



## Organizational and Pedagogical Conditions for Training Future Bachelors of Psychology for Enlightenment of the Public

Alyona Sadykina  <sup>1</sup> \*

<sup>1</sup> Postgraduate Student at the Department of Education and Management of Educational Institution, Classical Private University, 69002, Universytetska Str. 70 B, Zaporizhzhia (Ukraine).

\* Corresponding Author, e-mail: [alena980320@gmail.com](mailto:alena980320@gmail.com)

### ARTICLE INFO

#### Research Article

#### Received:

3 September 2024

#### Revised:

6 October 2024

#### Accepted:

10 October 2024

#### Published online:

15 October 2024

Copyright © 2024

by author



This is an open access journal and all published articles are licensed under a Creative Commons Attribution—NonCommercial 4.0 International (CC BY-NC 4.0)

DOI: [10.5281/zenodo.15002128](https://doi.org/10.5281/zenodo.15002128)

### ABSTRACT

The effectiveness of forming the readiness of future bachelors of psychology for enlightenment activities involves the determination of a number of organizational and pedagogical conditions. In modern pedagogical studies, researchers often use the concept of “organizational and pedagogical conditions” as a factor of influence on the educational process of training future specialists in higher educational institutions and reveal its essence in different contexts. However, the organizational and pedagogical conditions they identify are not always relevant, and in addition, their list does not always include the actual organizational and pedagogical conditions. This is due to the subjectivity of the researcher and the lack of theoretical training. Therefore, it is necessary to find out what is involved in the content of this concept, to identify a list of organizational and pedagogical conditions for the formation of future bachelors of psychology’s readiness for enlightenment activities, and to justify the feasibility of their choice. The purpose of the research is to identify, characterize and substantiate certain organizational and pedagogical conditions for training future bachelors of psychology for enlightenment activities. The following methods were used in the research: the method of analysis for studying the scientific source base on the specified issues; methods of synthesis, theoretical generalization and comparison for highlighting the organizational and pedagogical conditions for preparing future bachelors of psychology for enlightenment activities and their substantiation; the method of inference for formulating conclusions. The essence of the concepts of “conditions” and “organizational and pedagogical conditions” has been defined. The organizational and pedagogical conditions for the formation of future psychologists’ readiness for enlightenment activities are determined: 1) updating the content of professionally oriented disciplines taking into account the specifics of psychological education; 2) active participation of future bachelors of psychology in educationally oriented extracurricular activities; 3) formation of a positive motivation for educational activities in future bachelors; 4) formation of a holistic scientific and psychological worldview in future bachelors of psychology; 5) creation of a reflective environment. Effective preparation of future bachelors of psychology for enlightenment activities involves the comprehensive implementation of the proposed organizational and pedagogical conditions.

### KEYWORDS

*preparation, readiness, future bachelors of psychology, conditions, organizational and pedagogical conditions*

## Introduction

The scientific solution to the issue of forming the readiness of future bachelors of psychology for enlightenment activities involves determining a number of organizational and pedagogical conditions that will affect the effectiveness of forming this type of readiness.

In modern pedagogical studies, researchers often use the concept of “organizational and pedagogical conditions” as a factor of influence on the educational process of training future specialists in higher educational institutions and reveal its essence in different contexts. However, the organizational and pedagogical conditions they identify are not always relevant, and in addition, their list does not always include the actual organizational and pedagogical conditions. This is due to the subjectivity of the researcher and the lack of theoretical training.

Thus, we need to determine the organizational and pedagogical conditions for the formation of future bachelors of psychology’s readiness for enlightenment activities, find out what is involved in the content of this concept, select organizational and pedagogical conditions important for the formation of the readiness under study and justify the feasibility of their choice.

## Literature Review

The analysis of literature on the topic of the research makes it possible to outline the main approaches to the problems under study, as well as to identify important theoretical and practical aspects of organizational and pedagogical conditions that affect the training of future specialists. Tomashevskaya and Kuchinka (2023) analyze scientific achievements in the field of organizational and pedagogical conditions for the formation of professional skills of future specialists of higher education institutions. The authors note that the key organizational and pedagogical conditions are the combination of classical and modern pedagogical theories and concepts in the organization of the educational process, the application of a competency-based approach to the development of goals, and the formation of the content of education and training. Byrka (2023), considering the theoretical substantiation of the construct “organizational and pedagogical conditions” in dissertation studies, emphasizes that the following concepts are distinguished in the structure of the conceptual apparatus of the construct under study: “condition”, “pedagogical condition”, “organization” and “organizational condition”. Ponomarenko (2020) studies the concept of “organizational and pedagogical conditions” in the context of studying the professional education of future masters of psychology.

Petrenko et al. (2024), highlighting the conceptual foundations of training future teachers of higher pedagogical education institutions for professional activity in the context of digitalization of society, link organizational and pedagogical conditions with the development of the personal aspect of the subjects of the educational process. Blazhko (2011) investigates the organizational and pedagogical conditions for the use of audiovisual means in teaching, which can be adapted to study innovative technologies in the preparation of future psychologists for enlightenment activities.

Hryshchenko (2009) emphasizes the special role of extracurricular activities in the acquisition of subjective experience of prosocial activities by students. Siryk (2019) presents the role of students' extracurricular activities in the social and professional development of a future specialist. Zatorniuk (2018) focuses on the role of extracurricular activities in the professional training of psychologists. Nemash (2019) considers the impact of reflection on personal development. Synhaivska (2015) focuses on the importance of the personal qualities of a teacher for his/her professional success. Yakubovska (2018) explores the role of books in developing students' cultural outlook.

The analyzed literary sources cover mainly general approaches to the interpretation of organizational and pedagogical conditions, key aspects of personal development and cultural education, and extracurricular activities, which is undoubtedly significant for the preparation of future psychologists for educational activities. At the same time, the issue of organizational and pedagogical conditions for the formation of future bachelors of psychology’s readiness for enlightenment activities remains insufficiently studied.

## Problem Statement

The purpose of the research is to identify, characterize and substantiate certain organizational and pedagogical conditions for training future bachelors of psychology for enlightenment activities.

## Methods and Materials

The following methods were used in the research: the method of analysis for studying the scientific source base on the specified issues; methods of synthesis, theoretical generalization and comparison for highlighting the organizational and pedagogical conditions for preparing future bachelors of psychology for enlightenment activities and their substantiation; the method of inference for formulating conclusions.

## Results and Discussion

The pedagogical construct “organizational and pedagogical conditions” integrates such concepts as: “conditions”, “organizational” and “pedagogical conditions”. Let’s start by analyzing the essence of the concept of “conditions”.

The condition is an existing component of a set of sufficient conditions, the presence of which determines the existence of this phenomenon. It is also emphasized that the conditions that are present every time the phenomenon under study is observed are called necessary conditions. At the same time, the full list of necessary conditions can be called necessary and sufficient only if it is impossible to exclude any condition (component) without threatening the existence of this phenomenon. This definition is quite informative for our research since it directs us to the definition of such a set of organizational and pedagogical conditions for the formation of future bachelors of psychology’s readiness for enlightenment activities that will meet the requirements of necessity and sufficiency. That is, it is necessary to include in this complex a critical minimum of conditions that, on the one hand, ensure the effectiveness of the formation of the readiness under study, and on the other hand, the absence of at least one condition would make it impossible to make this process effective.

The standpoint of L. Blazhko (2011) is significant for our research since she believes that conditions are internal or external circumstances on which a given phenomenon depends. At the same time, the author refers to internal circumstances as factors that influence the phenomenon from within, and to external circumstances as factors that influence the phenomenon from outside, while belonging to the environment. This perspective leads us to the need to define both external and internal organizational and pedagogical conditions for the formation of the readiness under study. At the same time, we consider the conditions aimed at the personality of the future bachelor of psychology to be internal, and the conditions aimed at the process of their preparation for enlightenment activities in general to be external.

Thus, the concept of “conditions” will be understood as a purposefully created critical minimum of internal or external circumstances that ensure the effectiveness of the process of forming the readiness of future bachelors of psychology for enlightenment activities.

The term “organizational” in the “Explanatory Dictionary of the Ukrainian Language” is defined as: “related to the organization of something; carrying out the organization of something”. Therefore, organizational and pedagogical conditions should be aimed at ensuring a clear organization of the process under study.

The researcher I. Melnychuk (2011) believes that “pedagogical conditions” are the necessary circumstances that facilitate and enable the achievement of the expected result through the implementation of an updated pedagogical process and relate to the purpose, tasks, content, methods, means and forms of interaction between teachers and students. At the same time, updating may concern one, several or all of the above components of the pedagogical process. Such a vision allows us to independently select the purpose, tasks, content, methods, means and organizational forms of interaction in the course of the training under study.

Tomashevskaya and Kuchinka (2023) note that organizational and pedagogical conditions provide for circumstances that contribute to the orderliness and coherence of the interaction of the subjects of

the pedagogical process, who jointly implement a specific program or a goal. The authors consider the following to be the optimal organizational and pedagogical conditions that ensure the professional skills of future specialists: formation of professional skills aimed at self-fulfilment of the individual; implementation of methodological skills and abilities of teachers and ensuring the development of their professional competencies; motivation to study and development of cognitive activity of education seekers.

Petrenko et al. (2024) understand organizational and pedagogical conditions as a set of any specially designed opportunities (content, forms, means and methods of organizing a holistic pedagogical process) by the teachers-organizers that ensure the success of solving educational tasks.

Byrka (2023) clarifies the concept of “organizational and pedagogical conditions” as a set of specially created circumstances that ensure the management of the process under study as a certain system that reflects the author’s vision of internal orderliness and coordinated interaction between all its components and subsystems aimed at achieving the target goal.

Ponomarenko (2020) in the context of training future masters of psychology for professional activity notes that the construct “organizational and pedagogical conditions” should include a set of circumstances of the training process that relate to its organization, forms, methods and content and are necessary and sufficient to ensure the effectiveness of training future masters for professional activity in non-formal education.

Researcher L. Blazhko (2011) believes that “organizational and pedagogical conditions” should be considered as a set of objective capabilities that ensure the successful solution of the tasks. This directs us to the need to take into account the fact that the organizational and pedagogical conditions for the formation of the readiness under study should be objectively possible, that is, actually feasible in the course of training future bachelors of psychology for enlightenment activities.

Thus, the concept of “organizational and pedagogical conditions” will be understood as a complex of specially selected external and internal circumstances of influence on the pedagogical process of training future bachelors of psychology for enlightenment activities aimed at forming the readiness under study, which is implemented by updating one, several or all components of the pedagogical process - goals, objectives, content, methods, means, as well as organizational forms, resources, scientific and methodological support and monitoring. At the same time, organizational and pedagogical conditions as a pedagogical phenomenon should be objectively possible to implement in the course of training future bachelors of psychology for enlightenment activities.

Based on the analysis of dissertation studies, psychological and pedagogical literature on the research issue, as well as studying the peculiarities of educational activities of bachelors of psychology and the defined structure of the readiness under study, we have identified the following five organizational and pedagogical conditions for the formation of future psychologists’ readiness for enlightenment activities, of which:

- two external conditions aimed at the process of training future bachelors of psychology for enlightenment activities in general:

1) updating the content of professionally oriented disciplines taking into account the specifics of psychological education;

2) active participation of future bachelors of psychology in enlightening extracurricular activities;

- three internal conditions that are aimed at the personality of the future bachelor of psychology:

3) formation of a positive motivation for future bachelors to engage in enlightenment activities;

4) formation of a holistic scientific and psychological worldview in the future bachelor of psychology;

5) creation of a reflective environment.

We will substantiate the essence and significance of each of the organizational and pedagogical conditions identified above to ensure the effective preparation of future bachelors of psychology for educational activities and characterize potential ways of their implementation.

For example, the allocation of the first organizational and pedagogical condition, which we formulated as an update of the content of professionally oriented disciplines, taking into account the specifics of psychological education, is due to the need to form informational, digital, moral, ethical and self-presentational components of the readiness of future psychologists for enlightenment activities, characterized by a set of knowledge and skills important for a particular type of activity.

With this purpose, the content of the educational curriculum of the disciplines of the Educational and Professional Program of Bachelor's Degree in "Psychology" was improved:

- in the normative part of the "Cycle of fundamental, natural science and general economic training" - the disciplines "Pedagogy" and "Fundamentals of Informatics and Computer Science";
- in the normative part of the "Cycle of professional and practical training" - the disciplines "General Psychology" and "Educational Psychology";
- in the variable part of the "Cycle of disciplines of independent choice of an educational institution" - the disciplines "Psychology of Professional Activity" and "Personality Psychology";
- in the "Cycle of disciplines of students' free choice" - the disciplines "Fundamentals of Psychological Assistance" and "Self-Presentation Workshop".

The active participation of future bachelors of psychology in enlightening and educationally oriented extracurricular activities, which is the second organizational and pedagogical condition, is aimed at forming all components of the readiness under study. In the course of practical activities, future bachelors of psychology have the opportunity to improve the knowledge and skills acquired during their studies, as well as to increase their interest and desire to master modern forms, methods, means and technologies of psychological awareness.

The analysis of scientific literature has revealed that one of the ways to intensify students' educational and cognitive activity is active participation in extracurricular social activities.

According to Hryshchenko (2009), extracurricular activities have a number of specific features, such as social openness, diversity of social relationships, focus on the interests and needs of the student's personality. Zatvorniuk (2018) emphasizes slightly different properties of extracurricular activities - voluntary, free time, and mass character. Siryk (2019) believes that students can perform various types of volunteer work. At the same time, the scholar defines a volunteer as a person who voluntarily provides free social assistance and services to the disabled, sick, individuals and social groups in difficult life situations. The presented definitions are quite informative for our research since they make it possible to determine the main features of the cognitive activity of future bachelors of psychology, namely: voluntary participation, conducting activities in free time and focus on psychological assistance to individuals and social groups in difficult life situations.

Based on the above and the peculiarities of the educational activities of the future bachelor of psychology, it is possible to consider the participation of the future bachelor of psychology in the work of the "Student Psychological Service" and the preparation and publication of video clips on psychological education on a volunteer basis as potential ways to implement this organizational and pedagogical condition. The activities of the "Student Psychological Service" are primarily aimed at psychological support and education of the administration, faculty and students and involve the disclosure of psychology's capabilities to improve the educational process in higher education institutions.

The main tasks of future bachelors of psychology in the activities of the "Student Psychological Service" are as follows:

- providing psychological support to students and teachers in solving various social and psychological problems;
- sharing of applied psychological knowledge;
- popularization of scientific and applied psychological literature;
- self-presentation of future bachelors of psychology as psychologists.

Given the quarantine restrictions still in place, it is advisable to implement such a service in an online format via online communities, services, and messengers (Viber, WhatsApp, Telegram, etc.).

The preparation and publication of psychological education videos on the Internet as a type of educational activity is aimed at providing each future bachelor of psychology with the opportunity to take the first steps in presenting themselves as a psychologist in the online space.

The topics of such videos should correspond to the primary objectives of the psychologist's enlightenment activities, and their content is specified at the discretion of the future bachelor. In general, the indicative list of videos covers such topics as: "How to improve your emotional life", "Psychological well-being: what is it?", "A psychologically healthy person - what is he or she like? ", "Fundamentals of psychology for 'dummies'", "Psychology of self-study and self-education", "Psychological portrait of a successful personality", "The art of living easily and pleasantly", "Maslow's pyramid of needs and its importance for a modern person", "Personality from the point of view of psychological science", etc.

It should be noted that the preparation and publication of a quality video on psychological enlightenment requires the future bachelor of psychology to actualize all components of the readiness under study, especially the self-presentation component. After all, it requires an understanding of the concept of self-presentation, its role and place in the psychologist's educational activities, awareness of the need for self-presentation at all stages of activity, knowledge of forms, methods, features and conditions of self-presentation, the ability to speak in front of an audience, as well as the ability to create a visual channel of self-presentation (appearance, image).

Therefore, the implementation of the second pedagogical condition - active participation of future bachelors of psychology in enlightening and education-oriented extracurricular activities - will be carried out through their participation on a volunteer basis in the work of the "Student Psychological Service" and the preparation and publication of videos on psychological education on the Internet.

The choice of the third organizational and pedagogical condition - the formation of a future bachelor's positive motivation for enlightenment activities - is determined by the need to form value-motivational indicators of moral and ethical, motivational and volitional, and self-presentational components of the readiness under study.

A potentially promising way to implement this condition is the implementation of quasi-professional activities by the future bachelor of psychology, which involves modeling a certain segment of professional activity, creating real professional situations, imitating professional activity by students since this type of activity is able to ensure a gradual transition from educational and educational-professional to further professional activity (Horiacha et al. 2019).

The prospect of implementing quasi-professional activities in the course of training future bachelors for enlightenment activities is also caused by the fact that it changes the focus of their attention from studying to future professional activities while transforming the general interests, needs, and motives of each student into professionally significant ones. After all, each modeled situation of quasi-professional activity allows not only to update the already acquired knowledge and skills in the context of the future profession but also ensures the interest of the future bachelor of psychology in enlightenment activities, his/her desire to master modern forms, methods, means and technologies of psychological education, understanding of the concept of self-presentation, its role and place in the psychologist's enlightenment activities, as well as awareness of the need for self-presentation at all stages of activity.

Another example of a quasi-professional activity of a future bachelor of psychology is the selection, analysis, and systematization of psychological information for the further preparation of video clips on psychological education.

The use of classical methods of pedagogical influence (personal example, respect for the student's personality, public praise and justification of the criteria for grading) is also important to ensure the effective formation of value and motivational indicators of the components of future bachelors' readiness for enlightenment activities) (Synhaivska, 2015).

The involvement of employed graduates who are practicing psychologists in the training process also plays a significant role in shaping the positive motivation of future bachelors of psychology to

engage in educational activities. This technique allows future professionals to get positive role models, understand the peculiarities of psychological education and detail the requirements it puts forward for a bachelor's degree in psychology. The communication of future bachelors with employed graduates also ensures the improvement of the process of the training under study since it promotes the formation of strong links between psychological knowledge and the practice of its application in educational activities, thereby ensuring the formation of their professional interest, which is the basis of the value-motivational indicators of the moral and ethical, motivational and volitional, and self-presentational components of the readiness under study, defined by us.

Therefore, the implementation of the third organizational and pedagogical condition - the formation of a future bachelor's positive motivation for enlightenment activities - will be carried out through the implementation of quasi-professional activities, which involves modeling a certain segment of professional activity, creating real professional situations, imitation of professional activities by students, use of classical methods of pedagogical influence (personal example, respect for the student's personality, public praise and justification of grading criteria), as well as the involvement of employed graduates.

The fourth organizational and pedagogical condition aimed at improving the indicators of information, digital, moral and ethical components of the readiness under study is the formation of a holistic scientific and psychological worldview in the future bachelor of psychology. Highlighting this condition is determined by the fact that psychological education is impossible without a proper understanding of the theoretical basis of psychology as a science and awareness of its basic conceptual provisions and moral and ethical principles. In particular, for the implementation of educational activities, it is extremely important to understand classical and modern theories of personality, to comprehend the image of a psychologically healthy person, to consciously observe the "Code of Ethics of a Psychologist", and to have a proper understanding of potentially promising ways of applied psychology.

The first step is to clarify the content of the concept of "scientific worldview" as a theoretical basis for the further formation of the scientific and psychological worldview of the future bachelor of psychology.

Fitsula interprets "scientific worldview" as "a holistic system of ideas, views, beliefs and feelings of a person through which he/she perceives, comprehends and evaluates the surrounding reality and himself/herself". The scientist believes that worldview also includes ideals, life and scientific-theoretical orientation, a system of values that determine the directions of activity and ways of understanding the world. At the same time, the researcher defines the most important structural elements of the scientific worldview as knowledge, views and beliefs of the individual, which were formed on the basis of knowledge about nature and society and became the internal position of the individual. This definition emphasizes the need to take into account the fact that the worldview plays the role of a person's value orientation, the prism through which he or she perceives the surrounding reality.

At the same time, the basis of a person's worldview is scientific knowledge, which determines the way he or she understands the world and the prospects for activity. Therefore, it is natural that the process of developing a person's scientific worldview begins with the acquisition of scientific knowledge because it is necessary to understand and know it first of all in order to be convinced of something.

Confirmation of this fact is reflected in the scientific work of Bespalova and Pauk (2012), who note that the formation of a worldview is determined primarily by the content of academic disciplines in an educational institution.

The viewpoint of Burhun (2001), who believes that the structure of the scientific worldview includes both objective components (the system of scientific knowledge) and subjective components (views, beliefs, ideals, value system, life position, etc.) is interesting. This definition is consistent with our vision of the scientific worldview of a person.

Thus, the basis of the scientific and psychological worldview of the future bachelor of psychology, the basis of the personality's worldview is scientific knowledge of psychology, which determines the ways of understanding oneself and the world in the context of psychological education. The structure

of the scientific and psychological worldview of the future bachelor of psychology includes objective components (system of scientific knowledge in psychology) and subjective components (views, beliefs, ideals, value system, life position, etc.), which are focused on a positive perception of enlightenment activities.

Based on the analysis of scientific works (Kormina, 2017; Semenyshena, 2016; Yakubovska, 2018), we consider the following potentially effective methods and techniques for the formation of the scientific and psychological worldview of the future bachelor of psychology:

- mobilization of scientific and cognitive activity of future bachelors of psychology by setting various tasks for enlightenment activities, the solution of which requires analysis, the establishment of cause and effect relationships, systematization of generalization of psychological knowledge already acquired by them;
- formulation of educational tasks, the solution of which requires the use of scientific, psychological and practical experience of future bachelors of psychology;
- creating situations in the course of training that require comparing the ideas of future bachelors of psychology about educational activities with new scientific facts and the results of the latest theoretical and applied psychological studies;
- encouraging future bachelors of psychology to raise their own questions in the course of a conscious comparison of contradictory facts and phenomena of psychological science and to make assumptions on this basis, formulate their own conclusions and generalizations;
- encouraging future bachelors of psychology to evaluate psychological problems and personal situations that require updating their experience and scientific knowledge of psychology;
- encouraging future bachelors of psychology to search for various ways to solve a specific psychological problem with the justification of the optimal solution and possible alternatives;
- active use of heuristic conversation and dialogue, which encourage future bachelors of psychology to demonstrate personal worldview knowledge of psychology and the ability to logically argue their own opinions, views and beliefs.

The analysis of the publications of foreign scientists (Roediger 3rd & Butler) showed the prospects of repeating educational information several times and repeating it at intervals for the proper formation of a system of scientific knowledge that underlies the scientific worldview of a person

Therefore, in the context of our research, it is expedient for future bachelors of psychology to repeat the educational information presented in the course of teaching professionally oriented disciplines, updated to take into account the specifics of psychological education, at least four times with different intervals. For instance, the first time the educational information will be repeated in the course of self-education of the future bachelor of psychology; the second time - during practical classes; the third time - before preparing for a test, test or exam; the fourth time - during its discussion with other future bachelors of psychology in the framework of reflection.

Thus, the implementation of the fourth organizational and pedagogical condition - the formation of a holistic scientific and psychological worldview of the future bachelor of psychology - will be carried out through a number of methods and techniques for the formation of the scientific and psychological worldview of the future bachelor of psychology, compliance with the requirements for the presentation of updated content of professionally oriented disciplines, as well as at least four times repetition of educational information with different intervals.

With the aim of ensuring a positive and conscious attitude of the future bachelor of psychology for enlightenment activities, as well as the adequacy of its assessment and control over the process and results of the formation of the studied readiness, the fifth organizational and pedagogical condition was identified - the establishment of a reflective environment. This condition is aimed at improving the moral and ethical, motivational and volitional, and self-presentational components of the future bachelor of psychology's readiness for enlightenment activities.

Summarizing the role and place of such an environment in the training of future bachelors of psychology for enlightenment activities, it is worth highlighting the following tasks of its creation:

increasing the level of integrity and strengthening the scientific and psychological outlook of students, their awareness of their own readiness for enlightenment activities in comparison with other students, as well as borrowing ideas about the most effective forms, methods and means of enlightenment activities. The fulfillment of these tasks is achieved in the course of conscious regulation by the future bachelor of psychology of his own style of thinking, which is based on an adequate external assessment of the actions performed and the results achieved and a reflective look at himself "from the outside".

A potentially possible approach to establishing a reflexive environment is the application of group reflection technology (Typtia & Zaporozhets, 2011; Khorina, 2012), which constitutes a set of reflexive techniques and tools aimed at fostering the development of reflexive attitudes among future psychology bachelors toward their own emotions and enlightenment activities, as well as unlocking their personal creative potential.

The primary form of implementing group reflection technology is training, which utilizes a set of reflexive questions formulated in accordance with specific issues and situations that may arise in the psychologist's enlightenment activities.

For the formation of a clear representation of a problem or problematic situation subject to reflection, the following five steps are proposed:

- 1) Identifying "WHAT?" constitutes the problem or problematic situation for the future psychology bachelor;
- 2) Determining "HOW?" the problem or problematic situation manifests itself;
- 3) Assessing "HOW?" the problem or problematic situation affects the future psychology bachelor and his/her enlightenment activities;
- 4) Exploring "WHY?" this problem or problematic situation arises;
- 5) Establishing "HOW?" this problem or problematic situation can be resolved (Typtia & Zaporozhets, 2011).

It should be noted that the creation of a reflexive environment, in addition to facilitating future bachelors' awareness of various problems that may arise or have already emerged during their preparation for enlightenment activities, will enable them to effectively engage in situational, retrospective, and prospective reflection (Nemash, 2019).

## Conclusions

**B**ased on the analysis of scientific literature, the concept of "organizational and pedagogical conditions" is interpreted as a set of specifically selected external and internal factors influencing the pedagogical process of training future psychology bachelors for enlightenment activities. This process is aimed at developing the readiness under study and is implemented through the modification of one, several, or all components of the pedagogical process, including objectives, tasks, content, methods, tools, organizational forms, resources, scientific and methodological support, and monitoring.

To ensure the effective preparation of future psychology bachelors for enlightenment activities, the following organizational and pedagogical conditions must be established: 1) updating the content of professionally oriented disciplines, considering the specifics of psychological enlightenment; 2) active participation of future psychology bachelors' in enlightenment-oriented extracurricular activities; 3) developing a positive motivation for enlightenment activities in the future bachelor; 4) forming a comprehensive scientific and psychological worldview in the future psychology bachelor; 5) creating a reflexive environment.

At the same time, the first two organizational and pedagogical conditions are external since they focus on the overall process of preparing future psychology bachelors for enlightenment activities. In contrast, the remaining conditions are internal since they are directed toward the personal development of the future psychology bachelor.

## References

- Bespalova, L. O., & Pauk, V. V. (2012). Ensuring the quality of professional training of skilled workers in engineering professions. *Professional education: theory and practice*, 12, 90-91.
- Blazhko, L. V. (2011). Organizational and pedagogical conditions for the use of audiovisual teaching aids by teachers of institutes of postgraduate pedagogical education. *Theory and methods of education management*, 6. [http://umo.edu.ua/images/content/nashi\\_vydanya/metod\\_upr\\_osvit/v\\_6/4.pdf](http://umo.edu.ua/images/content/nashi_vydanya/metod_upr_osvit/v_6/4.pdf)
- Burhun, I. V. (2001). *Formation of the scientific worldview of primary school students in teaching physics* [PhD thesis, National Pedagogical Dragomanov University]. Digital repository of the Mykhailo Drahomanov Ukrainian State University. <http://enpuir.npu.edu.ua/handle/123456789/15784>
- Byrka, M. F. (2023). The construct of “organizational and pedagogical conditions” in dissertation studies: essence, properties and methods of definition. *Pedagogy of forming a creative personality in higher and secondary schools*, 90, 63-70. <https://doi.org/10.32782/1992-5786.2023.90.11>
- Fitsula, M. M. (2009). *Pedagogy*. Academic publishing house.
- Horiacha, L. O., Prokopenko, T. S., & Kolomiets, I. V. (2019, April 22). *Quasi-professional activity of students as a form of mastering professional competences* [Abstracts of the conference]. Ways to improve the training of pharmacists, Kharkiv, Ukraine. [https://dspace.nuph.edu.ua/bitstream/123456789/21606/1/PP\\_Ch-2019\\_Horiacha.pdf](https://dspace.nuph.edu.ua/bitstream/123456789/21606/1/PP_Ch-2019_Horiacha.pdf)
- Hryshchenko, N. A. (2009). *Formation of prosocial personal meanings of student youth in extracurricular activities* [PhD thesis, Luhansk Taras Shevchenko National University]. Vernadsky National Library of Ukraine. <https://irbis-nbuv.gov.ua/aref/20100324002866>
- Ivchenko, A. (2002). *Explanatory dictionary of the Ukrainian language*. Folio.
- Khorina, O. I. (2012). Group reflection as a factor in high school students' choice of coping strategies. *Scientific studies in social and political psychology*, 30(33), 125-139.
- Kormina, L. (2017). Methodological bases of formation of students' worldview knowledge in education: emotional and personal aspect. *Pedagogical Journal of Volyn*, 1(4), 82-88. <https://doi.org/10.29038/2415-8143-2017-01-82-88>
- Melnychuk, I. M. (2011). *Theory and Practice of Professional Training of Future Social Workers by Means of Interactive Technologies* [Doctoral dissertation, Ternopil Volodymyr Hnatiuk National Pedagogical University]. Repository of Ternopil Volodymyr Hnatiuk National Pedagogical University. <http://dspace.tnpu.edu.ua/handle/123456789/1455>
- Nemash, L. I. (2019). A theoretical model of the relationship between the type of reflection and personality reflexivity. *Theory and practice of modern psychology*, 4, 68-72. <https://doi.org/10.32840/2663-6026.2019.4-2.13>
- Petrenko, L., Kucheriavyi, O., & Lavrinenko, O. (2024). *Theoretical and methodological bases of preparation of future teacher of higher pedagogical education institution for professional activity in the conditions of digitalization of society*. “Yurka Lyubchenka” LLC.
- Ponomarenko, O. V. (2020). The concept of “organizational and pedagogical conditions” in the context of studying the professional education of future masters of psychology. *Pedagogy of formation of creative personality in higher and secondary schools*, 70, 197-200. <https://doi.org/10.32840/1992-5786.2020.70-3.36>
- Roediger, H. L. 3rd, & Butler, A. C. The critical role of retrieval practice in long-term retention. *Trends in Cognitive Sciences*, 15(1), 20-27. <https://doi.org/10.1016/j.tics.2010.09.003>
- Semenyshena, R. V. (2016). Formation of the scientific worldview of university students in the study of physics. *Scientific Journal of the National Pedagogical Dragomanov University. Series 3: Physics and Mathematics in Higher and Secondary Schools*, 17, 27-32.
- Siryk, S. F. (2019). Extracurricular activities of students as a factor of successful socialization of the individual. *Bulletin of Alfred Nobel University. Series “Pedagogy and Psychology”*. *Pedagogical sciences*, 2(18), 124-128. <https://doi.org/10.32342/2522-4115-2019-2-18-15>
- Synhaivska, I. V. (2015). Personal qualities of a teacher as a prerequisite for his/her professional success. *Organizational psychology. Economic psychology*, 2, 86-93.

- Tomashevska, M., & Kuchinka, T. (2023). Organizational and Pedagogical Conditions for the Formation of Professional Skills of Future Specialists in Higher Education Institutions. *Scientific Bulletin of Uzhhorod University. Series: "Pedagogy. Social Work"*, 1(52), 228-232. <https://doi.org/10.24144/2524-0609.2023.52.228-232>
- Typtia, O. V., & Zaporozhets, T. O. (2011). The role of educational and reflective environment in solving professional problems of social workers. *Actual problems of education and training of people with special needs*, 8, 135-144.
- Yakubovska, M. S. (2018). The role of the book in the formation of students' cultural outlook. *Polygraphy and publishing*, 2, 142-148.
- Zatvorniuk, O. M. (2018, 22-23 March). *Professional training of psychologists in extracurricular activities* [Abstracts of the conference]. Topical issues of theory and practice of psychological and pedagogical training of future specialists, Khmelnytskyi, Ukraine. [http://lib.khnu.km.ua/konfer\\_HNU/2018/akt\\_pyt\\_2018.pdf](http://lib.khnu.km.ua/konfer_HNU/2018/akt_pyt_2018.pdf)