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## ПРИНЦИПИ ПСИХОЛОГІЧНОЇ ЕКСПЕРТИЗИ ОСВІТИ

**Анотація.** Стаття присвячена обґрунтуванню засад гуманітарно-психологічної експертизи освіти, базовими для яких є основні положення загальної психології та інших галузей психологічної науки. Автори звертаються до висвітлення теоретичних аспектів наукового забезпечення гуманітарно-психологічної експертизи освіти, які визначають основні принципи її реалізації. У статті представлено аналіз принципу системності навчальної кампанії, реалізація якої спрямована на аналіз навчальної практики з усією сукупністю внутрішніх і зовнішніх зв'язків, у яких вона існує як цілісна система. Розкрито принцип багаторівневого аналізу, що дає змогу розглянути методи психологічної експертизи та визначити їх місце і роль у системі. Авторами актуалізовано значущість принцип детермінізму, який є особливістю здійснення психологічного аналізу, отриманого під час дослідження психологічних явищ. Він передбачає не тільки констатацію результату, здобутого в ході дослідження явища, але й аналіз причин і змін у процесі його існування. У статті розкрито принцип об'єктивності та міждисциплінарності, в основі якого лежить уявлення про цілісність природи освітньої сфери як гуманітарної системи, яка на основі експертного дослідження також набуває цих ознак.

Система підготовки практичних психологів уможливує реагувати на нагальні потреби соціальної практики в підготовці до діяльності практичних психологів, розуміти її зміст, методи та форми здійснення. Водночас автори статті акцентують увагу на існуючій соціокультурній реальності, яка потребує переосмислення вітчизняного та зарубіжного досвіду, стратегій досліджень, моделей, теоретико-методологічної, методичної підготовки психологів для проведення гуманітарно-психологічної експертизи.

У висновках статті автори зауважують на спеціальній місії експертизи як способу пізнання об'єктивної дійсності, що охоплює всі сфери суспільного життя, у тому числі й освіту, та передбачає реалізацію спеціальної професійної позиції, яка є поєднанням психологічної науки і практики.

**Ключові слова:** гуманітарно-психологічна експертиза, експертна діяльність психолога, принципи, експертиза освіти.

## PRINCIPLES OF PSYCHOLOGICAL EXPERTISE OF EDUCATION

**Abstract.** The article is devoted to substantiation of the principles of humanitarian and psychological expertise of education, for which the basic provisions of general psychology and other branches of psychological science are basic. The author refers to the coverage of theoretical aspects of scientific support of humanitarian and psychological expertise of education, which determine the basic principles of its implementation.

The system of training of practical psychologists make effective enough to respond to the urgent needs of social practice in preparation for the practical psychologists activity, understand its contents, methods and forms of implementation. At the same time, the existing socio-cultural reality requires a rethinking of domestic and foreign experience, research strategies, models, theoretical and methodological, methodic' practical training psychologists to conduct humanitarian and psychological examination. The article deals with the principles of humanitarian and psychological expertise of education, for which the base



is the fundamental position of psychological science and practice. Presented by the principle of systematic study campaign, the implementation of which is aimed at analysis educative practice with the whole set of internal and external relations, in which it exists as an integrated system. Principle of tiered analysis allows us to consider some of the middle of the system and to determine their place and role in system. Principle of the determinism, which is a feature of the implementation of the psychological analysis of each obtained during the examination of the phenomenon, not only provides a statement of each obtained in the course of the examination of the phenomenon, but and analysis of the reasons for its existence. The principle of objectivity is purposed to insight into the phenomenon at the same time without making that is typical to the researcher – the inner participant of the conception knowledge process. The principle of interdisciplinary is based on the idea of the integrity of the nature of the educational sphere as the humanitarian system, which is based on the expert study also acquires the characteristics of interdisciplinary. The principle of practical orientation suggests the importance and the need to bridge the gap between theoretical knowledge in practice, taking place in the psychological and pedagogical sciences. The further research will be scheduled in the direction of the theoretical and methodological understanding of humanitarian and psychological expertise of education.

**Keywords:** humanitarian and psychological expertise, psychologist expert activities, principles, expertise of education.

## INTRODUCTION

**The problem formulation.** In the conditions of intensive transformation of modern society, sharp intercultural and social tensions the consideration of the human factor, spiritual experience and motivation of development of human capital, efficiency of social investments becomes decisive. In the modern information society it is not so much about the conditions of physical survival and social justice, but it is about ensuring a full life, personal psychological comfort, which is based not only on addressing issues of material well-being and physical health, but also psychological well-being based on the possibility of ethnic, religious, age self-determination. All of the mentioned presupposes the objective need to introduce into social practice the institution of humanitarian expertise, which allows to assess the possible (positive or negative) consequences of socio-economic, political and other decisions for personal development.

**Analysis of recent research and publications.** Works dedicated to solving this problem have recently appeared in the psychological and pedagogical scientific literature (O. Anisimov, S. Bratchenko, V. Panok, V. Slobodchikov, V. Levy, Y. Shvalb). Most of these authors focus on the study of mainly applied aspects of expert activity in the field of education, bypassing its theoretical foundations.

**The purpose of the article** is to substantiate a special form of scientific and practical knowledge – humanitarian and psychological expertise of education and determine the principles of its implementation.

## RESULTS OF THE RESEARCH

The purpose of psychological expertise of education as a special method of diagnostic study of educational processes and phenomena is to serve as a means of such self-knowledge and reflection on its development. An important task that needs to be addressed is to determine the principles of -psychological expertise of education, for which the basic are the fundamental provisions of general psychology and other branches of psychological science. Based on the relationship between psychology and the practical application of special psychological knowledge in education, it is important to analyze the scientific support of psychological expertise of education, which determine the basic principles of its implementation. Among the principles are the following: The principle of a systems approach, The principle of level analysis, The principle of interdisciplinarity, The principle of practical orientation.

The principle of a systems approach. The specificity of using a systematic approach in expert activities is that it orients the researcher to reveal the integrity of the object of examination and the mechanisms that provide it, to identify a variety of types of connections of a complex object and bring them into a single theoretical picture. Combining all the accumulated empirical material and individual theoretical concepts into a system with common principles, the examination allows not only to trace new connections, but also using a systematic approach, to connect them with knowledge from other fields of science and human activities. Since we are interested in the examination of the pedagogical system, it should be emphasized that the latter takes into account the whole pedagogical population as a whole.

In this context, I. Zyazyun's position that "education can be considered as a social system that functions and develops according to its own laws, which have a number of features, including purposefulness, integrity, structure, interaction with the environment and other systems, becomes important. At the same time, education is a pedagogical system, because at its center is Man, a multitude of people; way of functioning - pedagogical activity. The system has a pedagogical potential that allows to achieve the results of education and upbringing, really possible in specific social conditions; it is able to develop, acts as a multidimensional, multivalued, open, existing in time and space» (Zyazyun, 2007, p. 18). Regarding the selection of essential features of the innovative pedagogical system, we are inclined to the research proposal of V. Yasvin, who uses a «system of psychodiagnostic parameters» to examine the educational environment, distinguishing five basic parameters: latitude, intensity, modality, awareness and stability, as well as six parameters of the second order: emotionality, generalization, dominance, coherence, activity, mobility (Yasvin V., 2001, 78). In addition, the author introduces the parameter of principle, which in terms of methodological whole, due to the specifics of the object of analysis, and the author additionally introduced a new parameter - «modality of the educational environment», which is qualitative and semantic characteristics application of vector modeling technique, where the criterion is the presence or absence of conditions and opportunities for the development of activity (or passivity) of the child and his personal freedom (or dependence) (Yasvin, 2001, p. 79).



Thus, a systematic approach to the examination of education can be considered as a comprehensive methodological tool, the specification of the principles of dialectics, and, above all, the principle of systematization at the level of special scientific knowledge and social practice.

The principle of level analysis. This principle allows in the middle of the system to consider individual subsystems that reflect mental phenomena (mental properties, states, processes), as well as to determine their place and role in the system. Based on the theoretical position of the systems approach that systems analysis is essentially a methodology of cognition based on wholeness and integrity, the principle of level analysis can be presented in the form of a set of methodological tools for implementing a systems approach at the subject level or practice. Under this approach, most of the studied systems, including pedagogical innovation systems, are systems of organized complexity, in which strong nonlinear interactions predominate. Therefore, the study of such systems on the basis of using the classical approach of mental or real division of the studied object into components, which allows the possibility of restoring or assembling the object from them, for the most part, is irrational and impossible. Under these conditions, in the practice of scientific research it is customary to follow the following rules: 1) systems belong to classes of different levels of complexity; 2) all logical and empirical laws valid for the lower level system must also apply to any higher level system; 3) the higher the level of complexity of a particular system, the more unknown elements and undiscovered laws determine its functioning (Semychenko V., 2009, 27-28). We emphasize that at the present stage of development of science there is a wide variation of general and partial functional varieties of level analysis models, as modern science is based on quantitative and statistical assessments of empirical practice, to optimize which level models are created as methodological abstractions to reduce costs, time and material costs for conducting multifactor examinations.

An important condition for determining the relationship between different subsystems and levels in each case is to determine the system-forming factor that allows you to combine into a single functionally dynamic system of different mechanisms (B. Lomov).

The principle of interdisciplinarity, which is related to the general philosophical methodological principles of determinism and objectivity, is based on the recognition of the holistic nature of scientific knowledge in general and the holistic nature of education as a humanitarian system that requires interdisciplinary, comprehensive research. At the same time, the position of V. Semichenko is relevant, who states that the essence of the interdisciplinary level of methodology is determined by considering different scientific fields in accordance with their inherent level of abstraction (search for an adequate interval of abstraction). Consideration of scientific disciplines in this perspective avoids many common mistakes, when concepts borrowed from one field of knowledge are uncritically transferred to others, when metaphors that are acceptable in the context of some scientific approaches are used in other areas of knowledge as scientific concepts (Rean A., 2000, 402). The scientist sees an important task as a clear understanding of the categorical meaning of some disciplines and the refusal to automatically extend these categorical relations to other fields. As a result of such integration, as the author claims, "the systemic effect of emergence, i.e. the emergence of new systemic qualities, is triggered. It is especially difficult to withstand the methodological requirements of this level in terms of related disciplines (Chihos, 1982, p. 402).

Modern scientists (B. Ananiev, G. Ball, A. Derkach, N. Kuzmina, S. Maksimenko, A. Rybnikov) consider acmeology as one of the integrative directions, which is gaining intensive development, which «studies the laws of human understanding of the meaning of their existence, achievement by a person of professionalism and activity, productive manifestation in life of all essential forces of an individual, focused on solving socially significant problems» (Derkach & Mihaylov, 1999, p. 56).

Acmeology as a complex discipline, the content of which is not reduced to psychology, is characterized by A. Rean. In his opinion, the content of acmeology combines the following three research areas: acmeology of the individual, acmeology of the subject of professional activity and acmeology of the individual. The analysis allowed A. Rean to substantiate the relevance of the development of personality acmeology as one of the least studied branches of acmeology (Rean, 2000).

At the same time, the analysis of modern research allows us to state that in modern acmeology the process of developing the basics of acmeometry is at an early stage. In particular, this applies to the search for criteria, methods, evaluation of achievements in the work of the expert. Observatism of norms of assessment of educational standards, simplification of standardized methods of diagnostics, which are incapable of measuring the processes of professional development of such a specialist, hinder the development of acmeological indicators. The results of acmeological research showed that the diagnostic component should include system-complex, socio-psychological, valeological and didactic research, the harmonious unity of which, according to B. Ananiev, is of particular importance for assessing the personality of the expert. Instead, the practice of examination shows that compliance with the principle of interdisciplinarity is ensured by the inclusion in expert groups of specialists of different profiles, each of which, examining its aspect of the issue, formulates its own part of the conclusion, which is then (often mechanically) reduced to a single. This situation is only partially consistent with the principle of integrity of expert knowledge, because the slide presentation of individual characteristics of the object does not provide a holistic reflection, which combines psychological, sociological, didactic and other components. Therefore, expert research also acquires the features of interdisciplinary, and expert knowledge - integrated nature, which is realized on the basis of psychological knowledge as a system-forming factor of integration.



The principle of practical orientation is due to the importance of interdependence of knowledge of theoretical and applied (practical), the current state of which is characterized by a significant gap. In particular, R. Vasyliuk rightly emphasizes: «Unfortunately, it is with sorrow that we have to diagnose not the crisis, but the schism of our psychology, its differentiation. Psychological practice and psychological science live a parallel life as two subpersonalities of a dissociated personality: they have no mutual interest, different authorities, different systems of education and economic existence in society, untouched circles of communication with Western colleagues» (Vasilyuk, 1996, p. 26).

V. Semichenko gives a similar assessment of this phenomenon in modern science in determining the intervals of abstraction, noting that today there is a clash of two methodological areas – academic (scientific) and practical psychology. According to their requirements, priorities, values, these areas are fundamentally different. The values of academic psychology (validity of methods, rigid provability of any statements, logical or experimental confirmation of inferences) are insignificant for a psychologist-clinician, who, in turn, operates with vague meanings, vague concepts, not always proven methods of influence» [ChihosH., 1982, 403]. The solution of the fundamental problem of «dialogue» of the «first and second direction», which according to V. Semichenko, of course, are «psychological» is provided through «definition of the real subject of psychology and its scientific reflection» (Semychenko, 2009, p. 403), as well as understanding of practice as a principle of cognition. Of particular importance is the position taken by the researcher on the reality: «or focus on the logic of science, which does not always allow to provide psychological assistance to man, or focus on practical expediency, accompanied by the inability to clearly, logically, understand and describe experience, presented, usually in a metaphorical poeticized or mythologized form» (Semychenko, 2009, p. 403). Continuing this opinion, F. Vasyliuk states: «Knowledge, which implements the philosophy of practice, does not look at practice from the outside, but from the inside of practice looks at the world opened by it» (Vasilyuk, 1996, p. 30). It is the «philosophy of practice», in his opinion, can become the basis for a specific methodology of psychology. In another – provides a «position of complicity», is involved in practical activities, so it becomes the starting point of knowledge – «philosophy of practice» (Vasilyuk F., 1996, 30). Important for understanding the need for unity of science and practice is the fact that science can lose its specificity and become a psychological practice if it refuses to generalize, clarify the essence of the mental as such and the possibility of its transformation according to the criteria of mental norm and authenticity.

#### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Psychological expertise of education is manifested in two main aspects. On the one hand, it is interpreted as a research method in psychology that allows a specialist, an expert to study and evaluate phenomena in the field of education. It is an effective and often the only possible method of studying and supporting complex phenomena and processes of educational innovation. On the other hand - psychological expertise is one of the independent types of professional activity of a psychologist. Theoretical and experimental studies of examination in both these aspects create the preconditions for its holistic understanding as one of the priority areas of psychological theory and practice.

It should be emphasized that the special mission of expertise as a way of knowing the objective reality, which covers all spheres of social life, including education, involves the implementation of a special professional position, which is a combination of science and practice, as the professional position of the expert can not one or the other. The implementation of the practice-oriented principle of expertise implies that expert research, in contrast to theoretical, is based on real practical activity, arises from the demands of educational practice, is formed in it and has the main criterion of practical usefulness. Psychological expertise in today's conditions requires theoretical and methodological understanding, which is the prospect of further scientific research.

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