
EDUCATIONAL PSYCHOLOGY
ПСИХОЛОГИЯ ОБРАЗОВАНИЯ

A Professional Exam as a Resource for Improving the Readiness of a Future Teacher-Psychologist to Support the Educational Process at School

Marina A. Egorova

Moscow State University of Psychology & Education, Moscow, Russia
ORCID: <https://orcid.org/0000-0003-0716-6858>, e-mail: egorovama@mgppu.ru

Anna V. Lobanova

Moscow State University of Psychology & Education, Moscow, Russia
ORCID: <https://orcid.org/0000-0002-8850-8647>, e-mail: lobanovaav@mgppu.ru

An important problem of modern psychological and pedagogical education is the assessment of the readiness of university graduates to carry out the basic professional function of supporting the educational process in educational organizations of different levels. The aim of the article is to study the potential of the demonstration professional examination not only as a resource for identifying the level of professional competencies of students and determining the “zone of nearest development” of these competencies, but also as a resource for improving the readiness of future teacher-psychologists to support the educational process at school. The content and organizational characteristics of the training direction “psychology-pedagogical education” are described, the methodology of which is based on the provisions of the scientific school of cultural-historical psychology, system-activity and competence approaches to the formation of educational results of students. The directions and necessary conditions for improving the developing educational environment of the university are substantiated, which is a resource for increasing the professional readiness of students to support the educational process at school. The analysis of modern researches of effectiveness of professional examination, introduced in the Higher Education Institutions of the Russian Federation is presented.

Keywords: educational psychologist, psychological education service, demonstration professional exam, educational process support, assessment of professional competencies, cultural and historical psychology, developmental education.

Funding. The study was carried out within the framework of the state assignment of the Ministry of Education of the Russian Federation No. 073-00037-24-01 dated 02.09.2024 «Monitoring the readiness of pedagogical universities to introduce a professional exam for graduates of educational psychology teacher training programs».

For citation: Egorova M.A., Lobanova A.V. A Professional Exam as a Resource for Improving the Readiness of a Future Teacher-Psychologist to Support the Educational Process at School. *Kul'turno-istoricheskaya psikhologiya = Cultural-Historical Psychology*, 2025. Vol. 21, no. 1, pp. 77–87. DOI: <https://doi.org/10.17759/10.17759/chp.2025210108>

Профессиональный экзамен как ресурс повышения готовности будущего педагога-психолога к сопровождению образовательного процесса в школе

М.А. Егорова

Московский государственный психолого-педагогический университет (ФГБОУ ВО МГППУ),
г. Москва, Российская Федерация
ORCID: <https://orcid.org/0000-0003-0716-6858>, e-mail: egorovama@mgppu.ru

А.В. Лобанова

Московский государственный психолого-педагогический университет (ФГБОУ ВО МГППУ),
г. Москва, Российская Федерация
ORCID: <https://orcid.org/0000-0002-8850-8647>, e-mail: lobanovaav@mgppu.ru

Важной проблемой современного психолого-педагогического образования становится оценка готовности выпускников вуза к осуществлению базовой профессиональной функции по сопровождению образовательного процесса в образовательных организациях различного уровня. Цель статьи заключается в изучении потенциала демонстрационного профессионального экзамена не только как ресурса для выявления уровня сформированности профессиональных компетенций у обучающихся и определения «зон ближайшего развития» данных компетенций, но и как ресурса повышения готовности будущих педагогов-психологов к сопровождению образовательного процесса в школе. Описаны содержательные и организационные характеристики направления подготовки «Психолого-педагогическое образование», методология которого основана на положениях научной школы культурно-исторической психологии, системно-деятельностном и компетентностном подходах к формированию образовательных результатов обучающихся. Обоснованы направления и необходимые условия совершенствования развивающей образовательной среды вуза, что является ресурсом повышения профессиональной готовности обучающихся к сопровождению образовательного процесса в школе. Представлен анализ современных исследований эффективности профессионального экзамена, внедряемого в вузах Российской Федерации.

Ключевые слова: педагог-психолог, психологическая служба образования, демонстрационный профессиональный экзамен, сопровождение образовательного процесса, оценка профессиональных компетенций, культурно-историческая психология, развивающее образование.

Финансирование. Исследование выполнено в рамках государственного задания Министерства просвещения Российской Федерации № 073-00037-24-01 от 09.02.2024 г. «Мониторинг готовности педагогических университетов к введению профессионального экзамена для выпускников программ подготовки педагогов-психологов системы образования».

Для цитаты: Егорова М.А., Лобанова А.В. Профессиональный экзамен как ресурс повышения готовности будущего педагога-психолога к сопровождению образовательного процесса в школе // Культурно-историческая психология. 2025. Том 21. № 1. С. 77–87. DOI: <https://doi.org/10.17759/10.17759/chp.2025210108>

«Science is often confused with knowledge. This is a gross misunderstanding.
Science is not only knowledge, but also consciousness, i.e. the ability to use knowledge properly».

V.O. Klyuchevsky

Introduction

The establishment of the psychological service of education, in terms of both organisation and methodology, commenced in the early 1980s. During this period, significant scientific and practical events were held, including round tables, conferences, exhibitions, and scientific and methodological publications. These events served to substantiate the expediency of psychologists' participation in the activities of educational organisa-

tions, with schools being a primary focus [6]. I.V. Dubrovina, an eminent organiser and scientific inspirer of the establishment and operation of the school psychological service, designated this era as a romantic period: «Psychologists were of the opinion that their presence at school would serve to ensure the implementation of every child's right to full mental and personal development, as well as respect for their emerging personal individuality» [5, p. 25]. E.I. Metelkova, Advisor to the Rector of the National Research University Higher

School of Economics, observes that «the domestic institute of psychological assistance in education was formed in response to society's demand for practical implementation of the principles of humanistic education, and for the education system to be adapted to the levels and peculiarities of students' and pupils' development and training» [16, p. 35]. For a period of more than four decades, the importance of the educational psychologist within schools has been enhanced, concomitantly with an increase in their professional responsibility. Nevertheless, the psychological service, which occupies a central position in all negative cases involving students, their parents, teachers and society at large, has not yet been fully developed into a system capable of effectively supporting students in their psychosocial and personal development. The President of the Russian Federation, V.V. Putin, highlighted this fact during the II Congress of Young Scientists. Putin's address was directed towards the participants of the II Congress of Young Scientists, specifically those engaged in the programme for the development of personnel management reserve in the domain of science, technology and higher education: «It is evident that the demand for psychological services has not yet been met, and that the existing services are inadequate. This can be attributed, at least in part, to the state's lack of attention to the matter, at all levels. Regrettably, this oversight persists, resulting in a situation that is, as yet, unaddressed» [2, p. iv].

The Concept and Plan for the Development of the System of Psychological and Pedagogical Assistance in General Education and Secondary Vocational Education in the Russian Federation for the period up to 2030 were soon formulated and endorsed. The documents identify a psychologically favourable and safe educational environment as the main predictor of achieving the target results of the educational process, in the creation of which pedagogical psychologists play a key role. In order to facilitate the delivery of high-quality training to educational psychologists, the creation of specific conditions is planned. These conditions will ensure continuous professional growth and career progression from a young educational psychologist to a methodologist and mentor [1]. An urgent task has been established to continue the systematic work on addressing the significant deficit of skills exhibited by a substantial proportion of educational psychologists in addressing professional issues. A comprehensive list and detailed description of these competencies can be found in the 'Methodological Recommendations on the Functioning of Psychological Services in General Education Organisations and Related to the Implementation of the Current Federal State Educational Standards for General Education' [24, p. 6].

It is imperative that the Psychological Service of Education address its personnel issues at the pre-professional training stage of future specialists. This is particularly salient given the disconcerting statistics which indicate a

decline in professional motivation amongst over 71% of students by the conclusion of higher education [18].

At the All-Russian Congress of Psychological Services in the Education System of the Russian Federation in December 2023, A.A. Margolis, rector of the Moscow State University of Psychology and Education, proposed «an improvement to the educational process that would facilitate the transition from teacher training to practical professional activity» [26, p. 151]. Consequently, a significant challenge confronting contemporary psycho-pedagogical education is the evaluation of university graduates' preparedness to execute the fundamental professional role of facilitating the educational process within educational organisations at diverse levels. Following the lead of secondary vocational educational organisations, higher education institutions are adopting an innovative form of assessment known as a demonstration exam [7].

The objective of the present article is twofold: firstly, to examine the potential of the professional demonstration examination (hereinafter referred to as the 'demo examination') as a resource for identifying the level of professional competencies of students and determining the 'zone of immediate development' of these competencies; and secondly, to explore its use as a resource for enhancing the readiness of future educational psychologists to support the educational process in schools. In order to achieve this objective, it is necessary to turn to the methodology of psychology-pedagogical education and analyse the successful developments of Russian universities in conducting a demonstration exam.

Methodology of Psychological and Pedagogical Education

The specialization "Psychological and Pedagogical Education" within the extended group of specializations and specializations "Education and Pedagogical Sciences" is developed for the purpose of targeted training of specialists for psychological service in the field of education. The federal state educational standard of higher education (hereinafter – the standard, FSES HE) in this branch of education was approved by the order of the Ministry of Education and Science of the Russian Federation dated 22.03.2010. The Standard and the basic professional educational programme developed on its basis were based on scientific principles, to which we refer the system-activity and competence approaches, the main provisions of the cultural-historical theory.

The system-activity approach is ensured, in particular, by:

– the findings of an in-depth study on the coordination of the normative vectors of professional training as set out in the Professional Standard of Educational Psychologist (Psychologist in Education) and FSES at all levels of general education;

— the curriculum's structural composition, which comprises individual units of study (or "modules") focused on the acquisition of discrete labour functions. The overarching, more generalised labour function of "psychological and pedagogical support of the educational process in educational organisations of general, vocational and additional education, support of basic and additional educational programmes";

— the mastery of labour functions by students, which is achieved through the application of the activity approach, whereby "each module is designed to be both a practical and theoretical unit, with the objective of cultivating a specific set of professional competencies in line with the Professional Standard" [15, p. 13].

The competence approach, in addition to traditional knowledge, skills and attributes, has enriched the learner's characteristic with such qualities as 'the ability and readiness to take a subjective position in relation to theoretical and practical learning material'.

Cultural-historical theory is used as a methodology of:

— the analysis of existing educational practices in the training of educational psychologists in accordance with the challenges of modern society, economy and politics;

— organisation of the educational process encompasses the totality of learning, encompassing the acquisition of knowledge, the mastery of practical skills, and the development of competencies in the semantic field of social relations and professional responsibility;

— the design of technology for the assessment of the professional competence of prospective educational psychologists is imperative for the effective support of the educational process and the social and personal development of students.

The second principle is considered in relation to the educational outcomes of psychology students from the perspective of the primary tenets of cultural-historical psychology, particularly the law of development of higher mental functions formulated by L.S. Vygotsky. According to this law, each higher mental function is initially considered to be a social relationship between two individuals. Subsequent to this, as a consequence of spontaneous and/or organised learning influences, it evolves into a mental function proper — internal, i.e. intrapsychic [3].

"Inclusion as an active subject in collective, jointly distributed activities allows the child to consciously assimilate the accumulated cultural experience. The process of activity, in this case, becomes a catalyst for the development of various abilities, including interaction, communication, cooperation, as well as reflexive and creative capacities" [21, p. 9]. L.S. Vygotsky provided substantiation for the law of development of higher mental functions for children's ages. Subsequent researchers, adhering to the principles of the aforementioned scientist, have corroborated the validity of this law in older age groups, specifically among students [20].

The content, methods and techniques of the educational process aimed at 'psychological and pedagogical education' in the paradigm of the cultural-historical sci-

entific school are determined by the 'zone of the nearest development' of students. In this context, it is essential to take into account the psychological neoformations that are specific to this age — the age of the student. They, in a general sense, can be defined as follows:

— ability to adapt in different environments, deep reflection; developed awareness of their own individuality;

— readiness for self-determination in the profession and the necessary level of professional competence;

— attitude to consciously build their own life;

— harmonious connection of the leading activity of this period (educational and professional) with other activities.

The cognitive and personal ascent of a young person to the aforementioned goal orientations is only possible within the conditions of '... the system of developmental education based on the ideas of L.S. Vygotsky, which has received its concrete embodiment in various theoretical approaches (systems)' [25]. FSES HE in the direction of 'Psychological and pedagogical education' and the model basic educational programme are based on the D.B. Elkonin—V.V. Davydov system, which is based on the concept of 'learning activity'.

A.D. Maidansky, in his work on the subject of Vygotsky's theory, has identified the genetic knots that connect a child's cognitive and practical activities. He has also noted that the concept of labour is the cornerstone of cultural-historical psychology [13, p. 9]. Furthermore, it is important to consider the following: "It is evident that consciousness and labour are inherently social processes. If consciousness is defined as a collective psyche, then labour can be understood as a collective practice of cooperation (through sign systems, technical devices and social institutions)" [ibid., p. 10]. This thesis posits that mental work should be regarded not only as a polymotivated activity of students, but also as a resource for the development of higher levels of self-regulation and self-determination. Self-regulation is defined as 'the ability to set goals for oneself and determine the direction of one's activity' [12, p. 28], and self-determination.

In summary, an exploration into the methodology of psychological and pedagogical education reveals key directions and necessary conditions for enhancing the developing educational environment of the university. This is a *resource for increasing the professional readiness* of students to support the educational process at school.

1. The development and implementation of the fundamental professional educational programme in a modular format is of paramount importance. In this format, each module is meticulously designed to decompose professional competencies into the specific knowledge, skills and abilities necessary to perform the job function specified in the professional standard. For instance, this may include psychological diagnostics or corrective-developmental work.

2. Designing the module structure in the logic of mastering the labour action specified in the professional standard of pedagogical psychologist (educational psychologist):

- practice and workshops within the framework of module;

- research work within the framework of practice;

- research work as an independent section of the module.

3. The networking of educational organisations for the effective practical training of educational psychologists [8].

4. The implementation of innovative interactive technologies in the educational process (reflexive seminar). The reflexive seminar plays a pivotal role in establishing a university environment conducive to personal development. Its primary formats include discussion, engagement with a computer model of the studied psychological and pedagogical phenomenon, a business game, modelling of a problematic professional situation, case technology, and the technology of 'questioning reading'. The planning and implementation of the reflexive seminar in the paradigm of the system-activity approach to the organisation of educational and practical activity is instrumental in achieving the fundamental educational outcome, namely the formation of subjectivity among future pedagogical psychologists.

5. «Mastering by the students the method of identifying, evaluating and applying best social (primarily educational) practice based on the principle of evidence» [22, p. 9]. This approach, as posited by V.V. Rubtsov, facilitates the enhancement of productive team interactions among psychologists and their colleagues, encompassing a diverse range of issues, and with students across various categories.

The implementation of developmental education in higher education institutions is achieved through the following mechanisms:

- the content and ways of joint implementation of educational and professional activity;

- system of methods, with the help of which it is possible to determine the levels of development of students' psychological new-formations, including professional competences.

Demonstration Professional Examination as a Resource for Improving the Readiness of Future Teacher-Psychologist to Support the Educational Process at School

A comprehensive understanding of the requirements to be met by students at a particular workplace in the direction of 'Psychological and Pedagogical Education' is, firstly, a motivating reference point throughout the period of studies undertaken at higher education levels and, secondly, serves to specify the contents of the zone of immediate development. The issue can be attributed to an insufficient level of practical training, coupled with uncertainty regarding their abilities to support the educational process. Consequently, subjects of educational relations in dif-

ficult situations often become both an objective and subjective obstacle to the successful entry of graduates of psychology faculties into independent professional activity. The preceding section elucidates the manner in which the university's educational milieu facilitates the reconciliation of the disparate training methodologies employed in the preparation of future school psychologists and their practical aptitude in supporting the educational process.

In recent years, Russian universities have widely adopted a reliable tool for evaluating the educational achievements of students at all stages of professional training: the demonstration exam. The algorithm of the demonstration exam may be different, but its objective is unambiguous: namely, to allow students to demonstrate their achieved level of professional readiness (i.e. their current abilities) and potential competences (i.e. their future professional development). In order to assess the quality of professional training in the field of developmental education, it is recommended that an evaluation be conducted following the completion of a training session (educational event). This evaluation should encompass a range of competencies, including psychological and pedagogical, communicative and digital, as well as subject-specific and methodological skills [17]. The results of the examination can be used in the comprehensive assessment of the quality of developmental education in a higher education institution.

The 'Methodological Recommendations on Organising and Conducting Professional (Demonstration) Examinations for Basic Educational Programmes of Higher Education EGSD 44.00.00 'Education and Pedagogical Sciences' [17, pp. 1–2] enumerates the advantages of the form of certification test contemplated in this article for, firstly, students who, in particular, receive feedback from an independent commission in the form of recommendations for further professional growth, as well as often offers of employment. Secondly, for independent experts, for whom, in addition to the possible resolution of personnel issues, the prospects of becoming a member of the expert community of professional and public accreditation are opened up. Thirdly, educational organisations can utilise the demo exam to identify areas for improvement in their activities and establish connections with potential employers of graduates

Consequently, the professional (demonstration) examination can be regarded as a rational consequence of higher education, serving as an effective mechanism for enhancing the readiness of graduates to fulfil the integrative labour function of 'support'. However, it is essential to emphasise that this outcome is contingent upon the educational process being founded on the principles of cultural and historical theory, the activity approach to the formation of target learning outcomes (professional competencies), and the age-psychological approach to the support of students.

Current Research on the Effectiveness of the Demonstration Professional Examination

The pertinence of the implementation of professional (demonstration) examinations as a tool for evaluating the cultivation of professional competencies within the context of higher education, in conjunction with its emphasis on practical applications, has been demonstrated through a multitude of national publications.

The results of the study were presented by A.S. Fetisov, N.V. Gorbunova and Y.V. Kudinova. The purpose of the study was to identify the possibilities of using the demonstration exam [27, p. 48]. The authors emphasised the particular relevance of 'searching for effective models of higher education system for training future teachers' and 'updating the methods and forms of evaluation of educational results' [27, p. 48].

Through the meticulous analysis and synthesis of a plethora of studies, researchers have successfully identified the potential of the demonstration examination to facilitate a more precise determination of the level of formed professional competencies, in comparison to conventional certification processes that are predominantly theoretical in nature and fail to fully identify 'possible gaps for further improvement of professional qualities of a graduate in the educational process' [27, p. 46].

The analysis of the experience of vocational education institutions in the Chuvash Republic in relation to the implementation of professional (demonstration) examinations has enabled the determination that 'the practical results of certification in the form of professional (demonstration) examination in all specialities are lower than in the case of final certification in the traditional "knowledge" format' [11, p. 83]. The researcher elucidates this phenomenon by proposing the hypothesis that 'practical skills, the level of which is assessed in greater detail during the professional (demonstration) examination, are underdeveloped in students and require further practical development' [11, p. 83].

The following study presents the experience of implementing a professional (demonstration) examination at FSAEI HE 'Russian State Professional and Pedagogical University' (hereinafter referred to as RSPPU). The study was conducted by L.V. Samsonova and A.O. Prokubovskaya. In analysing the implementation of the professional (demonstration) examination, the study's authors underscore the significance of the assessment of professional competencies in this context. They emphasise that the utilisation of a professional (demonstration) examination enables the involvement of independent, external experts, including representatives of the employer [23].

In a series of studies, the researchers underscore the significance of the implementation of the professional (demonstration) examination and discuss its capacity to attain the requisite educational outcomes for students enrolled in teacher training universities. For instance, V.V. Ponikarovskaya, S.V. Nesyna and E.I. Mychko have observed the pivotal role of profes-

sional (demonstration) examinations in the actualisation of internal motivation and the development of subject position in the construction of students' educational trajectory. The authors posit that the educational potential of the professional (demonstration) examination should be considered in order to model professional activity, obtain personally significant educational outcomes, and effect a shift in the evaluation system towards reflection [19, p. 295].

In the contemporary research landscape, a particular emphasis has been placed on the issue of conceptual validity in the introduction of professional (demonstration) examinations within the system of assessment of professional competence development in higher education.

The analysis of normative legal documents regulating activities in the system of higher education, along with the results of scientific research in the fields of psychology at home and abroad, enabled I.V. Duda, M.V. Basalaeva and Y.R. Yudenko to present a detailed description and qualitative analysis of the results of the introduction of independent assessment of the formation of future teachers' labour functions in the practice of higher education institutions (on the example of primary school graduates of Krasnoyarsk State Pedagogical University named after V.P. Astafiev) [29]. In the present study, the authors propose the utilisation of the scientific standpoint of A.V. Khutorskoy [28], who employs the following evaluation systems when assessing student competence: «A methodology has been devised to assess the quality of students' products in the execution of academic obligations. Such obligations may include practical work, laboratory work, projects, coursework, and diploma theses. The evaluation of the student's proficiency in relevant knowledge, skills, abilities, analytical tools and experiential learning is based on the elements of the product. The system of evaluation of the student's activity. In this case, the student's activity, its quality, efficiency, completeness and effectiveness are evaluated. In this context, student activity assumes the role of a pedagogical product, which is subject to diagnosis and evaluation. The system of students' self-assessment of their competences. It is important to note that self-assessment is reflective of the student's subjective perceptions of their own competences. An activity-based approach to the assessment of competences formation is necessary» [29].

The researchers propose that the praxeological approach should be considered as a methodological basis for the introduction of professional (demonstration) examinations in the practice of assessing professional competencies in the system of higher education [10]. The present paper demonstrates the function of the praxiological approach in 'developed criteria and indicators of comprehensive assessment of music teacher's readiness for pedagogical activity (through assessment of technological map, lesson fragment and its analysis)' [10, p. 178]. The authors also define the role of the activity and competence approaches as the methodological basis of the professional (demonstration)

examination. The authors further posit that the content of the examination is founded upon the principles of competence and activity. The competence approach is defined by the “synthesis of the teacher’s labour action and professional competences, with the choice of methods for assessing the final results of future teacher education being prioritised in accordance with the individual norms of the student, and integrated and interdisciplinary assessment being carried out. The activity approach, on the other hand, is focused on fostering the acquisition of new knowledge through work-based experiences, thereby developing a deliberate stance towards the undertaken activity” [10, p. 178].

The study by A.S. Fetisov, N.V. Gorbunova and Y.V. Kudinova provides a comprehensive overview of the algorithm of task development, as well as the scientific substantiation of the content of tasks for the professional (demonstration) examination, the structure of the task itself, and their examples [27]. In a number of studies, the authors define the tools for assessing the formation of professional competencies in the format of professional (demonstration) examinations as follows: dialogue simulators, the imitation of professional activities to assess practical skills (quasi-professional situations), and computer testing (competency test). The criteria for assessing educational outcomes are defined as subject, psychological and pedagogical, methodological, communicative and digital literacy [14, p. 157]. The present study draws upon the findings of N.I. Eshkina and A.A. Sergeeva, who detail the experience of introducing the professional (demonstration) examination in the practice of FSFEI HE ‘Tula State Pedagogical University named after L.N. Tolstoy’. The authors hereby present a proposed model for the gradual implementation of a professional (demonstration) examination into the process of evaluating educational results, commencing from the third year within the context of certification in various disciplines and concluding with the fifth year in the scope of state final certification. The authors delineate the algorithm of preparing and conducting such a form of certification as a credit, but with the use of professional (demonstration) examination. The authors propose a multifaceted approach to the implementation of this form of certification, encompassing several stages. At the initial preparatory stage, the authors propose the delineation of the subject matter of the educational event, the formulation of its outline, the identification of a segment for demonstration, and the preparation of the requisite materials for it. In the subsequent second stage, the demonstration stage, students submit their outlines to the committee, prepare the necessary equipment and materials, and demonstrate a segment of the educational event. The third stage is the evaluation stage, in which the educational event outline and the demonstrated fragment of the educational event are evaluated by the examination committee experts [9, p. 43–44].

The study by I.V. Duda, M.V. Basalaeva and Y.R. Yudenko also describes the various stages involved in the professional (demonstration) examination, an external, independent evaluation of the quality of educa-

tion of future teachers. The authors of the study delineate three distinct stages of the professional (demonstration) examination. Firstly, there is the preparatory stage, which encompasses the development of a technical description, the preparation of testing materials, site preparation, and the determination of the composition of the expert group and the group of student participants. Secondly, there is the main stage, which involves the carrying out of all procedures of the professional (demonstration) examination. Finally, there is the reflexive stage, which comprises a joint final reflection by the group of experts and students, as well as an analytical seminar of the expert group with university teachers [29, p. 1346–1347].

A number of scientific studies have been conducted which attempt to summarise the main thematic directions and problem areas of implementation of professional (demonstration) examinations in the system of higher education.

The study by I.V. Gladkaya and I.Yu. Gutnik, A.E. Bakhmutsy, and N.V. Smirnova identified five potential challenges that may emerge during the administration of a professional (demonstration) examination. These challenges encompass the competence of the examination organisers, the examination’s knowledge-intensive nature, the readiness of university teachers to organise and implement a professional (demonstration) examination, and students’ preparedness for this form of assessment, which emulates real-life scenarios [4].

Consequently, the extant domestic scientific psychopedagogical literature presents the results of research and analyses the experience of implementing the professional (demonstration) examination in pedagogical universities.

Summary and Conclusions

An eminent philosopher of ancient China said that there are three paths to knowledge: the path of reflection is the noblest, the path of imitation is the easiest, and the path of experience is the most bitter. The famous saying of Confucius best reveals the semantic meaning of the subject of our research — professional demonstration exam, which is an innovative form of presenting students’ competences. The analysis of the methodology of psycho-pedagogical education and the professional demonstration examination as its structural element allows us to draw the following conclusions:

1. Society’s needs, the requirements of the professional standard and the FSES at all levels of education are the target guidelines for the training of educational psychologists at the University.

2. The system-activity and competence approaches, the main provisions of cultural-historical theory, form the scientific basis of the educational psychologist’s main professional training programme.

3. The role of the professional demonstration exam in reinforcing and meaningfully developing motivation to

learn, and the importance of the exam in revealing problematic issues related to the students' "zone of immediate professional development" were substantiated.

4. The analysis of the best practices of Russian universities in implementing the professional demonstration examination in the educational process confirms its effectiveness in increasing the motivational and professional readiness of future educational psychologists to support the educational process in schools.

5. At the same time, the analysis of the best practices of Russian universities in the implementation of the professional demonstration exam in the educational process in the higher education system reveals: insufficient scientific, theoretical and methodological substantiation of the process and mechanisms of implementing the demonstration exam; insufficient presentation of the results of research on the psychological and pedagogical conditions for implementing the demonstration exam in the higher education system; lack of a single model of the professional demonstration exam in the higher education system; lack of a single model of the professional demonstration exam

in the higher education system; lack of a single model of the professional demonstration exam in the higher education system.

As a prospect for further research in this direction, the authors suggest:

– to substantiate scientifically, test and determine the effectiveness of the professional examination procedure in a model learning situation under the conditions of an educational organisation — a network partner. This format can make it possible to further motivate students to acquire professional competences throughout their studies. The transfer, even if partial, of the professional examination to the practical base provides for the development of a full set of methodological materials and regulatory support;

– to conduct a longitudinal study of professional exams as a factor in developing future educational psychologists' career orientations;

– using the network resources of Russian universities, to develop a common bank of exams using modern technologies, methodological recommendations for organising the exam, aimed at preventing a formal approach to certifying future teacher-psychologists.

References

1. Kontsepsiya N SK-13/07 VN razvitiya sistemy psikhologo-pedagogicheskoi pomoshchi v sfere obshchego obrazovaniya i srednego professional'nogo obrazovaniya v Rossiiskoi Federatsii na period do 2030 goda [Concept N SK-13/07VN of development of the system of psychological and pedagogical assistance in the sphere of general education and secondary vocational education in the Russian Federation for the period up to 2030]. <https://sudact.ru/law/kontsepsiia-razvitiia-sistemy-psikhologo-pedagogicheskoi-pomoshchi-v-sfere/> (Accessed: 24.12.2024)
2. Vstrecha s molodymi uchenyimi. [Meeting with young scientists]. <http://www.kremlin.ru/events/president/transcripts/69967> (Accessed: 24.12.2024).
3. Vygotskii, L.S. Istoriya razvitiya vysshikh psikhicheskikh funktsii [History of development of higher mental functions]. Moscow: Publ Yurait, 2024, 336 p. (In Russ).
4. Gladkaya I.V., Gutnik I.Yu., Bakhmutskiy A.E., Smirnova N.V. Demonstratsionnyi ekzamen kak novyi format itogovoi attestatsii vypusnikov pedagogicheskikh vuzov [Demonstration exam as a new format of final certification of graduates of pedagogical universities]. *Nauchnoe mnenie [Scientific opinion]*, 2023, no. 12, pp. 92-96. DOI:10.25807/2224378_2023_12_92. (In Russ).
5. Dubrovina I.V. Predystoriya razvitiya shkol'noi psikhologicheskoi sluzhby (k 110-letnemu yubileyu Psikhologicheskogo instituta RAO) [Prehistory of the development of school psychological service (to the 110th anniversary of the Psychological Institute of the Russian Academy of Sciences)]. *Vestnik prakticheskoi psikhologii obrazovaniya = Bulletin of Practical Psychology of Education*, 2022. Vol. 19, no. 1, pp. 18–32. DOI:10.17759/bppe.2022190102. (In Russ).
6. Dubrovina I.V. Psikhologicheskaya sluzhba na puti svoego razvitiya [Psychological service on the way to its development]. *Vestnik prakticheskoi psikhologii obrazovaniya = Bulletin of Practical Psychology of*

Литература

1. Концепция развития системы психолого-педагогической помощи в сфере общего образования и среднего профессионального образования в Российской Федерации на период до 2030 года от 18 июня 2024 г. N SK-13/07вн [Электронный ресурс]. URL: <https://rulaws.ru/acts/Kontsepsiya-razvitiya-sistemy-psihologo-pedagogicheskoy-pomoschi-v-sfere-obshchego-obrazovaniya-i-srednego-pro/> (дата обращения: 24.12.2024).
2. Встреча с молодыми учёными [Электронный ресурс] // Президент России: сайт Президента России. URL: <http://www.kremlin.ru/events/president/transcripts/69967> (дата обращения: 24.12.2024).
3. Виготский Л.С. История развития высших психических функций. М.: Юрайт, 2024. 336 с.
4. Гладкая И.В., Гутник И.Ю., Бахмутский А.Е., Смирнова Н.В. Демонстрационный экзамен как новый формат итоговой аттестации выпускников педагогических вузов // Научное мнение. 2023. № 12. С. 9296. DOI:10.25807/2224378_2023_12_92
5. Дубровина И.В. Предыстория развития школьной психологической службы (к 110-летию юбилею Психологического института РАО) // Вестник практической психологии образования. 2022. Том 19. № 1. С. 18–32. DOI:10.17759/bppe.2022190102
6. Дубровина И.В. Психологическая служба на пути своего развития // Вестник практической психологии образования. 2024. Том 21. № 1. С. 14–26. DOI:10.17759/bppe.2024210101
7. Егоренко Т.А., Леонова О.И., Голованова И.А. Демонстрационный экзамен как форма оценки сформированности профессиональных компетенций у будущих педагогов-психологов // Психологическая наука и образование. 2024. Том 29. № 6. С. 54–66. DOI:10.17759/pse.2024290604
8. Егорова М.А. О подготовке кадров в условиях применения профессиональных стандартов в области образования (на примере педагога-психолога) //

Education, 2024. Vol. 21, no. 1, pp. 14–26. DOI:10.17759/bppe.2024210101. (In Russ).

7. Egorenko T.A., Leonova O.I., Golovanova I.A. Demonstratsionnyieksamenkakformaotsenkisformirovannosti professional'nykh kompetentsii u budushchikh pedagogov-psikhologov razvitiya [Demonstration Examination as a Form of Assessing the Formation of Professional Competences of Future Educational Psychologists]. *Psikhologicheskaya nauka i obrazovanie = Psychological science and education*, 2024. Vol. 29, no. 6, pp. 54–66. DOI:10.17759/pse.2024290604. (In Russ).

8. Egorova M.A. O podgotovke kadrov v usloviyakh primeneniya professional'nykh standartov v oblasti obrazovaniya (na primere pedagoga-psikhologa) [On the Training in the Conditions of Application of Professional Standards in the Field of Education (on the Example of Educational Psychologist)]. *Psikhologo-pedagogicheskie issledovaniya = Psychological-Educational Studies*, 2017. Vol. 9, no. 3, pp. 30–38. DOI:10.17759/psyedu.2017090304. (In Russ).

9. Eshkina N.I., Sergeeva A.A. Demonstratsionnyi ekzamen po distsipline «Tekhnologiya i organizatsiya vospitatel'nykh praktik» kak innovatsionnaya forma attestatsii studentov pedagogicheskogo vuza [Demonstration exam in the discipline “technology and organization of educational practices” as an innovative form of certification of pedagogical university students]. *Izvestiya Tul'skogo gosudarstvennogo universiteta. Pedagogika [News of the Tula state university. Pedagogy]*, 2023, no. 4, pp. 39–48. (In Russ).

10. Zogol' S.G., Smolyar A.I., Chernomyrdina T.N. Professional'nyi (demonstratsionnyi) ekzamen v gosudarstvennoi itogovoi attestatsii budushchikh uchitelei muzyki [Professional (demonstration) exam in the state final certification of future music teachers]. *Samarskii nauchnyi vestnik [Samara Journal of Science]*, 2024. Vol.13, no. 2, pp. 176–183. DOI:10.55355/snv2024132304. (In Russ).

11. Lukshin A.P., Zhdanovich Yu.E. Demonstratsionnyj ekzamen kak instrument ocenki metodicheskikh kompetentij budushchix pedagogov v processe formirovaniya chitatel'skoj gramotnosti u shkol'nikov [Demonstration exam as a tool for assessment of methodological competences of future teachers in the process of formation of reading literacy at schoolchildren]. *Vestnik ChGPU im. I. Ya. Yakovleva [I. Yakovlev Chuvash State Pedagogical University Bulletin]*, 2023, no. 4(121), pp. 79–86. DOI:10.37972/chgpu.2023.121.4.010. (In Russ).

12. Leont'ev D.A. Samoregulyatsiya, resursy i lichnostnyi potentsial [Autoregulation, resources, and personality potential]. *Sibirskii psikhologicheskii zhurnal [Sibirskiy Psikhologicheskii Zhurnal]*, 2016, no. 62, pp. 18–37. DOI:10.17223.17267080.62. (In Russ).

13. Maidanskii A.D. Myshlenie i trud (chitaya Vygotskogo) [Thinking and Labour (Reading Vygotsky)]. *Kul'turno-istoricheskaya psikhologiya = Cultural-historical psychology*, 2023. Vol. 19, no. 3, pp. 4–12. DOI:10.17759/chp.2023190301. (In Russ).

14. Makeeva T.V. Professional'nyi ekzamen kak forma itogovoi attestatsii vypusnikov pedagogicheskogo i meditsinskogo vuzov: sravnitel'nyi analiz [Professional examination as a form of final certification of graduates of pedagogical and medical universities: a comparative analysis]. *Problemy sovremennogo pedagogicheskogo obrazovaniya [Problems of modern pedagogical education]*, 2022, no. 77-3, pp. 155–158. (In Russ).

15. Margolis A.A. Deyatel'nostnyi podkhod v pedagogicheskom obrazovanii [Activity Approach in Teacher Education]. *Psikhologicheskaya nauka i obrazovanie =*

Психолого-педагогические исследования. 2017. Том 9. № 3. С. 30–38. DOI:10.17759/psyedu.2017090304

9. Ешкина Н.И., Сергеева А.А. Демонстрационный экзамен по дисциплине «Технология и организация воспитательных практик» как инновационная форма аттестации студентов педагогического вуза // Известия Тульского государственного университета. Педагогика. 2023. № 4. С. 3948.

10. Зоголь С.Г., Смоляр А.И., Черномырдина Т.Н. Профессиональный (демонстрационный) экзамен в государственной итоговой аттестации будущих учителей музыки // Самарский научный вестник. 2024. Том 13. № 2. С. 176–183. DOI:10.55355/snv2024132304

11. Лушкин А.П., Жданович Ю.Е. Демонстрационный экзамен как инструмент оценки методических компетенций будущих педагогов в процессе формирования читательской грамотности у школьников // Вестник ЧГПУ им. И.Я. Яковлева. 2023. № 4(121). С. 79–86. DOI:10.37972/chgpu.2023.121.4.010

12. Леонтьев Д.А. Саморегуляция, ресурсы и личностный потенциал // Сибирский психологический журнал. 2016. № 62. С. 18–37. DOI:10.17223.17267080.62

13. Майданский А.Д. Мышление и труд (читая Выготского) // Культурно-историческая психология. 2023. Том 19. № 3. С. 4–12. DOI:10.17759/chp.2023190301

14. Makeeva T.V. Профессиональный экзамен как форма итоговой аттестации выпускников педагогического и медицинского вузов: сравнительный анализ // Проблемы современного педагогического образования. 2022. № 77-3. С. 155158.

15. Марголис А.А. Деятельностный подход в педагогическом образовании // Психологическая наука и образование. 2021. Том 26. № 3. С. 539 DOI:10.17759/pspe.2021260301

16. Метелькова Е.И. Институционализация психологической помощи в системе высшего образования Российской Федерации // Вестник практической психологии образования. 2024. Том 21. № 1. С. 34–49. DOI:10.17759/bppe.2024210103

17. Порядок организации и проведения профессиональных (демонстрационных) экзаменов по основным образовательным программам высшего образования УГСН 44.00.00 Образование и педагогические науки // <https://mgppu.ru/files/galleries/documents/f169680b2c901baab2c04803febfbfd27.pdf>

18. Ожогова Е.Г. Проблема психологической готовности будущих учителей начальных классов к профессиональной деятельности // Вестник практической психологии образования. 2023. Том 20. № 1. С. 18–26. DOI:10.17759/bppe.2023200102

19. Поникаровская В.В., Несына С.В., Мычко Е.И. Демонстрационный экзамен как инструмент построения жизненно-образовательного маршрута студентов // Перспективы науки. 2023. № 4(163). С. 293295.

20. Рубцов В.В. Культурно-историческая научная школа: проблемы, которые поставил Л.С. Выготский // Культурно-историческая психология. 2016. Том 12. № 3. С. 4–14. DOI:10.17759/chp.2016120301

21. Рубцов В.В., Зарецкий В.К., Майданский А.Д. Сто лет развития культурно- исторической психологии: вехи и направления // Культурно-историческая психология. 2024. Том 20. № 3. С. 5–11. DOI:10.17759/chp.2024200301

22. Рубцов В.В., Леонова О.И. Психологическая служба образования в Российской Федерации сегодня: нерешенные проблемы и основные направления развития: доклад, представленный на Всероссийском съезде

Psychological Science and Education, 2021. Vol. 26, no. 3, pp. 5–39. DOI:10.17759/pse.2021260301. (In Russ).

16. Metel'kova E.I. Institutsializatsiya psikhologicheskoi pomoshchi v sisteme vysshego obrazovaniya Rossiiskoi Federatsii [Institutionalization of Psychological Assistance in the Higher Education System of the Russian Federation]. *Vestnik prakticheskoi psikhologii obrazovaniya = Bulletin of Practical Psychology of Education*, 2024. Vol. 21, no. 1, pp. 34–49. DOI:10.17759/bppe.2024210103. (In Russ).

17. Metodicheskie rekomendatsii po organizatsii i provedeniyu professional'nykh (demonstratsionnykh) ekzamenov po osnovnym obrazovatel'nykh programmam vysshego obrazovaniya UGSN 44.00.00 Obrazovanie i pedagogicheskie nauki. <https://mgppu.ru/files/galleries/documents/f169680b2c901baab2c04803febfbfd27.pdf> (Accessed: 17.12.2024).

18. Ozhogova E.G. Problema psikhologicheskoi gotovnosti budushchikh uchitelei nachal'nykh klassov k professional'noi deyatel'nosti [The Problem of Psychological Readiness of Future Primary School Teachers for Professional Activity]. *Vestnik prakticheskoi psikhologii obrazovaniya = Bulletin of Practical Psychology of Education*, 2023. Vol. 20, no. 1, pp. 18–26. DOI:10.17759/bppe.2023200102. (In Russ).

19. Ponikarovskaya V.V., Nesyna S.V., Mychko E.I. Demonstratsionnyi ekzamen kak instrument postroeniya zhiznenno-obrazovatel'nogo marshruta studentov [Demonstration exam as a tool for building students' life-education route]. *Perspektivy nauki [Science prospects]*, 2023, no. 4 (163), pp. 293–295. (In Russ).

20. Rubtsov V.V. Kul'turno-istoricheskaya nauchnaya shkola: problemy, kotorye postavil L.S. Vygotskii [Cultural-historical Scientific School: the Issues that L.S. Vygotsky Brought up]. *Kul'turno-istoricheskaya psikhologiya = Cultural-historical psychology*. 2016. Vol. 12, no. 3, pp. 4–14. DOI:10.17759/chp.2016120301. (In Russ).

21. Rubtsov V.V., Zaretskii V.K., Maidanskii A.D. Sto let razvitiya kul'turno-istoricheskoi psikhologii: vekhi i napravleniya [100 Years of the Development of Cultural-Historical Psychology: Milestones and Directions]. *Kul'turno-istoricheskaya psikhologiya = Cultural-historical psychology*. 2024. Vol. 20, no. 3, pp. 5–11. DOI:10.17759/chp.2024200301. (In Russ).

22. Rubtsov V.V., Leonova O.I. Psikhologicheskaya sluzhba obrazovaniya v Rossiiskoi Federatsii segodnya: nereshennye problemy i osnovnye napravleniya razvitiya: doklad, predstavlennyi na Vserossiiskom s"ezde psikhologicheskikh sluzhb v sisteme obrazovaniya Rossiiskoi Federatsii [Psychological Service of Education in the Russian Federation Today: Unresolved Problems and Main Directions of Development: Report Presented at the All-Russian Congress of Psychological Services in the Education System of the Russian Federation]. *Vestnik prakticheskoi psikhologii obrazovaniya = Bulletin of Practical Psychology of Education*, 2024. Vol. 21, no. 1, pp. 5–13. DOI:10.17759/bppe.2024210101. (In Russ).

23. Samsonova L.V., Prokubovskaya A.O. Demonstratsionnyi ekzamen v sisteme vysshego obrazovaniya kak ob"ektivnaya real'nost' [Demonstration examination in higher education as an objective reality]. *Innovatsii v professional'nom i professional'no-pedagogicheskom obrazovanii: materialy 28-i Mezhdunarodnoi nauchno-prakticheskoi konferentsii, Ekaterinburg, 23–24 maya 2023 goda. Ekaterinburg: Rossiiskii gosudarstvennyi professional'no-pedagogicheskii universitet*, 2023, pp. 48–53. (In Russ).

24. Sistema funktsionirovaniya psikhologicheskikh sluzhb v obshcheobrazovatel'nykh organizatsiyakh: metodicheskie

psikhologicheskikh sluzhb v sisteme obrazovaniya Rossiiskoi Federatsii // *Vestnik prakticheskoi psikhologii obrazovaniya*. 2024. Tom 21. № 1. С. 5–13. DOI:10.17759/bppe.2024210101

23. Самсонова Л.В., Прокубовская А.О. Демонстрационный экзамен в системе высшего образования как объективная реальность // *Инновации в профессиональном и профессионально-педагогическом образовании: материалы 28-й Международной научно-практической конференции. Екатеринбург: Российский государственный профессионально-педагогический университет*, 2023. С. 4853.

24. Система функционирования психологических служб в общеобразовательных организациях: методические рекомендации / Авт. коллектив. М.: ФГБОУ ВО МГППУ, 2020. 120 с.

25. Степанова М.А. Вариации на тему развивающего образования // *Культурно- историческая психология*. 2023. Том 19. № 4. С. 78–89. DOI:10.17759/chp.2023190408

26. Ульянина О.А., Юрчук О.Л., Тукфеева Ю.В., Никифорова Е.А., Трофимова А.П. Всероссийский съезд психологических служб в системе образования Российской Федерации как единое пространство, объединяющее профессионалов // *Вестник практической психологии образования*. 2024. Том 21. № 1. С. 148–161. DOI:10.17759/bppe.2024210112

27. Фетисов А.С., Горбунова Н.В., Кудинова Ю.В. Демонстрационный экзамен в современной системе фондов оценочных средств в педагогическом университете // *Вестник педагогических инноваций*. 2024. № 1(73). С. 46–55. DOI:10.15293/1812-9463.2401.04

28. Хуторской А.В. Дидактика: учебник для вузов. Стандарт третьего поколения. СПб.: Питер, 2017. 720 с.

29. Duda I.V., Basalaeva M.V., Yudenko Y.R. Demonstration Exam To Assess The Formation Of Labor Functions Of Future Teachers // In I.V. Kovalev, A.A. Voroshilova, A.S. Budagov (Eds.), *Economic and Social Trends for Sustainability of Modern Society (ICEST-II 2021)*. European Proceedings of Social and Behavioural Sciences, European Publisher. 2021, Vol 116. P. 1343–1350. URL: 10.15405/epsbs.2021.09.02.151

rekomentatsii. Moscow: Publ FGBOU VO MGPPU, 2020, 120 p. (In Russ).

25. Stepanova M.A. Variatsii na temu razvivayushchego obrazovaniya. [Variations on the Subject of Developmental Education]. *Kul'turno-istoricheskaya psikhologiya = Cultural-historical psychology*, 2023. Vol. 19, no. 4, pp. 78–89. DOI:10.17759/chp.2023190408. (In Russ).

26. Ul'yanina O.A., Yurchuk O.L., Tukfeeva Yu.V., Nikiforova E.A., Trofimova A.P. Vserossiiskii s"ezd psikhologicheskikh sluzhb v sisteme obrazovaniya Rossiiskoi Federatsii kak edinoe prostranstvo, ob"edinyayushchee professionalov [The All-Russian Congress of Psychological Services in the Education System of the Russian Federation, as a Common Space Uniting Professionals]. *Vestnik prakticheskoi psikhologii obrazovaniya = Bulletin of Practical Psychology of Education*, 2024. Vol. 21, no. 1, pp. 148–161. DOI:10.17759/bppe.2024210112. (In Russ).

27. Fetisov A.S., Gorbunova N.V., Kudinova Yu.V. Demonstratsionnyi ekzamen v sovremennoi sisteme fondov otsenochnykh sredstv v pedagogicheskom universitates [Demonstration Exam in the Modern System of Assessment Funds at the Pedagogical University]. *Vestnik pedagogicheskikh innovatsii [Journal of Pedagogical Innovations]*, 2024, no. 1 (73). pp. 46–55. DOI:10.15293/1812-9463.2401.04. (In Russ).

28. Khutorskoi A.V. Didaktika. Uchebnik dlya vuzov. Standart tret'ego pokoleniya [Didactics. Textbook for universities. Standard of the third generation.]. Saint Petersburg: Piter, 2017. 720 p. (In Russ).

29. Duda I.V., Basalaeva M.V., Yudenko Y.R. Demonstration Exam To Assess The Formation Of Labor Functions Of Future Teachers. In I.V. Kovalev, A.A. Voroshilova, A.S. Budagov (Eds.), *Economic and Social Trends for Sustainability of Modern Society (ICEST-II 2021)*, vol 116. European Proceedings of Social and Behavioural Sciences (pp. 1343-1350). European Publisher. DOI:https://doi.org/10.15405/epsbs.2021.09.02.151

Information about the authors

Marina A. Egorova, PhD in Pedagogical, Professor, Moscow State University of Psychology & Education, Moscow, Russia, ORCID: <https://orcid.org/0000-0003-0716-6858>, e-mail: egorovama@mgppu.ru

Anna V. Lobanova, PhD in Psychology, Docent, Moscow State University of Psychology & Education, Moscow, Russia, ORCID: <https://orcid.org/0000-0002-8850-8647>, e-mail: lobanovaav@mgppu.ru

Информация об авторах

Егорова Марина Алексеевна, кандидат педагогических наук, доцент, профессор кафедры педагогической психологии имени профессора В.А. Гуружапова факультета психологии образования, Московский государственный психолого-педагогический университет (ФГБОУ ВО МГППУ), г. Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0003-0716-6858>, e-mail: egorovama@mgppu.ru

Лобанова Анна Вячеславовна, кандидат психологических наук, доцент, профессор кафедры педагогической психологии имени профессора В.А. Гуружапова факультета психологии образования, Московский государственный психолого-педагогический университет (ФГБОУ ВО МГППУ), г. Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0002-8850-8647>, e-mail: lobanovaav@mgppu.ru

Получена 11.01.2025

Принята в печать 14.03.2025

Received 11.01.2025

Accepted 14.03.2025