021). The proposed article notes that psychological training is also extremely relevant for modern teachers, especially if they have to work in difficult conditions. Therefore, the theses proposed by Zaitseva (2021) are quite debatable. Also,

this study does not support the opinion that one of the areas of development of psychological competence is the updating of teachers' knowledge about the age characteristics of students at different stages of development (Dmeterko & Amatieva, 2023). The results of this study demonstrated that such a general practice can exist, but it is important to consider individual differences between students. Age-related development can manifest itself in different ways for different children, and flexibility in dealing with the different learning styles and needs of students can also be key. In addition, the context in which teachers work can influence how effectively they can apply new age-specific knowledge. The realities of the school environment, resource limitations and other factors can become a challenge for the practical implementation of knowledge (Holiuk et al., 2022). Therefore, despite the importance of developing teachers' psychological competence, a debate may arise regarding how this knowledge is integrated into practice and how best to take into individual characteristics and educational conditions account.

Hence, the novelty of the research lies in the study of scientific literature and the definition of key trends of the development and formation of psychological competence. Also, based on the analysis, the assessment of the potential impact of current trends was determined. Based on this, integration of technology in teacher training (key psychological aspects is proposed).

However, the paper has different limitations. For example, proposing methodology can be limited by such principles. First of all, timeframe is a hard issue. The study is limited to the last ten years to include the most relevant studies and contemporary views. Another important thing is geographic limitations. The works of scientists from Europe and Asia are mainly selected to take into account significant regional differences. To search for sources, the following keywords are used: "psychological competence", "teacher training", "education", "formation", "educational psychology", "psychological resilience", "psychological readiness", "youth", "skills", "technology", "digitalization". That's why geographic criteria restrictions can make the results less universal or less applicable to other contexts or countries. Limiting the time range or data sources can lead to a lack of important information or studies that could add value to the research. This indicates the need for further research. In particular, promising directions are the further definition of digitalization as an important element of the formation of the main trends in the formation of psychological competence in the process of teacher training.

6. Conclusions

Hence, the research has revealed that contemporary trends in teacher professional development include the integration of psychological principles, a focus on inclusive education, as well as an emphasis on developing cultural competence, socio-emotional learning, technology integration, and equipping teachers with assessment and feedback skills based on psychological principles. These trends not only align with the current demands of education but also have the potential to positively impact the effectiveness of teacher professional development. The integration of psychological principles enables teachers to better understand and address psychological aspects in teaching and interacting with students. The emphasis on inclusive education stimulates the creation of learning environments where every student has the opportunity to thrive successfully. It is noted that cultural competence and socio-emotional learning skills make teachers more prepared to work with diverse student populations, fostering understanding and relationships in the classroom. The utilization of technology improves the learning process and prepares students for the modern information age.

Significantly, the development of assessment and feedback skills based on psychological principles can significantly enhance the quality of the educational process and provide an individualized approach to each student.

The overall conclusion emphasizes that the integration of these trends in teacher professional development contributes to the formation of highly qualified, adaptable, and culturally competent educators capable of effectively implementing innovative pedagogical approaches and ensuring the success of every student.

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