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FOREIGN EXPERIENCE IN RESEARCHING THE PROFESSIONAL CULTURE OF PRACTITIONER PSYCHOLOGISTS IN VOCATIONAL EDUCATION AND TRAINING (VET) INSTITUTIONS

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Abstract

Relevance: The necessity of investigating foreign experience in developing the professional culture of practitioner psychologists in vocational education and training (VET) institutions is driven by intensive digitalisation processes, crisis challenges, the transformation of psychological service roles, and heightened requirements for the professional activity of practitioner psychologists; an analysis of foreign experience permits the identification of the best mechanisms and practices for professional culture development that can be adapted to the Ukrainian educational context.

Purpose: The article aims to provide a systemic analysis of foreign theoretical, regulatory, and empirical approaches to the study of practitioner psychologists' professional culture in VET institutions, as well as to outline the possibilities for their implementation into Ukrainian educational practice.

Methods: Theoretical methods include analysis and synthesis (to generalise foreign scientific approaches to understanding psychologists' professional culture), comparative analysis (to contrast theoretical models of professional culture and approaches to its structuring and assessment), systematisation and classification (to organise concepts, methodological approaches, professional culture indicators, and tools for its institutional support), content analysis of scientific sources and regulatory documents (to identify key categories, value orientations, and regulatory perceptions of psychologists' professional culture), and the method of theoretical generalisation (to formulate authorial conclusions regarding the integration of foreign experience into the Ukrainian context); empirical methods involve the analysis of empirical research results (to study the specific activities of psychologists and psychological services abroad) and a comparative analysis of empirical data (related to the formation of psychologists' professional culture).

Results: Foreign scientific approaches to the development of practitioner psychologists' professional culture (systemic, competency-based, value-based, sociocultural, regulatory, and normative-institutional) are generalised; directions for implementing the best foreign experience into domestic practice are identified (clarity of ethical principles, interprofessional interaction, enhancing the quality of assistance, specialist resilience and trust in the psychological service, institutionalisation of supervision, continuous professional development, implementation of operationalisation tools, and the development of digital culture).

Conclusions: Within the foreign scientific tradition, the development of practitioner psychologists' professional culture is regarded as a multidimensional phenomenon formed at the intersection of the systemic organisation of professional activity, the structure of professional competencies, reflexive mechanisms of professional development, and institutional-regulatory policies for the quality assurance of psychological services; understanding the development of these specialists' professional culture involves the integration of ethical values, professional identity, reflexive practices, and institutional responsibility; the implementation of foreign experience into the educational space of domestic VET institutions should be viewed as a strategic process for modernising practitioner psychologists' professional culture, aimed at increasing the quality of assistance, specialist resilience, and overall trust in the psychological service.

Keywords: *foreign experience, professional culture, professional activity, practitioner psychologists in vocational education and training institutions, psychologists, vocational education and training (VET) institutions.*

Introduction. Under contemporary conditions, characterized by the transformation of educational systems amidst crisis challenges, the professional activity of practitioner psychologists within vocational education and training (VET) institutions acquires profound social significance. The primary function of a practitioner psychologist in a VET institution involves the psychological facilitation of the educational process through psychosocial adaptation, support for professional self-determination, prevention of risk-taking behaviour, and conflict mediation among learners. The quality of implementing these functions depends directly on the developmental level of the practitioner psychologist's professional culture, which serves as an integrative characteristic of their vocational activity.

In the foreign scientific tradition, the concept of a practitioner psychologist's professional culture is examined across a broad spectrum. It encompasses a system of values, ethical principles, norms of professional conduct, reflexive capacities, professional identity, and the institutional responsibility of the aforementioned specialist. Foreign researchers identify professional culture as a pivotal factor in ensuring the quality of psychological services, fostering client trust, and maintaining the sustainability of psychological services within educational establishments. Analysing the professional culture of psychologists specifically within the context of VET institutions is increasingly relevant, as these institutions in many countries serve socially and economically vulnerable youth, migrants, adult learners, and individuals with interrupted educational trajectories. Foreign studies emphasise that psychologists in these educational settings encounter heightened emotional loads, complex ethical dilemmas, the necessity for interprofessional interaction, and the need for constant adaptation to changing conditions. Drawing upon foreign research regarding the problem of professional culture allows for the identification of leading theoretical approaches, institutional mechanisms, and practical tools for supporting professional culture, which can be utilised to modernise psychological services in Ukrainian VET institutions.

The scope of our scientific study encompasses the USA, Canada, the United Kingdom, Finland, Greece, Australia, New Zealand, Israel, and European Union countries, alongside the activities of the European Federation of Psychologists' Associations (EFPA). The EFPA serves as a supranational professional organisation that unites national psychological associations across Europe, establishing common ethical standards, professional training requirements for psychologists, and mechanisms for the quality assurance of psychological practice. Furthermore, we have analysed analytical materials from the Organisation for Economic Co-operation and Development (OECD). The aforementioned OECD is a structure that develops analytical reports, policy recommendations, and quality indicators in the fields of education and healthcare on an international scale. These countries and supranational structures were selected for scientific inquiry for several reasons. Primarily, they adhere to humanistic principles of social policy and a person-centred approach to the development of psychological services. Additionally, the USA and the UK are leading centres for the development of psychology as a regulated professional activity, featuring advanced models of professional culture, competency standards, codes of ethics, and supervision systems. Finland and Greece represent the European general educational context, where researchers actively investigate the professional roles of psychologists and the influence of institutional conditions on professional identity. Australia and New Zealand are exemplary due to their high level of regulatory control, focus on continuous professional development, digitalisation of psychological practice, and the distinct integration of ethical and quality standards. Israeli studies offer unique empirical value regarding psychological safety, secondary traumatisation, and institutional support for specialists in crisis and wartime conditions. Finally, EFPA and OECD documentation allowed for the examination of psychologists' professional culture as a component of the quality management system for psychological services in an international dimension. Consequently, scientific inquiries into the experience of selected countries and international structures ensure a balance in the analysis of theoretical approaches, practical contexts, and the relevance of modern challenges to the development of psychologists' professional culture.

The aim of this article is to provide a systemic analysis of foreign theoretical, regulatory, and empirical approaches to the study of practitioner psychologists' professional culture in VET institutions, while outlining the possibilities for their implementation into Ukrainian educational practice.

Research methods. Theoretical: analysis and synthesis (generalising foreign scientific approaches to understanding the professional culture of psychologists); comparative analysis (comparing theoretical models of professional culture, alongside approaches to its structuring and assessment); systematisation and classification (organising methodological approaches, professional culture indicators, and tools for its institutional support); content analysis of scientific sources and regulatory documents (identifying key categories, value orientations, and regulatory perceptions of psychologists' professional culture); and the method of theoretical generalisation (formulating authorial conclusions regarding the integration of foreign experience into the Ukrainian context). Empirical: analysis of the results of empirical studies dedicated to the activities of psychologists and psychological services in foreign countries; and a comparative analysis of empirical data from various countries (identifying common trends and contextual differences in the formation of psychologists' professional culture).

Sources of research. The analysis of the problem under study is represented in the works of many domestic scholars. Specifically, the works of T. Hura (2014) provide a historical-pedagogical analysis of foreign models of professional training for psychologists, as well as approaches to forming a specialist's professional thinking and culture across different educational traditions. These works hold theoretical value for comprehending the evolution of the concept of a psychologist's professional culture. The research of O. Ihnatovych (2019) analyses models for developing psychologists' professional competencies in various countries. Professional culture is viewed as the result of the interaction between professional knowledge, value orientations, and the individual's capacity for self-development. O. Zatvorniuk (2016) conducts a comparative analysis of psychologist training systems in the USA and Ukraine, focusing on curriculum content, the practical component, and the role of ethical standards. The author traces the idea of forming a psychologist's professional culture through a combination of academic training, practice, and institutional support. Publications by A. Karpenko (2025) examine the integration of foreign experience in the professional training of psychologists, particularly in the context of working in extreme and crisis conditions. International approaches to fostering professional resilience, ethical responsibility, and readiness for complex professional challenges are analysed. In the

author's works, professional culture is revealed indirectly as a factor in the specialist's psychological safety. O. Pakhomova (2019) investigates the problem of developing professional psychological culture within higher education institutions, taking into account foreign scientific approaches. Professional culture is interpreted as a complex of value-semantic orientations, norms of professional interaction, and mechanisms for the specialist's personal development. Significant attention is devoted to the ethical, communicative, and reflexive components of a psychologist's professional activity. V. Pedorenko and N. Sereda (2025) investigate the structural components of the professional communication culture of future psychologists. Considering contemporary challenges, a shift in emphasis is observed towards the culture of feelings, communicative competence, subject-to-subject interaction, and professional etiquette. Simultaneously, the authors note that within the English-speaking academic space, the professional communication culture of specialists is mostly considered in the context of intercultural communication. The works of D. Suprun (2018) provide a systemic analysis of the modernisation of professional training for psychologists, considering foreign standards and models. Particular attention is paid to the competency-based approach, supervision, and the integration of international experience into domestic educational programmes. Research demonstrates the link between the quality of professional training and the formation of a psychologist's professional culture as a holistic personal and professional construct. The study by N. Shel (2024) represents the process of forming the professional competence of future psychologists, specifically using foreign educational models. The author reveals the role of international standards, practical training, and reflexive teaching methods. A psychologist's professional culture can be interpreted as an integrative result of professional education and personal development.

The analysis of these works indicates an absence within the Ukrainian scientific landscape of a systemic analysis of foreign theoretical, regulatory, and empirical approaches to the study of professional culture, both for psychologists in general and for practitioner psychologists in VET institutions in particular. Consequently, this issue requires detailed systemic consideration.

Results and discussion. Given that the subject of our research is quite specific and clearly defined, we shall consider foreign scientific research

regarding the professional culture of psychologists across all spheres of professional activity and a broader time frame (1980–2025). We must also note that within the contemporary foreign scientific tradition, we have not succeeded in finding a definition for the professional culture of a VET practitioner psychologist as a distinct phenomenon. Broadly, the aforementioned phenomenon is viewed as a multidimensional phenomenon formed at the intersection of the systemic organisation of professional activity, the structure of professional competencies, reflexive mechanisms of professional development, and institutional-regulatory policies for the quality assurance of psychological services. Accordingly, in the theoretical research of foreign authors, individual approaches generally do not oppose but logically complement one another.

The systemic approach to activity involves understanding a psychologist's professional practice as a holistic, socially mediated system. Within the framework of the cultural-historical activity theory, Y. Engeström (Finland) proposed the "activity system"—an analytical model of activity as a system of interaction between the subject, object, tools, rules, community, and the division of labour within a specific sociocultural context (Engeström, 1987, 2001). Such an approach creates a methodological basis for comprehending a psychologist's professional culture as a property of their activity system rather than merely the individual qualities of the specialist.

The systemic vision of professional activity is complemented by an ecological analysis of the social context. In U. Bronfenbrenner's (USA) development theory, a specialist's professional activity is viewed in interaction with multi-level social systems—from the immediate work environment to macrosocial and cultural factors—which allows for the interpretation of a psychologist's professional culture as a result of integration into broad social and institutional contexts (Bronfenbrenner, 1979).

The structural dimension of professional culture is revealed within the competency model formed in the Anglo-American tradition of psychological training. Specifically, M. Rodolfa (USA) proposed a cubic model of competency development, in which professional development is described as the interaction between levels of training, types of competencies, and professional roles (Rodolfa, 2005). This model clearly distinguishes between foundational competencies—basic value-based, ethical, theoretical, and personal characteristics that form a psychologist's professional

identity—and functional competencies, which are professional skills directly related to the performance of primary functions in psychological practice. This approach was further developed in the scientific inquiries of N. Kaslow (USA) and colleagues, who viewed professional culture as an integrated set of competencies ensuring the quality and ethics of psychological activity (Kaslow, 2007).

The dynamic and procedural aspect of professional culture is most comprehensively represented in the 'reflective practitioner' concept. Specifically, D. Schön (USA) substantiated the ideas of reflection-in-action – reflection occurring directly during professional activity – and reflection-on-action – the retrospective analysis of completed work to conceptualise experience and enhance future practice (Schön, 1983; 1987). D. Boud (Australia) and J. Moon (UK) further developed this trajectory, identifying reflection as a pivotal mechanism for the continuous professional development of psychologists (Boud, 1985; 1998; Moon, 1999; 2004).

The policy analysis approach emerged subsequently, addressing the institutional and regulatory level of professional culture analysis through the systematic examination of public and professional policies, which permits the treatment of psychologists' professional culture as a tool for the quality management of psychological services. E. Bardach (USA) proposed an applied policy analysis model utilised to evaluate the effectiveness of professional standards and regulatory decisions within the mental health sector (Bardach, 2012). The 'audit society' concept, developed by M. Power (UK), emphasises the role of professional culture within mechanisms of control, accreditation, and quality assurance (Power, 1997). Conversely, D. Mechanic (USA) and T. Greenhalgh (UK) demonstrated that the professional culture of specialists determines the actual effectiveness of quality policies and evidence-based practice in psychological and medical assistance (Mechanic, 2008; Greenhalgh, 2004; 2014).

We shall analyse methodological approaches to investigating psychologists' professional culture in foreign research, which are based on a combination of qualitative and quantitative methods, enabling a comprehensive analysis of the normative, institutional, and personal-professional dimensions of vocational activity. A leading method involves the analysis of professional standards and regulatory documents, applied to identify institutionally embedded perceptions of psychologists' professional

culture. Within this direction, American Psychological Association documents and their analytical interpretations are widely utilised, such as in the works of M. Rodolfa (USA) and N. Kaslow (USA), where professional culture is examined through a system of competency requirements and training standards (Rodolfa, 2005; Kaslow, 2007).

Content analysis of ethical codes occupies a significant place in the methodology, allowing for the reconstruction of the value-normative foundations of professional culture among psychologists abroad. Thus, scientific inquiries by G. Koocher (USA) and P. Keith-Spiegel (USA) investigate APA ethical codes and international ethical principles as instruments for regulating psychologists' professional conduct (Koocher, 2016; Keith-Spiegel, 2016).

Empirical methods, such as surveys and practitioner questionnaires, are actively employed to study the actual professional roles and functions of psychologists. In this context, studies by D. Watkins (UK) are exemplary, analysing the alignment between normatively defined roles and actual professional practice (Watkins, 2011).

A distinct research direction comprises studies on psychologists' professional identity, based primarily on qualitative methods: semi-structured interviews, narrative analysis, and the phenomenological approach. Within this field, works by S. J. Schwartz (USA) and M. McMahon (Australia) are widely cited, where professional culture is interpreted as a component of professional identification processes throughout a specialist's career development (Schwartz, 2011; McMahon, 2007).

An important methodological direction is the analysis of psychological service effectiveness indicators, combining quantitative metrics (intervention efficacy, client satisfaction, adherence to standards) with a qualitative analysis of organisational culture. This approach is presented in the works of D. Mechanic (USA) and T. Greenhalgh (UK), where psychologists' professional culture is viewed as a key factor in the quality and sustainability of psychological services (Mechanic, 2008; Greenhalgh, 2004).

Thus, the theoretical and methodological foundations of foreign research into practitioner psychologists' professional culture are characterised by interdisciplinarity, the integration of individual and institutional levels of analysis, and an orientation towards the practical applicability of results.

The implementation of regulatory-institutional approaches within the social fields of specific countries plays a major role in shaping the professional culture of practitioner psychologists abroad. We consider the Israeli model particularly relevant to the Ukrainian context, as it examines psychologists' professional culture through the prisms of crisis readiness and the psychological safety of specialists. Regulatory documents from the Israel Ministry of Health define clear protocols for psychologists' work in emergency situations, including remote forms of assistance. Consequently, professional culture encompasses not only client care but also institutional protection for the psychologist against secondary traumatisation (Israel Ministry of Health, 2022). Thus, we note that in foreign countries, the professional culture of practitioner psychologists is understood as the result of the interaction between an individual professional position and a clearly structured normative field that ensures the sustainability and quality of psychological practice.

Empirical research from recent years (2019–2025) confirms that the professional culture of practitioner psychologists is a dynamic construct, sensitive to organisational, social, and technological changes. One of the most frequently documented phenomena is the so-called 'role gap' – the discrepancy between the formally declared functions of a psychologist and the actual structure of their activity. For instance, a study conducted in Greece and Finland demonstrated that a significant portion of psychologists' working time in educational institutions is consumed by diagnostic and administrative tasks, whereas consultative and preventive work is marginalised. The authors emphasise that such an imbalance negatively affects psychologists' professional identity and reduces job satisfaction, which serves as a critical indicator of professional culture (Panteri et al., 2021).

Another direction of empirical research involves studying psychologists' professional identity and its link to the quality of provided assistance. A. Mecadon-Mann (USA) proved that psychologists with a highly developed professional identity are more resilient to professional burnout, engage more actively in supervision, and more frequently utilise reflective practices. This permits the consideration of professional identity as the core of professional culture (Mecadon-Mann, 2023).

A significant body of modern research is dedicated to the digitalisation of psychological practice. For example, a study by R. Dobson (Dobson et al., 2022), conducted using data from New

Zealand, showed that psychologists' digital competency levels vary significantly depending on age, professional experience, and the level of organisational support. The authors stress that the absence of clear telepractice standards undermines professional culture and heightens the risk of ethical violations (Dobson et al., 2022).

A separate group consists of studies focused on the psychological safety of specialists. Scientific inquiries by Israeli scholars have documented high levels of secondary traumatisation among psychologists working with populations affected by military actions. Israeli researchers (George-Levi et al., 2025) demonstrate that the presence of institutional support mechanisms – regular supervision, group debriefings, and case rotation – significantly reduces levels of professional exhaustion. In their view, the application of a system of institutional mechanisms must be a mandatory component of psychologists' professional culture.

In contemporary foreign research, the issue of operationalising practitioner psychologists' professional culture – specifically, translating abstract value and competency characteristics into measurable indicators – is gaining increasing importance. One such tool is the system of Key Performance Indicators (KPIs), used to monitor the quality, accessibility, and safety of psychological services.

In foreign practice, KPIs are not regarded as direct equivalents of professional culture but are used as indicators of its external manifestations. Typical KPIs for psychological services include: average waiting time for the first consultation; the percentage of clients covered by risk screening; user satisfaction levels; the proportion of time dedicated to preventive work; and psychologists' participation in supervision and continuous professional development programmes (OECD; Panteri et al., 2021).

Particular attention in foreign studies is given to warnings against reducing professional culture to purely quantitative metrics. Authors emphasise that KPIs should be combined with qualitative indicators, such as reflective reports, supervisory case discussions, and the analysis of ethical dilemmas and professional decisions (Norcross & Wampold, 2019). In such an approach, KPIs perform a developmental rather than a punitive function.

Another critical tool for instrumentalising professional culture is the role matrix, which allows for the clear definition of a psychologist's functional field within a multidisciplinary team. Foreign research indicates that the absence of clearly defined

roles leads to psychologist overload, the dominance of administrative or diagnostic functions, and a decline in the quality of consultative assistance (Zábek, 2023).

Role matrices typically encompass the allocation of functions such as individual and group counselling, prevention, crisis intervention, engagement with educators, career guidance, and participation in team discussions. Within VET/TVET systems, this holds particular significance, as the psychologist operates at the intersection of education, the labour market, and social support. Clear role definition facilitates the enhancement of professional identity and the reduction of the 'role gap' (Panteri et al., 2021). In Canada and Finland, role matrices are coupled with performance indicators at the institutional level, allowing for the evaluation of the psychological service's contribution to overall student well-being and the reduction of risk-taking behaviour (OECD, 2023). In Israel, role matrices are adapted to crisis conditions and include specific psychological functions for staff support and management of traumatic events (Israel Ministry of Health, 2022).

Consequently, the instrumentalisation of professional culture through KPIs and role matrices in foreign practice serves as a critical element of quality management for psychological services. Provided that quantitative and qualitative indicators are combined, the aforementioned tools do not contradict the humanistic foundations of the profession; on the contrary, they facilitate their institutional consolidation.

Thus, foreign scientific research from 2019–2025 confirms that the professional culture of psychologists is formed under the influence of structural conditions of activity, the level of supervisory support, digital readiness, and institutional attitudes towards the mental safety of specialists.

To distinguish common elements and nationally determined features of the formation, development, and support of psychologists' professional culture, we consider it appropriate to conduct a comparative analysis of professional culture models for practitioner psychologists across different countries.

Primarily, we note that despite differences in educational systems, regulatory mechanisms, and sociocultural contexts, most countries demonstrate a convergence of approaches toward understanding the psychologist's professional culture as an integrated system of competencies, values, and responsibility.

Therefore, the common core of professional culture across all analysed countries is the combination of professional competence and ethical regulation of activity. For instance, professional standards and codes of ethics in EU countries, the UK, Canada, Australia, and Israel emphasise that adherence to ethical principles is not restricted to formal rule-following but involves the capacity for ethical reasoning, complex professional decision-making, and awareness of the consequences of one's actions (British Psychological Society, 2022; Canadian Psychological Association, 2023). We must emphasise that the professional culture of psychologists necessarily contains a moral-value dimension that extends beyond technical competence.

A significant common element in the development of psychologists' professional culture abroad is the leading role of supervision. In most foreign models, supervision is mandatory and is regarded as a mechanism for supporting professional identity, preventing burnout, and ensuring practice quality. Thus, within the EuroPsy system, supervision is a necessary condition for confirming a psychologist's professional status (European Federation of Psychologists' Associations, 2023). In Israel, supervisory and group support practices are integrated into crisis protocols, demonstrating an expanded interpretation of professional culture as a system of care not only for the client but also for the specialist (Israel Ministry of Health, 2022).

The differences we observed between national models manifest primarily in the value emphases of the psychologist's professional activity. In Canada and Australia, a psychologist's professional culture is closely linked to the principles of cultural sensitivity, social justice, and engagement with diverse communities, particularly indigenous populations (Canadian Psychological Association, 2023; Australian Psychological Society, 2020). In Finland, a preventive approach dominates, within which the psychologist is viewed as a participant in shaping the overall well-being of the educational environment rather than merely a specialist in individual assistance (OECD, 2023).

The development of the digital field within a psychologist's professional culture requires separate analysis. In all studied countries, telepractice and online counselling have ceased to be temporary tools and have become sustainable components of professional activity. Accordingly, digital competence, adherence to data protection standards, confidentiality, and risk management are integrated into the structure of the psychologist's professional culture (Dobson et al., 2022; Canadian Psychological Association, 2023). In countries with clear regulatory control over telepractice (Canada, Israel), this process is more systemic than in countries with fragmented recommendations. Research into burnout, secondary traumatisation, and professional resilience is increasingly included in the analysis of professional culture, especially in crisis contexts (George-Levi et al., 2025; Schaufeli, 2021). This indicates a transformation in perceptions of a specialist's professional culture – shifting from an individual characteristic to the systemic responsibility of organisations and the state.

Consequently, a comparative analysis of foreign models suggests that a practitioner psychologist's professional culture is a multidimensional phenomenon that combines universal (ethical and competency-based) foundations with nationally specific (sociocultural and institutional) features.

Finally, let us analyse the possibilities for implementing foreign experience in the development of practitioner psychologists' professional culture within Ukraine's VET system. We note that this process requires a comprehensive, phased, and context-sensitive approach. We believe that the mechanical transfer of individual tools or normative models without considering the domestic features of the VET educational field may lead to the formalisation of changes without a tangible increase in the quality of psychological assistance.

In our view, the priority is to introduce elements of foreign experience into the professional culture of Ukrainian VET practitioner psychologists, such as ethical clarity, mandatory supervision, readiness for interprofessional interaction within the educational field, and the concern of state institutions for the specialist's psychological safety.

A second important direction for implementing foreign experience could be the institutionalisation of supervision and continuous professional development (CPD). In most foreign models, supervision serves as the key mechanism for supporting professional culture, preventing burnout, and developing professional identity. Domestic VET practitioner psychologists acutely lack both trained supervisors and the regulatory consolidation of a minimum number of state-funded supervision hours.

The third direction involves implementing tools for operationalising professional culture (KPIs, role matrices) exclusively in a developmental, rather than punitive, format. Experience from foreign

psychological systems demonstrates that KPIs are an effective means of evaluating and managing the quality of psychological services only if they are combined with qualitative indicators: reflective reports, supervisory discussions, and the analysis of complex professional cases (Norcross & Wampold, 2019; OECD, 2023). Role matrices, in turn, help avoid the 'role gap' characteristic of the Ukrainian psychological service delivery system. Such actions will ensure a rational distribution of functions between practitioner psychologists, social educators, teaching staff, and VET institution administration.

The fourth direction for implementing experience is the intensive development of the digital component of the professional culture of VET practitioner psychologists. Foreign studies convincingly prove that telepractice, online counselling, and digital documentation require clear ethical and procedural standards. Consequently, for domestic VET institutions, the development of unified recommendations regarding psychologists' online activities, informed consent, personal data protection, and crisis protocols becomes highly relevant.

Under current conditions, the issue of the psychological safety of VET practitioner psychologists requires special attention. The Israeli experience demonstrates that a psychologist's professional culture cannot be considered complete without institutional support mechanisms in crisis conditions. For Ukraine, which has long been subjected to wartime conditions and social upheaval, this signifies the necessity of including burnout prevention programmes, group debriefings, and crisis supervision in the standard practice of the psychological service.

Thus, the implementation of foreign experience should be viewed as a strategic process for modernising the professional culture of VET practitioner psychologists, aimed at improving the quality of assistance, specialist resilience, and trust in the psychological service as a whole.

Conclusions. Generally, we note that the foreign experience in researching the problem of practitioner psychologists' professional culture is characterised by a transition from a narrow understanding of professionalism as a set of competencies to a systemic vision of professional culture as the integration of ethical values, professional identity, reflective practice, and institutional responsibility.

In most advanced educational systems, a psychologist's professional culture is formed and maintained through a combination of regulatory control, supervisory support, continuous professional development, and clearly defined practice standards, including digital forms of assistance. Recent scientific research confirms that the absence of such mechanisms leads to professional burnout, a decline in the quality of assistance, and the fragmentation of professional identity.

Comparative analysis of foreign models revealed a common humanistic core of professional culture, upon which national accents related to cultural sensitivity, prevention, or crisis readiness are layered. This creates opportunities for the selective borrowing of effective practices while considering the Ukrainian context.

For the domestic education system, the accumulated experience of psychological services in foreign countries is a valuable source of theoretical, legislative, methodological, and practical guidelines. Adapting this experience to Ukrainian educational realities will allow VET practitioner psychologists to transition to a holistic model of professional culture development in accordance with contemporary social challenges.

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ЗАРУБІЖНИЙ ДОСВІД ДОСЛІДЖЕННЯ ПРОБЛЕМИ ПРОФЕСІЙНОЇ КУЛЬТУРИ ПРАКТИЧНИХ ПСИХОЛОГІВ ЗАКЛАДІВ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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Реферат:

Актуальність: необхідність дослідження зарубіжного досвіду розвитку професійної культури практичних психологів закладів професійної (професійно-технічної) освіти визначається активними процесами цифровізації, кризовими викликами, трансформацією ролі психологічної служби, підвищеними вимогами до професійної діяльності практичного психолога; аналіз зарубіжного досвіду дозволяє виявити найкращі механізми і практики розвитку професійної культури, які можуть бути адаптовані в українському освітньому контексті.

Мета: системний аналіз зарубіжних теоретичних, нормативних та емпіричних підходів до дослідження професійної культури практичних психологів у закладах професійної (професійно-технічної) освіти, а також окреслення можливостей їх імплементації в українську освітню практику.

Методи: теоретичні – аналіз і синтез (для узагальнення зарубіжних наукових підходів до розуміння професійної культури психологів), порівняльний аналіз (для зіставлення теоретичних моделей професійної культури, підходів до її структурування та оцінювання), систематизація та класифікація (для впорядкування концепцій, методологічних підходів, індикаторів професійної культури та інструментів її інституційного забезпечення), контент-аналіз наукових джерел і нормативних документів (для виявлення ключових категорій, ціннісних орієнтацій і нормативних уявлень про професійну культуру психологів), метод теоретичного узагальнення (для формулювання авторських висновків щодо інтеграції зарубіжного досвіду в український контекст); емпіричні: аналіз результатів емпіричних досліджень (для вивчення особливостей діяльності психологів і психологічних служб зарубіжних країн), порівняльний аналіз емпіричних даних (для формуванні професійної культури психологів).

Результати: узагальнено зарубіжні наукові підходи до розвитку професійної культури практичних психологів (системний, компетентнісний, ціннісний, соціокультурний, регуляторний, нормативно-інституційний); визначено напрями імплементації кращого зарубіжного досвіду у вітчизняну практику (чіткість етичних принципів; міжпрофесійна взаємодія; підвищення якості допомоги, стійкості фахівців і довіри до психологічної служби; інституціоналізація супервізії; безперервний професійний розвиток; упровадження інструментів операціоналізації; розвиток цифрової культури).

Висновки: у зарубіжній науковій традиції розвиток професійної культури практичних психологів розглядається як багатовимірне явище, що формується на перетині системної організації професійної діяльності, структури професійних компетентностей, рефлексивних механізмів професійного розвитку та інституційно-нормативних політик забезпечення якості психологічних послуг; розуміння розвитку професійної культури цих фахівців передбачає інтеграцію етичних цінностей, професійну ідентичність, рефлексивні практики та інституційну відповідальність; імплементація зарубіжного досвіду в освітній простір вітчизняних ЗП(ПТ)О має розглядатися як стратегічний процес модернізації професійної культури практичних психологів, спрямований на підвищення якості допомоги, стійкості фахівців і довіри до психологічної служби в цілому.

Ключові слова: *зарубіжний досвід, професійна культура, професійна діяльність, практичні психологи закладів професійної (професійно-технічної освіти), психологи, заклади професійної (професійно-технічної) освіти.*