

KHAVULA Roman – Candidate of Psychological Sciences, Associate Professor at the Department of Psychology, Drohobych Ivan Franko State Pedagogical University, 24, Ivan Franko Str., Drohobych, Ukraine, postal code 82100 (romankhavula@gmail.com)

ORCID: <https://orcid.org/0000-0002-8240-0184>

PSYCHOLOGICAL-PEDAGOGICAL EXAMINATION: MULTI-VECTORALITY OF RESEARCH

Abstract. Purpose of the work. The article provides a generalized review of the multivariate coverage of the features of psychological and pedagogical expertise, in particular, typical thematic vectors and approaches to mastering scientific knowledge in psychological and pedagogical expertise.

The research methodology is based on the methods of scientific and theoretical study: analysis, synthesis, abstraction, generalization, which made it possible to establish the specifics of modern multi-vector research in the field of psychological and pedagogical expertise.

Scientific novelty. A review of the scientific and psychological modern source base on the problems of psychological and pedagogical expertise was carried out. The main directions and features of psychological and pedagogical expertise were revealed. Foreign and Ukrainian studies devoted to the consideration of problematic issues of psychological and pedagogical expertise were systematized and analyzed. It was revealed that the psychological study of the features of psychological and pedagogical expertise is a key direction of modern scientific research, which determines the substantive guidelines of interdisciplinary research in the field of education and psychology.

Conclusions. The purpose of the academic discipline "Psychological and pedagogical expertise", general and special competencies that the student will master when studying it, program and planned learning outcomes are revealed. The feasibility of including the academic discipline "Psychological and pedagogical expertise" in the educational and professional program for training practical psychologists of the second (master's) level of higher education in the specialty 053 "Psychology" is substantiated and an approximate list of topics for classroom lessons is given. It is stated that a higher education applicant needs to know the fundamental categories of psychological and pedagogical expertise; explain the essence of psychological and pedagogical expertise; features of the construction and content of an expert opinion; knowledge of the requirements for an expert; development of mechanisms for assessing the mental development and educational activity of a student; ability to develop a mechanism for assessing the pedagogical activity of a teacher.

Key words: expertise, features of expertise, areas of expertise, psychological expertise, pedagogical expertise, educational and professional program, special competencies, learning outcomes.

ХАВУЛА Роман – кандидат психологічних наук, доцент кафедри психології, Дрогобицький державний педагогічний університет імені Івана Франка, вул. Івана Франка, 24, м. Дрогобич, Україна, індекс 82100 (romankhavula@gmail.com)

ORCID: <https://orcid.org/0000-0002-8240-0184>

ПСИХОЛОГО-ПЕДАГОГІЧНА ЕКСПЕРТИЗА: РІЗНОВЕКТОРНІСТЬ ДОСЛІДЖЕНЬ

Анотація. Мета роботи. У статті здійснено узагальнений огляд поліваріантності висвітлення особливостей психолого-педагогічної експертизи, зокрема типові тематичні вектори та підходи засвоєння наукових знань з психологічної та педагогічної експертизи.

Методологія дослідження базується на методах науково-теоретичного вивчення: аналіз, синтез, абстрагування, узагальнення, що дало змогу встановити специфіку сучасних різновекторних досліджень у галузі психолого-педагогічної експертизи.

Наукова новизна. Здійснено огляд науково-психологічної сучасної джерелознавчої бази з проблем психолого-педагогічної експертизи. Розкрито основні напрями та особливості психолого-педагогічної експертизи. Систематизовано і проаналізовано зарубіжні та українські дослідження присвячені розгляду проблемних питань психологічної та педагогічної експертизи. Виявлено, що психологічне вивчення особливостей психолого-педагогічної експертизи постає ключовим напрямом сучасних наукових розвідок, що визначає змістовні орієнтири міждисциплінарних досліджень у сфері освіти та психології.

Висновки. Розкрито мету навчальної дисципліни «Психолого-педагогічна експертиза», загальні та спеціальні компетентності, якими оволодіватиме студент при її вивчені програмні та заплановані результати навчання. Обґрунтовано доцільність включення в освітньо-професійну програму для підготовки практичних психологів другого (магістерського) рівня вищої освіти за спеціальністю 053 «Психологія» навчальної дисципліни «Психолого-педагогічна експертиза» та наведено орієнтовний перелік тематики аудиторних занять. Констатується, що здобувачу вищої освіти необхідно знати фундаментальні категорії психолого-педагогічної експертизи; пояснювати сутність психолого-педагогічної експертизи; особливості побудови та змісту експертного висновку; знання вимог до експерта; розробка механізмів оцінки психічного розвитку та навчальної діяльності учня; уміння розробляти механізм оцінки педагогічної діяльності вчителя.

Ключові слова: експертиза, особливості експертизи, напрями експертизи, психологічна експертиза, педагогічна експертиза, освітньо-професійна програма, спеціальні компетентності, результати навчання.

Problem statement. In the modern educational space, there is a growing need for scientifically based assessment of the effectiveness of pedagogical technologies, curricula, teaching aids, educational environment and psychological and pedagogical interaction between participants in the educational process. The answer to this request is psychological and pedagogical expertise – a multifaceted, complex form of analytical activity aimed at identifying, evaluating and predicting the quality of educational influences and the conditions for their implementation. However, in scientific discourse there is still no single approach to understanding the essence, functions, methodological principles and object structure of psychological and pedagogical expertise. Differences in the interpretation of this phenomenon determine a significant diversity of research: some scientists focus on its diagnostic or analytical potential, others – on its prognostic, corrective or normative and evaluative aspects. Such multidimensionality requires systematization of existing approaches, as well as understanding of the integrative nature of psychological and pedagogical expertise in the context of interdisciplinary interaction of psychology, pedagogy, educational management and social work. The need for a comprehensive analysis of the multi-vector nature of scientific approaches to psychological and pedagogical expertise determines the relevance of the problem raised and determines the scientific and practical significance of further research in this area.

Modern psychological and pedagogical research, which is increasingly being implemented within the framework of a multidisciplinary approach, requires a critical rethinking of existing models of psychological and pedagogical expertise. This is due to the need to integrate the latest theoretical concepts, empirical developments and innovative diagnostic tools that allow for a deeper analysis of the complex processes of interaction of the individual with the educational environment and increase the validity of expert conclusions.

Therefore, the task of systematizing the existing multi-vector research in the field of psychological and pedagogical expertise in order to form a holistic scientific and methodological field is relevant. It is necessary to outline the leading conceptual guidelines and methodological principles that allow for a deeper understanding of the psychological features of psychological and pedagogical expertise in the educational environment. At the same time, it is important to highlight critical aspects that remain insufficiently developed and require further interdisciplinary understanding and empirical research.

Analysis of scientific research and publications. Theoretical and empirical studies of the features of psychological and pedagogical expertise in modern psychology are becoming increasingly relevant, in particular in the Ukrainian scientific community. The scientific achievements of many Ukrainian and foreign scientists are characterized by multivariance, multifacetedness and multivectority.

The essence and problems of the development of psychological expertise in education, the need to train psychologists to carry out humanitarian expertise in education, which is laid down in the Higher Education Standard and should be implemented in the curricula and programs of higher educational institutions, are disclosed by I.O. Lapchenko (Lapchenko, 2016). In the textbook Bunyak N.A. types of expertise are disclosed in detail, namely: forensic psychological expertise, comprehensive forensic psychological and psychiatric expertise, medical psychological expertise and medical pedagogical expertise, labor expertise, expertise of temporary disability, humanitarian expertise in an educational institution, conflictological expertise; comprehensive expertise with the participation of a psychologist (Buniak, 2017). In the textbook on psychological expertise, Cherezova I.O. highlights the introduction to psychological expertise, the technology of conducting psychological and expertise, the scope of psychological expertise (Cherezova, 2018). O. Cherepikhina analyzes Ukraine's experience with the development of pedagogical competence of a psychology teacher (Cherepikhina, 2023). Psychological expertise in the imperative of education and social practice is studied by A. Yablonsky, N. Rohalska, L. Yatsenko, N. Melnik. The authors reveal the application of a new special psychological knowledge in education – pedagogical psychological expertise, which plays a leading role in the assessment of complex projects focused on a multidimensional strategy aimed at overcoming innovation risks in conditions of uncertainty; carry out a comparative analysis of forensic psychological expertise and psychological expertise of education, and also show the possibilities of pedagogical psychological expertise in determining the current state and forecasting of educational systems (Yablonsky, Rohalska, Yatsenko, N. Melnik, 2021). Thus, the analysis of scientific research and publications indicates the multifacetedness and diversity of directions in psychological and pedagogical expertise, which determines the need for further scientific developments and generalization of various approaches in order to create a holistic integrative concept that would reflect all aspects of this area in the conditions of modern society.

The purpose of the article is to reveal the features of multivariate in highlighting the features of the examination, in particular, typical thematic vectors and approaches to mastering scientific knowledge in psychological and pedagogical examination.

Presentation of the main material. Psychological and pedagogical examination is considered as an interdisciplinary phenomenon that integrates knowledge from general psychology, psychodiagnostics, age psychology, psychology of interpersonal interaction, pedagogical and professional psychology.

One of the key areas of our analytical review is the systematization of typical thematic dominants that form the modern discourse when teaching the discipline "Psychological and pedagogical examination" at the second master's level of higher education in the specialty 053 «Psychology». Psychological and pedagogical examination covers the sphere of the pedagogical process, therefore the main areas of the discipline are the examination of the student's educational activity and the examination of the teacher's professional activity. Expertise (French: expertise – experienced) – consideration, study by an expert of issues that require special knowledge. Accordingly, an expert is a specialist who carries out an expertise. Psychological expertise is a certain type of practical activity of a psychologist, which aims to obtain an expert opinion and is based on the study of a specific psychological phenomenon and identifies psychobiological, psychophysical, psychophysiological, mental and socio-psychological features of the conditions that determine human behavior. Pedagogical expertise is a purposeful, scientifically based process of evaluating the content, structure, dynamics and results of the educational process, which is carried out on the basis of certain criteria and indicators. The subjects of the expertise are an expert psychologist; an expert group (if necessary); an expert laboratory; an expert commission, which interact with the customers of expert actions and preliminary information about the person undergoing expertise.

Thus, our study is aimed at a deeper analysis of modern trends in psychological and pedagogical expertise, which will allow us to identify key scientific guidelines, deepen our understanding of the patterns of development of the educational process, determine effective criteria for evaluating educational and professional activities, and outline promising areas for further interdisciplinary research in this area.

Slovenia ranks among the first among Eastern European countries and one of the leading places in the world in terms of the level of education and qualifications of its workers. In order to ensure quality in higher education and carry out consulting activities in this area, several organizations operate in

Slovenia, namely the Council for Higher Education of the Republic of Slovenia, the National Commission for the Quality of Higher Education (NCQHE), and also SQAA-NAKVIS (Slovenian Quality Assurance Agency for Higher Education, further SQAA) (ENQA full members). SQAA's quality assurance activities consist of (ENQA full members): monitoring of higher education institutions in Slovenia; accreditation and external evaluation, which are part of the external quality assurance system in higher education and higher vocational education; establishing whether an educational institution meets the standards set by law, the agency's criteria and European standards; external quality assurance system based on self-assessment, which is part of the internal quality assurance system in a higher education institution or higher vocational college (Sirok, Debevec, 2013).

Special trends in the professional training of experts in the field of education can be traced in Slovenia: candidates for entry into the register of experts must participate in the system of mandatory training organized by the Slovenian Agency for Quality Assurance in Higher Education; periodic trainings and conferences are forms of additional training; training involves the mastery of expert candidates: general qualities (mastery of a broad system of knowledge in the field of education); special qualities (equal knowledge in specific subject areas; high level of knowledge of English and basic level of knowledge of another foreign language; ability to conduct interviews; ability to communicate and work in a group; ability to prepare and effectively implement projects and manage them; impartiality and independence) (Tryhub, 2016, p. 76).

Having assessed international pedagogical and scientific experience, O. Cherepikhina concludes that the development of pedagogical competence requires the organization of the educational process with an emphasis on formal, informal and non-formal methods of obtaining higher education, analyzes the conditions and methods of developing pedagogical competence of psychology teachers, including the importance of developing reflective abilities as a vital aspect of competence (Cherepikhina, 2023).

John Hattie, in a large-scale meta-analysis in the book *Visible Learning*, showed that it is expert assessment and teacher feedback that are among the most powerful factors influencing student success. This emphasizes the importance of empirically verified expertise in the educational process. Hattie's main idea is to make the educational process "visible" for both students and teachers, so that both parties are aware of the mechanisms of learning, feedback and assessment. Although Hattie does not directly use the term psychological and pedagogical expertise, his research creates a solid empirical basis for the formation of an expert approach to assessing educational impacts. In particular, he emphasizes the importance of assessing the actions of the teacher from the point of view of the impact on the student: "If we want to improve education, we must change not the students, but the actions of the teacher" (Hattie, 2009). The author emphasizes the role of effective feedback, which is one of the most powerful factors influencing learning outcomes, and also highlights the critical function of metacognition and self-reflection: students who are able to independently evaluate their learning achieve higher results. Thus, the Hattie concept is of direct importance for psychological and pedagogical expertise as a method of diagnosing the quality of educational processes, the effectiveness of pedagogical strategies and assessing the influence of the teacher on the development of the student's personality. In the context of educational practice, Hattie's ideas can be used in the following areas: in constructing pedagogical observation tools; in forming expert conclusions on the effectiveness of classes; in developing diagnostic maps and criteria for assessing educational impact; in preparing specialists for self-analysis and self-correction of pedagogical activity (through the development of reflection and empathy – key elements of expertise) (Hattie, 2009).

The texts of lectures by Olena Ivanivna Galyan on psychological and pedagogical expertise reveal current issues of the discipline, the logic of organizing and conducting expert psychological analysis of pedagogical systems, systematize information about the main directions and content components of psychological and pedagogical expertise, and define requirements for the training of experts. O.I. Galyan structurally and meaningfully reveals the following topics: subject, tasks, goals and stages of psychological and pedagogical expertise; assessment of the formation of student learning motives; psychological and pedagogical expertise of the formation of educational skills and abilities; assessment of the level of development of a schoolchild's cognitive abilities; psychological and pedagogical expertise of the emotional-volitional component of educational activity; assessment of the professional activity of a teacher; psychological and pedagogical expertise of the teacher's evaluative activity; psychological and pedagogical expertise of pedagogical influences; pedagogical interaction

as the basis of teacher activity; psychological and pedagogical expertise of the teacher's activity style and psychological and pedagogical expertise of pedagogical situations and conflicts. The appendices reveal the motivational and goal-oriented components of the expert's activity; stages of expert activity; a sample of psychological diagnosis; diagnostic schemes for the components of a student's educational activity; psychological and pedagogical criteria for diagnosing high and sufficient and average and initial levels of educational achievements of schoolchildren; a map of the child's health and development; a plan for psychological analysis of the lesson; analysis of psychological aspects of the lesson and psychological analysis of extracurricular educational work (Halian, 2014).

Khavula R.M. in the texts of lectures on psychological expertise in various branches of psychology reveals the features of psychological methods in solving expert tasks; design of expert documentation; methods of ergonomic expertise; specifics of conducting an expertise in the clinic of mental and somatic diseases; detailed and differentiated materials on the use of scientific and applied psychological knowledge in the field of expert research (Khavula, 2016).

The compilers of the textbook on psychological and pedagogical expertise S.P. Derevyanko and Y.V. Primak revealed the theoretical and methodological basis of psychological and pedagogical expertise; psychological and pedagogical expertise of the student's personality and psychological and pedagogical expertise of activity. The first section highlights the following topical issues: expertise as a type of scientific work; preparation of future psychologists for expert activity; possibilities of a master class in the formation of expert competence of students of psychologists; training of experts in the field of education in Ukraine; professional competence of experts in the field of education; algorithm for conducting an examination; professional training of experts in the field of education in Slavic Eastern European countries (Derevianko, Prymak, 2021, p. 3–5).

The purpose of teaching the academic discipline "Psychological and pedagogical examination" for the second (master's) level of higher education in the specialty 053 «Psychology» is to familiarize students with the basic categories in the field of pedagogical and psychological examination, to form a system of knowledge among students about the features of conducting an examination of a student's educational activity and a teacher's pedagogical activity.

While studying the academic discipline, students must master the relevant program competencies. The result of studying the discipline is the formation of general competencies, namely: the ability to apply knowledge in practical situations; the ability to conduct research at the appropriate level; the ability to identify, pose and solve problems; the ability to communicate in a foreign language. The main professional (special) competencies that students of higher education must master are the ability to carry out theoretical, methodological and empirical analysis of current problems of psychological science and/or practice; the ability to choose and apply valid and reliable methods of scientific research and/or evidence-based methods and techniques of practical activity; the ability to independently plan, organize and carry out psychological research with elements of scientific novelty and/or practical significance; the ability to carry out practical activities (training, psychotherapeutic, consulting, psychodiagnostic and other) using scientifically verified methods and techniques; the ability to effectively interact with colleagues in mono- and multidisciplinary teams; the ability to assess the limits of one's own professional competence and improve professional qualifications; the ability to adhere to the norms of professional ethics in professional activities and be guided by universal human values; the ability to develop and implement innovative methods of psychological assistance to clients in difficult life situations; the ability to develop programs of measures to overcome negative socio-psychological phenomena, to comply with the norms of psychological hygiene and psychological safety in educational institutions and measures to strengthen the mental and personal health of teachers, children and schoolchildren.

The program learning outcomes that a higher education applicant must master are the ability to organize and conduct psychological research using valid and reliable methods; summarize empirical data and formulate theoretical conclusions; present research results in an accessible and reasoned manner in written and oral forms, participate in professional discussions; solve complex professional tasks (practical and research) based on available resources; assess the degree of complexity of activity tasks and make decisions about seeking help or advanced training; implement the results of scientific research into practical activities; draw up and implement a plan for the advisory process taking into account the specifics of the request and the individual characteristics of the client, and establish the effectiveness of one's own actions.

The planned learning outcomes include the following: knowledge of the purpose, tasks, object and subject of psychological and pedagogical expertise; the ability to highlight and analyze: fundamental categories of psychological and pedagogical expertise; explanation of the essence of psychological and pedagogical expertise, types of expertise; disclosure of the features of the construction and content of an expert opinion; knowledge of the requirements for an expert; development of mechanisms for assessing the mental development and educational activity of a student; ability to develop a mechanism for assessing the pedagogical activity of a teacher.

In the process of studying the discipline "Psychological and pedagogical expertise", it is advisable to consider the following topics: subject, tasks, goals and stages of psychological and pedagogical examination; the choice of psychological methods when solving expert problems; psychological analysis of educational motivation; psychological analysis of educational abilities and skills; psychological analysis of cognitive abilities of schoolchildren; psychological-pedagogical examination of the emotional-volitional component of the student's educational activity; psychological aspects of examination of a teacher's professional activity; psychological foundations of examination of teacher evaluation activities; examination of pedagogical situations and conflicts.

Conclusions. Summing up, we note that the increase in the number of scientific and psychological studies related to the features of psychological and pedagogical expertise is becoming increasingly relevant. The mastery by higher education applicants of the planned learning outcomes, the formation of general and professional (special) competencies and program learning outcomes provided for in the educational and professional program for the second (master's) level of higher education in the specialty 053 «Psychology», is ensured through a combination of theoretical training, practice-oriented training, research activities and professional reflection, which contributes to the formation of a holistic system of knowledge, skills and values necessary for effective psychological support, counseling, expertise and support of subjects of the educational process in the conditions of the modern educational space. In the process of reforming the education system of Ukraine, increasing requirements for the quality of the educational process, individualization of approaches to education seekers and updating the interdisciplinary competencies of a practical psychologist, the discipline "Psychological and pedagogical expertise" is extremely important and appropriate for training master's level specialists.

Prospects for further research. Given the multi-vector nature of modern approaches to psychological and pedagogical expertise, promising areas of further scientific exploration are: development of unified criteria and indicators of the effectiveness of psychological and pedagogical expertise, which will ensure greater objectivity and reproducibility of results in different educational contexts; integration of digital technologies into the procedures of psychological and pedagogical expertise, which opens up new opportunities for automated data collection, processing and analysis, increasing the accuracy and efficiency of expert opinions; analysis of the psychological readiness of experts to carry out professional assessment in conditions of constant social changes and stressful influences, particularly in conditions of war, crisis situations and post-war rehabilitation of education; international comparative study of models of psychological and pedagogical expertise, with the aim of adapting the best world practices to the national educational space.

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