

PSYCHOLOGICAL LITERACY IN UKRAINE: WAYS OF LEARNING AND LIVING



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This article describes how international and cross-cultural contributions of Ukrainian psychologists could be purposefully integrated into undergraduate global psychology education through internationalized psychological literacy. Psychological literacy is an umbrella term which is widely used to describe the attributes or capabilities of psychology graduate. Within Ukraine, psychology elite and students seek greater contact with psychology programs of foreign educators, academics and students to be flexible and better prepared for the changing world. In addition, the article suggests an integrated approach which is synthesizing, on the one hand, the Psychology of a Personality Vital Energy (needs), and the method of its study - Genetic and Modelling Approach and, on the other hand, the Theory of Personal Constructs to build a theory about the Psychology of Independent (Autonomous) learning of future psychologists for managing one's way of learning and living through global psychological literacy. Key concepts and the principle tenets of the theory were identified and defined, leading to overview of the knowledge, skills, values and competencies developed. The study also focuses on ways a discovery learning in the form of problem-based autonomous and a scientist-practitioner learning provides facilities to transfer global psychological literacy from classroom to real world.

Key words: global psychological literacy, vital energy, attribute, genetic and modeling method, personal constructs, scientist-practitioner learning, development.

У наведеній статті висвітлюються шляхи і досвід реалізації міжнародних та крос-культурних психологічних досліджень українськими психологами у процесі навчання студентів – психологів, можливості цілеспрямованої міжнародної співпраці завдяки глобальній психологічній грамотності. Дослідження широкого кола проблем психологічної грамотності як концептуального поняття, що має свою структуру та компоненти, є вельми актуальним та дискусійним в закордонній психології. Психологічна грамотність в широкому контексті - це термін, що використовується для опису атрибутивних характеристик або здібностей випускника, особистості. Українська психологічна еліта та студентство прагнуть до більш тісних наукових зв'язків з психологічними програмами закордонних психологів задля взаємозбагачення наукового досвіду, отримання гнучких знань, бути краще підготовленими до світу, що постійно змінюється. В статті також запропонований інтегративний підхід до навчання майбутніх психологів, що синтезує, з одного боку, досягнення українського психолога С.Д.Максименка та концептуальні засади його теорії психології життєвої енергії (нужди); з другого боку, психологію персональних конструктів – Дж.Келлі з метою створення теоретичних засад психології самостійного навчання студентів-психологів завдяки глобальній психологічній грамотності. Основні поняття та принципи теорії визначені, прогнозовані результати сформованих знань, умінь, цінностей та компетенцій надані, перспективи подальших досліджень окреслені.

Ключові слова: глобальна психологічна грамотність, життєва енергія, атрибутивні характеристики, генетико-моделюючий метод, особистісні конструкти, науковий підхід до навчання, розвиток.

Introduction

At the start of the 21-st century Ukraine which gained its independence in 1991 faces a great number of problems in quality training human capital which meets European (Bologna) standards

and requirements. The current research presents the interdisciplinary approach to innovating quality education of Ukrainian future psychologists. The innovative power of the paradigm is founded in the integrated approach that combines four major

aspects of the training both psychologists - scientists and practitioners, and emphasizing:

- the role of the integration: University - government - country (Psychological Services) in formation, developing and assessing global psychological literacy, global citizenship, competence and professionalism in Ukrainian psychology students;
- the integration of Psychology of a Vital Energy (Maxymenko, 2014), Personal Construct Theory (PCP) (Kelly, 1995) and Psychology sub-fields in implementation of the innovative approach to reforming psychologists' training in this country;
- the present status and future prospects of psychologists' education in Ukraine, in comparison with the reforms in the USA, Europe, Australia and elsewhere; generational differences in political socialization of Ukrainian psychology students, their adaptability to political changes and outcomes;
- the integration of business and its context with University Psychology Faculty needs through psychological, moral, ethical, educational, social and organizational areas.

Therefore, the given article focuses on the ways of using psychological literacy throughout the curriculum to develop students as scientists – practitioners to bridge theory-practice gaps in educating highly qualified psychologists for a better world. Relatedly, attention is also paid to promoting psychological literacy within the community. With all these considerations in mind we posed some principle questions, namely:

How can psychology educators and students maximize the value of psychology education for learning and living in the real world? Why does psychological literacy matter? What is the difference between global psychological literacy and psychological literacy itself? Where did the term(s) come from?

In order to provide a literary review on the problem, it is worth analyzing the European, American, Australian and elsewhere experience on psychological literacy and global citizenship in comparison with the Ukrainian System of Psychology Education. It is also desirable and invaluable from the angle of intended outcomes that were achieved over the last twenty years by global psychologists.

Literacy is a fundamental human right, “an instrument of empowerment to improve one’s health, one’s income and one’s relationship with the world” proclaims United Nations Educational, Scientific and Cultural Organization (UNESCO, 2016). The notion that literacy is the power of knowledge and can improve the quality of one’s living and learning has appeared in many ways in the literature.

During the last decade, the literature on psychological literacy has been growing rapidly (Akhurst, 2013; Boneau, 1990; Cranney, Botwood, Morris, 2012; Cranney, Dunn, 2011; Dudgeon, Darlaston-Jones, Clark,

2011; Halpern, 2010; Heritage, Roberts, Gasson, 2016; Hulme, 2014; Karandashev, Cranney, Dunn, 2011; Mair, Taylor, Hulme, 2013; McGovern, Corey, Cranney, Dixon, Halpern, 2010; Morris, Cranney, Jeong, Mellish, 2013; Semychenko, 1997; Virna, 2003; Wagner, 2013). Along with it, an extensive growth of literature on National Standards for Psychological Literacy and global citizenship (Dudgeon, Darlaston-Jones, Clark, 2011; Maxymenko, 2013; McGovern, Corey, Cranney, Dixon, Halpern, 2010; "Psychology 2020", 2011; Reddy, Dutke, Papageorgin, Balkar, 2014; Semychenko, 1997; Vygotsky, 1993) was also published. This is where the concept of psychological literacy comes in.

The term *psychological literacy* was coined by Alan Boneau (Boneau, 1990). Remarkably, that the study was motivated by a desire to identify 100 psychological terms and concepts of sufficient importance that they should be a general knowledge within the psychological community, especially to students (Mair, Taylor, Hulme, 2013). In other words, Boneau’s research was aimed at investigating aspects of the discipline that future psychologists should know about. Later on T. McGovern and a group of undergraduate professors from the U.S.A (McGovern, Corey, Cranney, Dixon, Halpern, 2010) adopted a similar stance, developed it terminologically more precise, and concluded that psychological knowledge is for something taking actions, helping others, improving the lives we lead. They invited teachers to develop psychological literacy by using scientifically sound and reflective pedagogies. McGovern and colleagues stressed that...” It is at the juncture of the humanities where students gain the human-focused values and the scientific tools necessary to see and to care about the human condition and to improve it” (McGovern, Corey, Cranney, Dixon, Halpern, 2010; Maxymenko, 2015).

At the same period of time a new development of the concept of psychological literacy was introduced by Halpern (Halpern, 2010). He expanded the scope of meanings of the given term and proposed the notion of *psychologically literate citizen*. It presupposed that the psychologically literate citizen possessed basic knowledge of psychology, and who can and will apply the knowledge to a broad range of situations (Halpern, 2010; Cranney, Dunn, 2011).

Further development of the concept was proposed by Cranney and Dunn (Cranney, Botwood, Morris, 2012; Cranney, Dunn, 2011). The novelty of their definition of psychological literacy focused on the assertion that it is “psychological knowledge that is used adaptively” (Cranney, Dunn, 2011; Dalton, Dunnett, 2005). The researchers introduced a new type of literacy which was called the *adaptive application of psychological literacy*. According to Cranney & Dunn (Cranney, Dunn, 2011), adaptive application represents a form of action research,



requires the capacity to reflect widely and critically on experience and disciplinary knowledge to exhibit meta-metacognition which is, in view of Cranney & Dunn, is an indicator of psychological literacy. Therefore, elaborating National Standards for psychological literacy and global citizenship Cranney et al defined it as “the general capacity to adaptively and intentionally apply psychology to meet personal, professional and societal needs.” (Cranney, Botwood, Morris, 2012; Dewey, 1938). In a further development and application of psychological literacy the concept “captures the ability of a psychology student to apply the knowledge and skills that they acquire during their education to all aspects of life: the workplace, their personal lives and the wider social context” (Hulme, 2014, p. 932). Future perspectives and implications of the concept, as seen by J. Hulme (Hulme, 2014), are as follows: “as such, psychological literacy may provide a lens through which we can view the wider benefits of psychology education.” (Hulme, 2014, p. 932).

At this point of our speculations we shall address the concept of *global psychological literacy* for the purposes and aims of our study. It is evident that literacy in psychology education has a great significant potential to benefit the global community.

However, the predominantly Western and European cultural influences of psychology do not always fit indigenous and other cultural perspectives, and yet psychology is “still being taught within the dominant knowledge constructions” (Dudgeon, Darlaston-Jones, Clark, 2011, p. 74). The same idea is supported by Wagner (Wagner, 2013) who states that “many of the present dominant social psychological theories do not fit non-western people” (Wagner, 2013, p 59). It is our strong belief and desire that it is high time and urgent both for the Western, European, Australian, Ukrainian and elsewhere paradigms to join efforts of global psychologists in mutually enriching our knowledge and promoting quality psychological education.

We are also sure that under the given circumstances it will channelize and widen scientific horizons of our creative thinking and competencies that draw on professional experience and practice through global psychological literacy.

Thus, we have attempted to coin our vision of global psychological literacy as: the ability of a student to apply the bulk of international psychology knowledge and socio-cultural mental processes to personal, family, occupational, community and societal challenges in diverse cultural contexts in order to maximize the value of psychology education for learning and living in the real world [L.Derkach].

There is an increasing evidence, for instance, for the need to unify globally accreditation criteria for undergraduate psychology programs as to the concept of psychological literacy and psychologically

literate citizenship. As Taylor (Taylor, Hulme, 2015) explains, the increased interest in these topics was in part driven by changes to the British Psychological Society (BPS) accreditation criteria for undergraduate psychology programs (Taylor, Hulme, 2015; Cranney, Botwood, Morris, 2012).

As we stated earlier, this study presents a synthesized overview of Western literary sources and Ukrainian evidence for the efficacy of global psychology literacy.

As the literary review demonstrates, there is no agreed definition of the term (Cranney, Botwood, Morris, 2012; Dudgeon, Darlaston-Jones, Clark, 2011; Halpern, 2010; Heritage, Roberts, Gasson, 2016; Ivanova, 2013; Karandashev, 2011; Mair, Taylor Hulme, 2013; Morris, Cranney, Jeong, Mellish, 2013). At the same time, various definitions have one thing in common which is clearly expressed in the J.Taylor and J.Hulme (Taylor, Hulme, 2015) statement which goes like this: that “... the skills acquired through the study of psychology at undergraduate level represent a coherent set of knowledge, skills and values that underpin students’ psychological literacy and which enable them to apply psychology to real life contexts. These scientific, critical thinking and ethical skills encapsulate the contributions a psychology graduate can make to the workplace and to society more generally” (Taylor, Hulme, 2015; Cranney, Botwood, Morris, 2012).

Australian and American researchers B.Heritage, L.Roberts, and N.Gasson (Heritage, Roberts, Gasson, 2016) assume that “psychological literacy, a construct developed to reflect the types of skills graduates of a psychology degree should possess and be capable of demonstrating” (Heritage, Roberts, Gasson, 2016; Akhurst, 2013).

In our view, the state of art in Europe is explicitly represented in the study conducted by P.Reddy et. al [32]. The authors describe the ways how 16 experts, European members of the European Network for Psychology Learning and Teaching (EUROPLAT) and the European Federation of Psychologists’ Associations (EFPA) Board of Educational Affairs answered the set of questions after the establishment of a common European qualification framework for psychologists, the European Certificate in psychology (EuroPsy). These questions (Reddy, Dutke, Papageorgin, Balker, 2014, p. 928) concerned the information on: How are psychologists educated in their countries? How are they integrated into the workforce? What are the most pressing issues in educating the next generation of psychologists? The information received from psychology experts made it possible to conclude that “... in every country most students want to practice as professional psychologists, especially in clinical psychology or in the health sector” (e.g. Germany, Slovenia, Spain, Turkey, the Czech Republic (Reddy, Dutke, Papageorgin, Balker, 2014, p. 931). One more



conclusion which is correspondent with the aims and goals of our article regards future career opportunities of psychology students. It is shown that in such advanced countries as France, the UK, and Spain there is a strong competition for professional entry (Reddy, Dutke, Papageorgin, Balkar, 2014, p. 932). It is also suggested by experts that, "... it is helpful if psychology students combine their study program with other academic and professional skills and training, because "pure psychology is less compatible with the labour market..." (A Swiss experience) (Reddy, Dutke, Papageorgin, Balkar, 2014, p. 932). And what matters greatly from the work by P.Reddy et.al, is posing a fundamental question: how can we prepare students to accommodate the needs of tomorrow's society and the changing demands of the labour market?

To sum it up, the above mentioned investigators offer the description of three major challenges looking at the education in Europe, namely: 1. Self-reflection; 2. Self-presentation; 3. Self-balance. In contrast to western psychologists' view on the problem, the Russian psychologist V.Karandashev (Karandashev, 2011) considers psychological competence or individual psychological culture of behavior as alternatives to the concept of psychological literacy, as the desired outcome for psychology undergraduate education (Karandashev, 2011; Akhurst, 2013).

Thus, psychological literacy in various psychological paradigms is most commonly defined as "the general capacity to adaptively and intentionally apply psychology to meet personal, professional, and societal needs" (Cranney, Botwood, Morris, 2012). According to McGovern (McGovern, Corey, Cranney, Dixon, Halpern, 2010), it consists of nine facets, namely: psychological knowledge-scientific thinking; critical thinking; application of psychological principles; ethical behavior; information literacy; effective communication competence; respect for diversity and insight.

It is interesting to note that the diversity of opinions among Ukrainian psychologists on the issue of psychological literacy reflects the complexity of the issue itself. Education reforms in higher education are wide-ranging and provide the facilities to bring Ukrainian Universities into alignment with the Bologna Process and, in this way acquire global psychological literacy as well. The draft plan "A Strategy for the Reform of Higher education to 2020" ("Psychology 2020", 2011) sets goals to achieve some efficiencies across the system and to bring academic programs into better alignment with labour market requirements. In view of this, we shall treat Ukrainian psychological approaches to the notion under discussion, that is, the concept of psychological literacy. Using the literature as the source of evidence in Ukrainian psychology paradigm, it presents key themes and issues, presenting the concept of *psychological literacy* and is usually discussed in dispensed arenas and under different headings.

A scan of the literature related to the issue identified the usage of the term as a synonym to related concepts, such as: "professional culture" (Chepeleva, 1997); "professional creativity" (Karamushka, 2013), "professional competence" (Virna, 2003); "professional orientation for future psychologists" (Shevchenko, 2013), "professional consciousness and self-determination" (Stasiuk, 2009); "professional orientation" (Ivanova, 2013) etc. So, the development and application of psychological literacy in the Ukrainian context is less topical than in other cultures but combines a wider covering of its structure and components, we believe.

Thus, the comparative analysis of the conceptual and methodological approaches to the notion of psychological literacy in European, Western and Ukrainian paradigms makes it possible to conclude that:

1. Psychology educators, scientists, undergraduates acquiring global psychological literacy as the capacity to intentionally use psychological knowledge and skills to achieve personal, professional and societal goals (Cranney, Dunn, 2011) have different theoretical and methodological opportunities to become psychologically literate;
2. There is a sharp diversity of views on the notion of the psychological literacy both in Western and non-Western paradigms. Its facets range substantially from the number of components to the content and nature.
3. Relatedly, a high level of psychological literacy necessarily entails psychologically literate citizenship, which involves behaving in a way that reflects a consideration of the long-term needs of local and global communities at measuring levels of psychological literacy (Heritage, Roberts, Gasson, 2016).
4. What is still lacking of the processes involved in modern undergraduate psychology education globally is gaining employment, and, consequently, it is the burning issue of the continuing, independent (autonomous) learning during a career growth with the measurement of global psychological literacy. Thus, the psychological literacies of cultural competence and respect for diversity of opinions on the issue under the discussion, are complex and multi-faceted concepts. And as John Dewey concluded "...all genuine education comes about through experience" (Dewey, 1938; Maxymenko, 2015). It suggests us the idea of collaboration in interdisciplinary teams of psychologists that requires to work well with different disciplinary paradigms.

Current educational practice is largely based on the works by Leo Vygotsky (Vygotsky, 1993) as a constructivist learning which is associated with active, thought – provoking learning.



At present, the research literature (Akhurst, 2013; Mair, Taylor, Hulme, 2013; Maxymenko, 2015; Maxymenko, 2013; Morris, Cranney, Jeong, Mellish, 2013; Reddy, Dutke, Papageorgin, Balkar, 2014; Shevchenko, 2013; Stasiuk, 2009; Taylor, Hulme, 2015) worldwide provides relatively detailed descriptions of embedding psychological literacy in the Psychology curriculum (i.e., Cognitive, Educational, Biological, Developmental, Social, Individual Psychology, Research methods, etc.). As to Ukraine, it is one of the priorities to introduce it into the Psychology Curriculum as a model which necessarily requires careful theoretical and methodological research.

The proposed methodological basis for constructing the innovative paradigm of educating future psychologists in Ukraine is based on the synergy of the theoretical basis of Psychology of Personality Vital Energy (needs) (Maxymenko, 2015; Maxymenko, 2013; Maxymenko, 2014) and Theory of Personal Constructs (PCP) (Kelly, 1955; Kelly, 1969; Kelly, 1970) for promotion and development of global psychological literacy. And it is essential to ask: how Psychology of Personality Vital Energy and Personal Construct Theory and Practice could be effectively applied at the process of managing and being managed future psychologists? In accordance with S. D. Maxymenko's views (Maxymenko, 2014), personality is considered as a form of existence of the human psyche, which is integrity, capable of self-development, self-determination, the conscious objective activity and self-regulation and has its own unique and imitative inner world. The author proposed a genetic and modelling method which aims at exploring the personality in his/her development. Principles of method construction reflect the nature of the existence of the study object. Technology of the method (the principle of the unity of the genetic and experimental lines of development) means a study in the most "natural conditions of existence of a personality and the creation of the actual personality's space for realizing the numerous modelling capabilities of his/her own development and existence. In accordance with the original theoretical paradigm, the *vital energy*, as a genetically basic unit of human development and existence, constitutes the basis of the personality development. Being an information and energy flow, vital energy specifically connects the biological and social determinants and is the original driving force of self-development of personality as a certain human being. Constant energetic stress of vital energy creates real conditions for the formation of mechanisms that are based on the powerful social influences and are transformed into biological (morphological) and psychic structures in the process of ontogenesis. The attributive characteristics of the vital energy of a personality are described. Among them the common graduate attributes or

capabilities that students should acquire while majoring in psychology are as follows: a) a scientific way of thinking; b) acquiring discipline knowledge (critical thinking, research skills, moral values, ethics, competencies, communication).

Therefore, the proposed Psychology of Personality Vital Energy (need) by S. Maxymenko makes well to the spiritual transformations and accompanying shifts of future psychologists in formation, development and measurement of their global psychological literacy.

Establishing empirical evidence of the Theory of Personal Constructs by Kelly (Kelly, 1955; Kelly, 1970) for the benefits of global psychology literacy development in Ukraine, its impact on educational reforms, one must state that it is a relatively neglected area of investigation yet. Moreover, little has been done in this area. Therefore, the given report touches on the ways of learning and living in Ukraine basing on the latest thinking and empirical research in PCP, proposed reflections by practicing PCP postulates and conceptual analysis of issues pertaining to current and emerging theoretical issues in PCP. Current research on PCP, Wang (Wang, 2004); Caputi, Foster, Viney (Caputi, Foster, Viney, 2006); Koch (Koch, 2006); Dalton (Dalton, Dunnett, 2005); etc. extensively continue to study concepts, cutting-edge research and scholarship in the field of PCP and related constructivist, social constructivist and other approaches to the problems mentioned above.

In order to maximize the effects of the optimal individual strategy instruction, the future psychology students should be provided, in our view, with the information on advances in PCP as well as with new directions and perspectives for providing quality training and formation competencies.

In this context, interdisciplinarity creates the necessary conditions for the all-round deep insight into the issue under the study, we believe. Kelly (Kelly, 1955, p. 46) explains that "a person's processes are psychologically channelized by the way in which he anticipates events". In view of this, to provide efficiency improvement in self-education and independent student's work, to achieve quality optimization and performance management at Dnepropetrovsk Humanitarian University, we have posed a question: How Personal Construct Theory and Practice could be effectively applied at the process of managing and being managed of future psychologists?

Hence, we have analyzed and probed a new paradigm of independent (autonomous) learning based on determining a student's system of constructs through which to construe student's learning and life events.

It is common knowledge that universities teach students to solve a problem by breaking it down into smallest components. On the contrary, businesses and the person's essential constructs that represent very



strong and unchangeable beliefs solve a problem by integrating the solution into all facets of operation. Bearing this in mind, we have suggested four ways to create an adequate academic environment necessary for the progress and development of global psychological literacy.

Thus, the four ways of learning presupposed integration of University, country and industry regarding opposite POLAR constructs: a future psychologist – business active psychology specialist. Nikolayenko S.M. [30], a former Minister of Education and Science of Ukraine, put in and clearly defined the major educational problems the country faced in the year 2007. Many of them remained unsolved, namely:

- Creation of Quality Assurance System for higher education, which would correspond to the European standards and norms;
- Provision the students and teaching staff mobility in the international education area; extension of the social partnership practice of the higher education institutions with employers, citizens and public associations, involving them into process of elaboration of higher education. In this context, the basic structure of Personal Construct Theory and the higher education reform in Ukraine, offers a framework for the Ukrainian students and people to understand beliefs they have about their own personal development. It also helps to explore the way they lead their lives in the context of a personal construct view of development. It is remarkably well – known that Kelly does not refer to learning at all, but to changes in constructs over (Kelly, 1955). In other words, the major priority of the educational reform is to produce changes in the creation of general education and scientific area. It also presupposes the development of the unified criteria and standards in the field of education and science. Thus, the basic principles that cause changes and development of the higher education system of Ukraine are as follows:

a) creation of innovation environment on the basis of educational and scientific support. The essence of the principle is that a life - long education is defined by the innovative ways of the society development. In its turn, it is really possible, if a new generation of people is formed on the basis of the innovative, creative thinking and behavior. From this angle, in our view, PCP can provide resources and stimuli as ways of learning fresh approaches to training future competent specialists, namely, psychologists, for the developing Ukraine which gained its independence. This approach, according to our position, gives rise to a greater attention to the ways of formation in students-psychologists the active approach to life and professional life in shaping the events of their own future;

b) the second principle that causes higher education reform in this country is adaptation of the

higher education system of Ukraine to the norms, standards and basic principles of the European Higher Education Area (EHEA).

Method

This brought us to the idea of a new paradigm of training psychologists which is based on the following principles:

1) the Constructionist Principle that is the power of language with the emphasis on anticipation. What does the phenomenon have to do with training psychologists? Kelly (Kelly, 1955; Kelly, 1970) says that our anticipations give us a degree of control of future events. Kelly also emphasized that our anticipations give us a degree of control when extended into our behavior which becomes our questing or questioning act. As he suggests "... just as all questions are anticipatory, behavior is anticipatory too" (Kelly, 1970; Karandashev, 2011). Finally he outlined the aspect of his theory under the coined word-combination "actual events anticipating" which states: "...questions are restless bed – fellows. When they are behaviorally activated they disturb all sleep nestled in foregone conclusions and elicit dreams of unprecedented replies. Ask the most foolish question you can imagine, and sure enough, someone will offer an answer" (Kelly, 1969). That is, the fundamental Postulate of the Psychology of Personal Constructs runs, that a person's processes are psychologically channelized by the way in which he anticipates events. Thus, the art of asking and crafting questions for a future psychologist is crucial. Making use of Appreciative Inquiry Approach (AIA) to the concept of training specialists in the field of Psychotherapy, we applied the second principle;

2) the Anticipatory Principle in which the following three steps form a continuing cycle for training:

- Discover: Appreciating that which gives you life being a psychology student.
- Dream: Creating shared images of a preferred future, professional carrier, professional ladder.
- Deliver: Sustain the change (s) that occurred in your professional training since implementation the measures for the improvement of synergism between higher education (University), country (government) and industry (psychology specialists).

Results

The experimental data obtained (320 subjects - University psychology students, aged 18 - 28 of both sexes) have proved that the usage of the above mentioned methodology of training psychologists provided self-directed, discover learning, critical reflection of the state of art, and, what matters greatly, – experiential learning with the emphasis on psychology experience as a defining feature of adult learning.



As it is well-known our experience is culturally framed and shaped (Vygotsky, 1993). Psychology students learned to experience events, change to the language and categories of analysis they used in accordance with moral, cultural and ideological standards and norms. Basing on Kelly's theory, they attempted to construct their experience by asking the questions: How we sense? How we interpret what happens to us in a learning environment and to the world around us? Is experience the function of constructs providing understanding and perceptual filters? How to become a skilled psychologist at learning in a range of different situations and through a range of different styles? And other questions. Yet, of the four areas of the independent learning research discussed, learning how to learn independently through global psychological literacy was the most complicated area of psychology education, especially for starters. This may be because the function of helping students how to learn is often claimed as the function of the school than the University.

Further Research

Three important issues should be addressed if research on how PCP education and training should be conducted, namely:

1. The interaction of the student's system of constructs and emotions that is the development of emotional intelligence in future psychologists.

2. The understanding of inter-cultural differences in industrialized societies of Europe and Ukraine.

3. The predominant focus in the study of instrumental skill development needs to widen a student's personal learning in various workplaces of Psychology Industry (Services). At present, Ukrainian industries face problems and constraints which widen the gap between higher educational establishments and the country. In our case, the lack of linkage unit suggested us the idea of creation Higher Education Institution – Industry Resource Integration Center (IREC) which serves as the way to solve the problems the Ukrainian industries are facing (psychological, organizational, communicative, intellectual, etc.). So, the aim of IREC is to enhance the acceleration of industrial development and to provide technology transfer in the sphere of Psychological Research. In the triple helix technological facilitators were identified, namely:

- at the University level – Dean of Psychology Faculty;
- at the government level - Ministry of Education and Science, a Special Department in the Sector of Licensing in the State Accreditation Commission);
- at the industry (Psychology Service) – psychology consultants, coaches, psychotherapists, etc. who make decisions on technology selection in Psychology Research and Practice Implementation. The unity provides the link of intellectual capabilities of theory and practice, innovation and stable contacts with the centers of relevant

technological developments and industries. It results in promotion of a healthy skepticism of current claimed advances and alert to the changes of being overwhelmed by a rapidly changing technology. In addition, facilitators are responsible for ensuring the transferred technology in Psychology and its optimal use of human resources in this country. Let us set an example of how IREC explores the major postulates of Kelly's theory in shaping business active psychology specialists. Psychology students at Dnepropetrovsk Humanitarian University are proposed the Quality Education Plan to achieve the efficiency improvement both in self – education and independent work.

Quality Education Plan

(Independent Education)

1. An exploration of the psychological heritage and culture of Psychology of Personality Vital Energy (needs) and Personal Construct Psychology (PCP).
2. A working definition of self – education and independent work from the standpoint of two paradigms: Psychology of a Vital Energy (need) and of PCP.
3. An examination of resourceful perspectives in Genetic and Modelling Method, PCP and functional asymmetry of the brain.
4. A look at psychological research of neurological profiles of psychology students built on PCP's heritage.
5. An experimental study of the structure of global psychology literacy regarding self – education and independent work with reference to self – characterization and anticipation of possible events.

To sum it up, it is believed that some ground work has to be accomplished in order to establish a sustainable University – Industry Linkage. To this effect, Psychology Faculty at DHU started a Psychology Faculty - Industry Linkage Unit. (PFILU) on its premises. Its main objective is to pave the way for establishment of cooperation programs to learn the success and shortcomings of their experience acquiring global psychological literacy. The following is the list of the activities to be realized in the coming 2016 – 2020 year:

- Experimental research on “Survey On Skill Needs and Capabilities of Psychology Faculty, the Industrial Sector for promoting global psychological literacy;
- Measurement of the levels of global psychological literacy with IT technology information dissemination for students - psychologists;
- Preparation, organization and realization of international projects “Summer Courses on Global Psychology Literacy in Ukraine”;
- Organization of seminars and workshops on recent innovative industrial issues ;
- Organization of international educational visits and



vacation jobs for psychology educators and students;

- Conduct and coordination research activities on identified problems of industry (e.g. measurement of Emotional Intelligence) and promotion of coordinate research activities in Psychology Faculty.

Evaluating recent developments, it is worth saying that Ukrainian industries (namely, Psychology Services) are operating in the business environment characterized by unprecedented global competition and technological change. And it is evident that industries could survive and be competitive in order they have stable links with higher education research institutes so as optimally use the available human resources of the country. The next way of training future psychologists in the framework of a new paradigm of Constructivist Psychology dealt with profound integration of Psychology sub-fields. The goal was to provide psychological internal ideas of Ukrainian socio-economic reality with capital idea to better understand the world around.

Under these circumstances, Psychology of Vital Energy and Psychology for Living – PCC, offer a framework for Ukrainian psychology students to understand themselves more fully and to consider how their own outlook may be preventing them from personal problems (Dalton, 2005). Kelly's theory sets out with the assumption that the world is in a state of a continuous movement and change. This assumption obviates the task how a person is "prodded into action" by one postulated force or another. In this sense, our construction of the world and then our behavior bridges the gap between them. As a result, our behavior is seen as a way of posing questions about our constructs of the world. As Kelly states (Kelly, 1969, Koch, 2006) behavior is "the instrument of its own exploration". In this context there is a sharp interest of Ukrainian psychological elite to the problems of:

- Organizational Psychology (power and politics; conflict and negotiation; stress and time management; helping employees balance work and other responsibilities);
- Self - Management Psychology Behavior Change (reinventing one's life: how to break free from negative life patterns and feel good again).

Consequently, theories, strategies and practices of increasing effectiveness through situational Self – Leadership are at the focus of psychology students training as it provide interdisciplinary subject links and promotion of global psychological literacy.

The third way was realized due to the integration of the mentioned above theories and practice of Personal Construct Psychology developments. This perspective in training future psychologists deals mainly with generational differences in political socialization of students. It also was inseparably connected with adaptability of youths to political change and the length of time necessary for significant change to

occur in terms of the Ukrainian situation. From Kelly's point of view of the personality as a scientist, each person has his own hypotheses, anticipations and expectations, He explains that the individual differences that we observe in our standpoints are alternative and especially these are the differences that lead us to different experimental enterprises. In his theory, in our view, there is an invaluable piece of advice to the developing democracies which goes like this: there are times "when a person hesitates to experiment because he dreads the outcome. He may fear that the conclusion of the experiment will place him in an ambiguous position where he will no longer be able to predict and control" (Kelly, 1969; Heritage, Roberts, Gasson, 2016). In this connection, it is vital for the Ukrainian people, psychology elite and future psychologists to learn how can citizens assimilate the attitudes and behaviors necessary to become loyal and effective citizens of the new democratic regime. Consequently, the rapid emergence democracy in Ukraine has revived interest in processes of political learning and re-learning with the help of specialists in the field of Political Psychology. Regarding the issue of generational differences in political socialization mentioned above, it is worth mentioning that early adaptation of youths – future psychologists to political change and the length of time necessary for that is one of the priorities of Political Psychology courses taught. Students are provided the possibilities for the analysis of various patterns of political behaviors of the country's leaders, voting process, group behavior, genocide, leadership, terrorism and their psychological origins. And finally, the fourth way was aimed at integration of business and its context through psychological and moral areas as well as educational, social and organizational ones.

Conclusions

To sum it up, the research opens a new paradigm of learning basing on Maxymenko's and Kelly's postulates on what, how and why Psychology Faculty needs to teach psychology students to reflect the world outside. The ways of learning and living in contemporary Ukraine are various and unique as a result of tremendous economic, political and social changes that have occurred in the last years. They clearly show and demonstrate an interesting contrast between current and former system of Psychology Education and Training in Ukraine which results in more tight connections of globalized Higher Education, Transnational Universities with industries and governmental sectors. It is more than ever essential to develop global psychological literacy as the 21-st century requires highly qualified psychologists to be helpful in many fields of professional, social and private life.

To our mind, it also opens a cross-nation dialogue about innovating education models in Transnational



Universities in the 21-st century, strategies, Psychology Services and products regarding new ways of learning and living of future specialists in the field of Psychology, basing on accomplishments of Psychology of Personality Vital Energy and Constructivist Psychology to make the world better.

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