TRAINING FUTURE PSYCHOLOGISTS IN PREVENTING AND OVERCOMING FAMILY CONFLICTS

INTRODUCTION

The problem of effective conflict prevention and overcoming is extremely urgent for today’s globalized world. It has to be said that conflicts are associated with all spheres of life. Various conflicts happen between countries and states, at the level of separate regions, within separate localities, as well as at the international level. Thus, there is a clash of opposing interests and views, tension and aggravation of contradictions, which leads to active actions, complications and struggles. As for the causes of occurrence, scientists single out socio-political, economic, socio-demographic, socio-psychological and individual-psychological factors. Practically all of these factors, reflecting the differences between people, may possibly be the causes of family conflicts. It has to be stated that family conflicts are a common phenomenon, the fact that indicates disharmony in family relationships.

In recent years, the phenomenon of the crisis of the family institution has become widespread. The results of the survey of young people (by the sociological company GfK Ukraine commissioned by the New Europe Center), presented in [Ukrainian Generation Z: Values and Landmarks, 2017], allow us to conclude that young people no longer consider family the main value in life. Demographic experts say that fewer and fewer marriages are being registered. Ukraine is the leader among European countries by the number of divorces. According to statistics provided on the official Eurostat website under «Marriage and divorce statistics» [Marriage and Divorce Statistics, 2019] on marriage and divorce statistics (figure 1), there have happened about 1.9 million marriages and about 0.8 million divorces in the EU. These figures can be expressed as 4.3 marriages for every 1,000 people and 1.8 divorces for every 1,000 people.
The relevance of the topic is also strengthened by the fact that the features of modern political, economic and social development of Ukraine, as well as the crisis phenomena observed in all spheres of public life (rising prices for utilities, youth employment problems, low wages, high cost of education, lack of one's own housing, etc.) have a negative impact on the functioning of modern families. In recent years there has been an increase in the number of conflicts in families, causing family problems. The consequence of this situation is a sharp decrease in the adaptive capacity of the family and an increase in its dysfunction. It has a negative impact on the upbringing of children and generates such phenomena as orphanhood, alcoholism, drug addiction among adolescents, early pregnancy, and domestic violence.

A significant number of married couples refuse to settle family problems, considering divorce the best way out of any conflict. However, there are a certain number of divorces that could have been prevented by providing spouses with timely psychological help. So, it is important to prepare future specialists - practical psychologists who are able to provide professional assistance dealing with youth readiness to create a family, counselling on the life cycle of the family, relationship between spouses, children and parents, family relations with society, as well as carry out professional activities to prevent and overcome family conflicts and the like.

Various aspects of solving the problem of improving the quality of psychological education are considered by psychologists-scientists, educators, practitioners, and experts of related sciences. The problem of training practical psychologists in preventing and overcoming family conflicts is a topic of discussion not only among specialists in psychology but also in scientific circles of educators, physicians and philosophers. A certain theoretical and methodological basis regarding the requirements for professional and personal training of future specialists in psychology is considered in the works of different scientists (VINTIUK, 2020; ZHERDETSKA, 2007; LEVYTSKA, 2009; POTAPCHUK, 1998; SKIRKO, 2010; ROZOVA, 2007; MARUSYNETS, 2016; MACHUSHNYK, 2016).
However, the scientific task of forming the readiness of future psychologists to prevent and overcome family conflicts has not been the subject of a separate study. In particular, this applies to training psychologists in working with families who are at different stages of normative or non-normative family crises.

RESEARCH PROBLEM

The results of the analysis and synthesis of scientific and psychological sources say that the problem of preparing future psychologists for preventing and overcoming family conflicts is complex. To solve it, we need to consider the results of studies and publications in which scholars have focused on issues of family-marital interaction. These are publications on the organization of family and individual psychological consultations (ALOSHYNIA, 2004), family psychology (POMYTKINA et al., 2010), marital conflicts and strategies for resolving them in young families (ZAKHARCHENKO, 2004), the causes of conflict in the modern student family (SHVEDETSKA, 2017), psychological analysis of communication barriers for future psychologists (PAVELKIV, et al. 2019), brief strategic family therapy (SZAPOCZNIK, HERVIS, 2020), psychological spousal counseling, marriage preservation, and family therapy (PICKENS et al., 2020).

Generalization of these and other publications on the topic of research gave us the opportunity to state that the concept of «family crisis» should be understood as a condition of the family system, which is characterized by a violation of the usual ways of functioning of the family and the inability of its members to cope with the new situation, using the old models of behavior.

The works of Lebow (2019; 2020), Szapocznik e Hervis (2020), Pickens; Morris e Johnson (2020), Piren (2003) are also important for substantiation of ways of improving the quality of training of future psychologists in preventing and overcoming family conflicts. Their generalization has allowed to find that the concept «prevention of family conflict» reflects a set of methods, techniques and ways of influence on the pre-conflict situation to eliminate the conflict and avoid the clash of interests of family members. In this case, the main ways to prevent family conflicts include: formation of psychological and pedagogical culture, knowledge of the basics of family relationships; raising children, taking into account their individual psychological and age specifics, as well as their emotional states; organizing the family on the basis of equal rights, forming family traditions, developing mutual aid, mutual responsibility, trust and respect; developing the culture of communication.

The concept of «overcoming family conflicts» should be understood as joint activities of family conflict participants aimed at eliminating the causes of the family conflict and restoring constructive interaction between them.

According to the results of the theoretical analysis of scientific sources (POTACHUK, 1998; PIREN, 2003; ZAKHARCHENKO, 2004) it has been found that the concept «readiness of the future psychologist to prevent and overcome family conflicts» reflects a complex mental formation expressing the desire of a specialist, based on existing professional knowledge and skills, professional orientation and personal qualities, to successfully solve problems of preventing and overcoming family conflicts. Such readiness combines professional knowledge, skills, professional orientation and personal traits acquired in the process of studying in a higher educational institution in order to implement them into professional activities.

Given the results of scientific researches (LEVYTSKA, 2009; VINTIUK, 2020; POMYTKINA, 2010 et al.) there have been identified the components of the readiness of the future psychologist to prevent and overcome family conflicts, namely: motivational (positive attitude towards the profession of a family psychologist, confidence in the correctness of the choice of the specialty; strong positive motivation to improve psychological knowledge), cognitive (knowledge of the duties, functions of a family psychologist, knowledge of the basics of psychology of the family conflict and family crisis, basic diagnostic techniques for studying family conflicts, knowledge of the specifics of a psychologist's work with family conflicts, knowledge of the basics of family counselling, knowledge of normative and non-normative family crises), operational-activity (mastery of methods for preventing and overcoming family conflicts; ability to conduct analysis, synthesis, comparison of psychological information and complaints of family conflict members, taking into account the course of normative or non-normative family crisis; mastery of...
necessary techniques for working with family conflicts participants), personal (communicative and organizational qualities; intellectual qualities; emotional and volitional qualities).

The structural components of the future psychologist’s readiness to prevent and overcome family conflicts are in close connection and dynamic interaction with each other, mutually complementing and influencing each other.

The results of the pilot study, in particular the work of family psychologists in the city of Khmelnytskyi and Ternopil by interviewing and questioning, allow us to conclude that the most effective methods of preventing and overcoming conflicts are: information, individual psychological counselling (psychotherapy), couple counselling (psychotherapy), group counselling (psychotherapy) of couples, family counselling (psychotherapy), group family counselling (psychotherapy), social and psychological training; autogenic training; self-analysis of conflict behaviour. These are exactly the methods for university graduates – future psychologists - to possess. At the same time, the study found that only 54.60 % of students participating in the survey have a high level of motivational readiness, the average level is 30.27 %, and 15.31 % of students have the low level.

The study of the cognitive component of readiness to prevent and overcome family conflicts has found that a significant number of psychology students (64.99%) have the low level of readiness, 25.22 % of students have the average level and 9.79 % have the high level. The results of the operational-action component have testified that only 5.34 % of future psychologists have the high level, 13.06 % of respondents are with the average level and 81.60 % are with the low one.

Consequently, the relevance of the problem of the research on improving the quality of teaching future psychologists in universities, the formation of their readiness to carry out professional activities to prevent and overcome family conflicts, its important practical significance for society, the lack of systematized theoretical and methodological developments, as well as the needs of psychological practice have determined the aim of the article – based on the results of theoretical and empirical study of the problem of training psychology specialists to develop and test the training program for the effective formation of readiness of future psychologists to prevent and overcome family conflicts.

**RESEARCH METHODS**

Experimental study on the formation of readiness of psychology students to prevent and overcome family conflicts was conducted in three stages. The first stage involved finding out the empirical indicators of psychology students’ readiness to prevent and overcome family conflicts with the help of the method of expert assessments; determination of factors influencing this process; determination of the control (CG) and experimental (EG) groups; conducting the ascertaining stage of the study to establish the initial characteristics of readiness of students in the control and experimental groups to prevent and overcome family conflicts.

The second stage of the empirical study involved the implementation of the training program to improve readiness of future psychologists to prevent and overcome family conflicts with EG students.

At the third stage of the study there was conducted the verification experiment of the second order, which involved participants of CG and EG to find out the empirical indicators after application of the program developed by the authors. The indicators of the CG were the benchmark for comparison with the indicators of the EG, with whom the work according to the training program on improving readiness of psychology students to prevent and overcome family conflicts was carried out. Particular attention was paid to how the levels of formed components of readiness of psychology students to prevent and overcome family conflicts changed. This stage was completed by the analysis and interpretation of the results of the experimental study. Based on the results of this stage, there was made a decision of whether to confirm or reject the hypothesis of the study.

For successful completion of the tasks and observance of conditions under which the dissemination of the results of the experiment are correct (legitimate), an important point in
the organization of the study is the determination of quality and quantity of the objects for the study. In order to obtain more complete and objective data, as well as to thoroughly study the subject of the research during 2018-2021, 166 fourth-year-students (131 girls and 35 boys) - future psychologists of Khmelnytsky National University and Kamyanets-Podilsky National University, 35 practical psychologists with different work experience and 28 university instructors were involved in the experiment.

There was formed the control group (CG) consisting of 82 students and the experimental group (EG) with a total of 84 students. According to the main qualitative indicators EG and CG were characterized mainly equally, the fact that provided a sufficiently high objectivity of the baseline for the experimental work. The choice of CG and EG was carried out according to such requirements of representativeness: all the members of groups have to be in approximately the same socio-psychological conditions of existence; a member of one sample must not become a member of another sample; ensuring selection according to the properties of the general totality: in our case, we are talking primarily about the level of education of the psychology student (course of study); learning activities of future psychologists in EG and CG should be carried out in approximately the same conditions according to standard curricula; the number of samples is determined by the requirements for the formation of control and experimental groups.

To conduct experimental research and determine the level of the formed components of readiness of future psychologist to prevent and overcome family conflicts (motivational, cognitive, operational-activity and personal) there was chosen a set of methods, in particular observation and interviewing (in order to identify the socio-psychological characteristics of the empirical sample), testing (to determine students’ self-esteem, communication skills, and empathy), questionnaire (to study issues related to the state of satisfaction with the chosen profession, to determine motives that prompted the choice of the profession of psychologist, as well as to identify knowledge of a theoretical and practical nature).

To obtain the numerical values of the components of readiness of future psychologists to prevent and overcome family conflicts there were chosen diagnostic methods and psychological techniques that were used during the ascertaining and after the formative stages of the experimental study. In particular, for obtaining numerical data on the motivational component, we used the Methodology «Motivation of the Person to Avoid Failure» by Ehlers; (PRACTICAL PSYCHODIAGNOSTICS: TECHNIQUES AND TESTS, 2001); Methodology «MAS» by Kubyshkin (ILYIN, 2002).

Two questionnaires developed by the authors on the eve of the study were used to obtain numerical values for the cognitive components. The first questionnaire was designed to establish the level of knowledge of family conflicts, forms, methods and techniques of preventing and overcoming family conflicts. The second is designed to establish the level of knowledge about specifics of psychologist’s work with family conflicts, knowledge of the basics of family counselling, knowledge of normative and non-normative family crises. The test developed by the author was also used to diagnose the level of knowledge of the duties, functions of a family psychologist, knowledge of the basics of family conflict psychology, family crisis and basic methods of diagnosing and analysing family conflicts.

As for the personality component there were used I. Yusupov’s method of diagnosing the level of empathy (ILYIN, 2001.); Methodology of research of self-esteem of the personality by S. Budassi (KORCHUGANOVA, 2006); Eysenck’s methodology for diagnosing mental states (KOROLCHUK et al., 2010); Spielber-Hanin Anxiety Questionnaire (KOROLCHUK et al., 2010); FPI Methodology (Freiburg Questionnaire) (KOROLCHUK et al., 2010); Methodology «Test-questionnaire of volitional self-regulation» by A. Zverkov and V. Eidman (PRACTICAL PSYCHODIAGNOSTICS: METHODS AND TESTS, 2001); Methodology by V. Syniavskyi and V. Fedoroshin «Communicative and Organizational Aptitudes» (KOS) (PRACTICAL PSYCHODIAGNOSTICS: METHODS AND TESTS, 2001).

Numerical values for the operational-activity component were obtained using S. Muddy’s Resilience Test (adaptation by D. Leontiev) (RESILIENCE TEST (S. MUDDY IN ADAPTATION BY D. LEONTIEVI)); Methodology «Self-management ability» (M. Peisakhov) (SOROKA, 2016), Methodology for identifying a style of self-regulation by H. Pryhin (KOROLCHUK et al., 2010).
Comparative analysis and content analysis were used to identify quantitative and qualitative characteristics of the effectiveness of the experimental study. To test for equality of variance between the two samples, the multivariate Fisher’s test was applied (Φ *).

**RESEARCH RESULTS**

The study of the level of preparation of future psychologists to prevent and overcome family conflicts was carried out according to the algorithm consisting of five stages: 1) selection and justification of methods and techniques to determine the level of readiness of future psychologists to prevent and overcome family conflicts (development of questionnaires, individual conversation cards, selection of questionnaires); 2) choice of data processing methods; 3) preparation of questionnaires and questionnaire forms (for each participant); 4) diagnosis of the level of readiness of future psychologists to prevent and overcome family conflicts (gathering experiment participants, coordination of time and place), direct conducting of questionnaires, surveys, tests and interviews; 5) analysis and interpretation of the study results.

Taking into account the results of the analysis of the scientific literature (ZHERDETSKA, 2007; LEVYTSKA, 2009; VINTIUK, 2020; POMYTKINA, 2010 et al.), as well as expert interviews with 35 practical psychologists with various work experience and 28 university professors, it has been found out that the effectiveness of training psychology students in preventing and overcoming family conflicts depends on a number of objective and subjective factors. The main subjective factors include: individual characteristics of future psychology students (assets, abilities, value orientations, self-esteem, temperament and character, attitude to one’s duties, attitude to others and oneself, self-organization skills, crises of personality development); professional orientation, professional identification; motivation (motives of professional activity, motives of educational activity, motives of the choice of future profession, motives of the choice of higher educational institution, cognitive motives, correspondence of future profession to aspirations, needs of the person); perception of success in the activity, readiness to work in the specialty; social maturity (learning exemplary norms of family-marital relations that determine the orientation and nature of interaction in the family, marriage and family harassment); health; marital status.

The main objective factors are the following: the peculiarities of conducting classes in professional disciplines; the level of scientific-methodological and information-technical support of lectures and practical classes; social and educational environment of the university; the level of using the achievements of modern science by professors; the quality of the educational practice base; the quality of the educational process in the educational institution; compliance of the educational and material base of the institution with the requirements of the profession; the level of professors’ qualifications, the level of educational process funding; problems of the organizational nature of the educational process. These factors are taken into account while developing and implementing the authors’ program to form readiness of future psychologists to prevent and overcome family conflicts.

At the ascertaining stage of the study the following results were obtained: 54.60 % of students participating in the survey had the high level of motivation to master the profession of psychologist and the acquisition of knowledge, skills and abilities that ensure readiness to perform professional psychological counselling activity aimed at preventing and overcoming family conflicts. At the same time 15.31 % of the students demonstrated the low level, and 30.27 % of the survey participants had the average level.

Generalization of the results of the study on the formation of cognitive component allowed us to conclude that almost 65.00 % of study participants had the low level of skills and abilities to carry out professional activities for preventing and overcoming family conflicts. The percentage of students with the average level was 25.22 % and with a high level was 9.79 %.

As for the operational-activity component, the ascertaining stage of the study revealed that 5.34 % of future psychologists had the high level, 13.06 % had the average level, and 81.60 % had the low level. The study of the personal component revealed that the majority of students had the low level of empathy development (39.76 %), for practicing psychologists it was 7.15 %.
Generalization of the results of the KOS method (PRACTICAL PSYCHODIAGNOSTICS: TECHNIQUES AND TESTS, 2001) has revealed that the surveyed students are characterized by the average level of communicative (39.76 %) and organizational abilities (41.25 %). The results allow us to state that the majority of psychology students have the low level of self-esteem (49.85 %).

According to the results of the ascertaining stage of the study problem aspects have also been identified, the solution of which may help improve the quality of training of future psychologists. Thus, in particular, students of psychology speak about the insufficient number of practical classes in psychological disciplines, where they can consolidate theoretical knowledge and gain the necessary practical experience.

Students also pay attention to the limited use of videos in the educational process for the formation of new knowledge, its consolidation, generalization and systematization, the acquisition of skills and abilities to empower students to solve problems (personal and professional) that they face. The future psychologists also expressed their wish to have opportunities to acquire skills in solving psychological problems of personal and professional nature during the time of independent work and practical classes.

So, summarizing the results of the ascertaining stage of the study allows us to conclude that there are certain reserves in universities and in the work of scientific and pedagogical staff for improving the quality of training future psychologists able to provide professional assistance to young people on family formation, give advice on the relationship between spouses, children and their parents, and carry out professional activities on preventing and overcoming family conflicts and the like. At this stage of the study such a hypothesis is proposed: effective training of future psychologists on preventing and overcoming family conflicts is possible with the use of the training program aimed at strengthening motivational, cognitive, operational-activity and personal components of readiness of future psychologists, which is the result of their studying at the university.

To improve the quality of training future psychologists in the university environment there has been developed a training program, the purpose of which is to form professional knowledge, abilities, skills, professionally important qualities of a psychologist personality by means of special activities (trainings) aimed at forming positive motivation for professional self-development in the future professional activity.

The training program is developed taking into account the results of the pilot study (the ascertaining stage). The main tasks of the program are the formation and development of specific professional knowledge, skills and abilities to provide psychological assistance to members of family conflicts when preventing and overcoming conflicts in the family; formation of positive motivation for the professional activity of the future psychologist in preventing and overcoming conflicts in the family; development of empathic abilities, communication skills and listening skills; development of the ability to adequately assess one’s opportunities and qualification level. The expected result of the training program is the increase in the level of the components of readiness of future psychologists to prevent and overcome family conflicts.

The training program includes sessions twice a week during 2.5 months. The duration of one training session is up to 2.5 hours. The training location is a specially equipped room with student-friendly furniture and flooring. Appropriate equipment and accessories are prepared for the training program: signs with inscriptions, video and audio equipment (TVs, projectors, video cameras, audio players, audio and video sets, handouts, and information visualization tools). Preparation of the training program includes also a general lesson plan.

The content of the program contains three complementary modules. The first module (4 sessions) «Motivation in the Professional Life of Psychologists» is aimed at: providing information on the importance of psychologists' intrinsic motivation, adequate to the goals of professional activity, for successful prevention and overcoming of family conflicts; teaching to identify and understand the motives of one’s own behaviour and the behaviour of others; increasing motivation for achieving success and interest to professional activity; developing tolerance towards other people’s opinions, forming critical attitude to the problem, and interest in the chosen specialty.
The second module (10 sessions) «Formation of cognitive and operational-activity component of readiness of future psychologists to prevent and overcome family conflicts» is aimed at improving knowledge of the concepts of «family conflict», «family crisis», causes of family conflicts, ways of preventing and overcoming family conflict; familiarization with the strategy of psycho-diagnostic and correction work with participants of family conflict; development of the ability to analyze family conflict from the psychologist’s point of view, to use in practice knowledge of fundamental bases and modern achievements of the psychology of family conflicts and psychological science in general.

To improve the skills of conducting a counselling conversation with participants in a family conflict; to have knowledge of family counselling techniques and methods; to solve problem situations that arise in the process of professional activity creatively and independently; to be able to appropriately use methods, techniques, tools and technology to prevent and constructively overcome family conflicts, to plan and organize correction work with family conflict members; to develop and implement measures to prevent family conflicts, to be able to analyze the effectiveness of their work.

The third module (9 sessions) «Formation of the personal component of professional readiness of psychology students to prevent and overcome family conflicts» is aimed at developing empathic abilities, communication abilities and the ability to listen; developing the ability to adequately assess their potential and qualification level.

The main work during training sessions is conducted in practical forms; situations that may arise in the professional activity of the psychologist are played out. Games are discussed by participants of training; strategies of behaviour which would provide both professional self-improvement and effective performance of professional tasks are developed. When selecting forms and methods of formation of components of readiness of future practical psychologists to prevent and overcome family conflicts, we relied on components of readiness of future practical psychologists to prevent and overcome family conflicts, we have previously defined (motivational, cognitive, operational, personal).

Taking into account the fact that in the experimental study there was quite a significant number of participants - future psychologists, there was a need to involve persons who could assist in the implementation of the training program. Due to the specifics of the study, it was decided to involve scientific and pedagogical staff of the Departments of Psychology. They were instructed in advance, received additional training, and their involvement in the implementation of the training program was determined.

In the third (final) stage of the study a second-order ascertaining experiment was conducted, which involved participants of CG and EG. The aim of this phase of the study is to obtain empirical data on the effectiveness of the training program after its implementation. The numerical data obtained through diagnostics in the CG (students who did not participate in the experiment) were the benchmark for comparison with the numerical data of the EG (students who participated in the training program). Particular attention was paid to how the levels of formed components of readiness of psychology students to prevent and overcome family conflicts had changed). This stage ended with the analysis and interpretation of the results of the experimental study. Based on the results of this stage, a decision was made as to whether the hypothesis of our study was confirmed or disproved.

**CONCLUSION**

After completing the forming stage of the study, the level of preparedness of future psychologists to prevent and overcome family conflicts in the experimental and control groups for each criterion was assessed (Table 1), after which a comparative analysis was carried out.
The obtained experimental data allow us to assert that the vast majority of psychology students in the EG showed better results than psychology students in the CG. As for the motivational component, we observed both qualitative and quantitative changes in its main indicators after the formative stage of the experiment. In particular, the results of the survey in the EG regarding ideas about their future professional activity showed that there was a 17.76% increase in the number of psychology students who view their future activity as interesting and creative. At the same time, the number of students in EG who claim that their opinion of the psychology profession has changed in a positive direction increased (from 46.42% to 67.85%). These changes in students' views of the profession are due not only to the increase in knowledge, but also to a personal awareness of the profession. Data on the motivational orientation of future psychologists have also changed. In particular, in EG the number of students with dominant motives of professional formation is 63.09%, humanistic motives - 54.76%, social motives - 52.38%. Thus, the data obtained testify to the positive dynamics of the formation of readiness of future psychologists.

Regarding the cognitive component, after the formative stage of the experiment, the level of formed readiness of future psychologists to prevent and overcome family conflicts of the experimental group has also increased. In particular, the number of psychology students with a low level of readiness in the experimental group has decreased by 23.82%, and in the control group there is a change of 2.64%. Accordingly, the number of psychology students with high and average levels of readiness to prevent and overcome family conflicts has increased. It can be stated that in general the future psychologists of the experimental group had positive dynamics regarding the characteristics of ideas of themselves as a professional, also the knowledge of the basics of family conflict, basic diagnostic techniques of studying family dynamics regarding the characteristics of ideas of themselves as a professional, also the knowledge of the basics of family counselling, which are especially important for the future work with the participants of family conflicts has increased.

According to the data obtained, the level of formation of the operative-activity component of readiness of future psychologists, characterizing the presence of skills and abilities in preventing and overcoming family conflicts, has increased. So, if at the beginning of the forming experiment 59.53% of students in the experimental group showed the low level of the operational-activity component, the proportion of such students after the forming experiment decreased to 38.09%. Due to this the number of students characterized by the average and high levels of readiness to prevent and overcome family conflicts has increased by 11.90% and by 9.53% accordingly.

As for the personal component, the results presented in the table show that the number of students in the experimental group with the high level of readiness increased by 8.34% and with the average level - by 5.95%. The results obtained allow us to state that in the experimental group the number of future psychologists characterized by high and very high levels of communicative abilities, the adequate level of self-esteem and the high level of empathy has increased.

| Readiness criteria | Plani готовності | Control group (n=82) | Experimental group (n=84) |
|--------------------|----------------|----------------------|--------------------------|
|                    | before | after | changes | before | after | changes |
| Motivational       | high   | 24.39 | 25.62   | +1.23  | 27.39 | 30.95   | +3.56    |
|                    | medium | 45.12 | 47.56   | +2.44  | 41.66 | 46.43   | +4.68    |
|                    | low    | 30.49 | 26.82   | -3.67  | 30.95 | 22.62   | -8.33    |
| Cognitive          | high   | 10.97 | 12.19   | +1.22  | 14.28 | 22.62   | +8.34    |
|                    | medium | 29.26 | 30.48   | +1.22  | 34.52 | 50.00   | +15.48   |
|                    | low    | 59.97 | 57.33   | -2.64  | 51.20 | 27.38   | -23.82   |
| Operational-activity| high   | 10.97 | 12.19   | +1.22  | 11.90 | 21.43   | +9.53    |
|                    | medium | 25.60 | 26.82   | +1.22  | 28.57 | 40.48   | +11.91   |
|                    | low    | 63.43 | 60.99   | -2.44  | 59.53 | 38.09   | -21.44   |
| Personal           | high   | 28.04 | 31.70   | +3.66  | 28.80 | 32.14   | +3.34    |
|                    | medium | 47.56 | 50.00   | +2.44  | 50.00 | 55.95   | +5.95    |
|                    | low    | 24.39 | 18.30   | -6.09  | 26.20 | 11.90   | -14.30   |

Source: Search data.

Table 1. Comparative analysis of levels of the formed readiness of KG and EG (before and after the implementation of the authors’ training program, in %).
A comparative analysis of the results of diagnostic cuts using Fisher’s $\phi^*$ criterion on the formation of readiness of the representatives of EG and CG according to all the criteria before and after the forming experiment, has shown statistically significant differences between the groups ($p < 0.05$). Thus, it indicates the effectiveness of the developed program to form readiness to future psychologists to prevent and overcome family conflicts and serves to confirm the hypothesis that the productive training of future psychologists in preventing and overcoming family conflicts is possible by implementing the training program aimed at strengthening motivational, cognitive, operational-activity and personal components of future psychologists readiness, which is the result of training at the university.

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Formação de futuros psicólogos na prevenção e superação de conflitos familiares

Resumo
O artigo se dedica ao estudo da melhoria da qualidade da formação de futuros psicólogos nas universidades, da formação de sua prontidão para a realização de atividades profissionais que tratam a prevenção e superação de conflitos familiares. Foram identificados métodos que ajudarão futuros psicólogos a consultar trabalhos de prevenção e superação de conflitos. Para diagnósticos objetivos da qualidade do estudo dos alunos nas universidades, foram definidos os componentes e indicadores que permitem determinar o estado de prontidão dos futuros psicólogos para prevenir e superar conflitos familiares. Propõe-se a metodologia de formação de futuros psicólogos para prevenir e superar conflitos familiares decorrentes de crises familiares normativas e não normativas. A metodologia abrange as formas e métodos de formação da prontidão dos futuros psicólogos para prevenir e superar conflitos familiares, bem como o programa de treinamento, que envolve uma implementação consistente de atividades especiais e visa formar conhecimentos, habilidades, qualidades profissionalmente importantes de um psicólogo.

Palavras-chave: Futuros psicólogos. Atividade profissional. Programa de formação. Prevenindo conflitos familiares. Superando conflitos familiares.

Abstract
The article is devoted to the study of improving the quality of training future psychologists in universities, the formation of their readiness to carry out professional activities dealing with the prevention and overcoming family conflicts. Methods mastering of which will help future psychologists in consulting work on preventing and overcoming conflicts have been identified. For objective diagnostics of the quality of students’ studying at universities, the components and indicators that allow to determine the state of readiness of future psychologists to prevent and overcome family conflicts have been defined. Methodology for training future psychologists to prevent and overcome family conflicts arising from normative and non-normative family crises is proposed. The methodology covers the forms and methods of forming the readiness of future psychologists to prevent and overcome family conflicts, as well as the training program, which involves a consistent implementation of special activities and aims at forming necessary knowledge, abilities, skills, professionally important qualities of a psychologist.

Keywords: Future psychologists. Professional activity. Formation program. Preventing family conflicts. Overcoming family conflicts.

Resumen
El artículo está dedicado al estudio de la mejora de la calidad de la formación de los futuros psicólogos en las universidades, la formación de su disposición a realizar actividades profesionales relacionadas con la prevención y superación de conflictos familiares. Se han identificado métodos de dominio que ayudarán a los futuros psicólogos en el trabajo de consultoría para prevenir y superar conflictos. Para diagnósticos objetivos de la calidad de los estudios de los estudiantes en las universidades, se han definido los componentes e indicadores que permiten determinar el estado de preparación de los futuros psicólogos para prevenir y superar los conflictos familiares. Se propone una metodología para la formación de futuros psicólogos para prevenir y superar conflictos familiares derivados de crisis familiares normativas y no normativas. La metodología cubre las formas y métodos de formación de la preparación de los futuros psicólogos para prevenir y superar los conflictos familiares, así como el programa de capacitación, que implica una implementación consistente de actividades especiales y tiene como objetivo formar los conocimientos, habilidades, habilidades y cualidades profesionalmente importantes necesarias de un psicólogo.

Palabras-clave: Futuros psicólogos. Actividad profesional. Programa de formación. Prevención de conflictos familiares. Superación de conflictos familiares.