

стажувань тощо. І звичайно, обоє сторонам необхідно усвідомити, що акредитаційний аудит освітньо-наукових програм підготовки докторів філософії є не лише механізмом контролю, а й засобом модернізації національної системи вищої освіти та виховання конкурентоспроможних науковців, знаряддям формування в українському суспільстві нової культури особистої відповідальності й академічної доброчесності, стимулятором до якісних змін і ресурсом для розвитку, навіть попри доволі серйозні виклики.

Література:

1. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. URL: https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf.

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THE USE OF VIRTUAL REALITY IN THE PROFESSIONAL TRAINING OF FUTURE PSYCHOLOGISTS

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Virtual Reality (VR) is shifting from the realm of entertainment to the domain of professional psychological training, creating conditions for immersive engagement in realistic physical and socio-psychological situations. It facilitates the development of empathic, communicative, and reflective skills that are essential for the psychologist's profession. The transformation of the educational paradigm highlights the relevance of VR as a space of experiential learning that combines safety with emotional intensity. Within the virtual environment, it becomes possible to model clinical, crisis, and ethical situations that are inaccessible through traditional methods. VR integrates empirical experience with the understanding of human behavior, activating processes of identification and empathy, thereby becoming an effective tool of reflective-oriented learning in which the student becomes an active participant in professional cognition.

Empirical findings confirm that VR contributes to the development of empathy, critical thinking, and cognitive flexibility. Simulations of psychopathological states-particularly schizophrenia-enhance empathic

sensitivity and deepen understanding of clients [7]. Neuropsychological studies demonstrate that the VR effect is linked to sensorimotor engagement and emotional regulation. Virtual interaction activates both cognitive and affective components of empathy through embodiment and the simulation of emotional responses, fostering the development of moral reasoning and social sensitivity [1]. Immersion in VR scenarios that reproduce patient experiences enhances knowledge acquisition and confidence in communication through the activation of sensory and cognitive perception channels[4].

Compared to traditional methods, VR provides highly effective conditions for the development of emotional-cognitive competence. Immersive simulations improve quality of thinking, attention, and decision-making in stressful situations, whereas classical lecture-based approaches show lower efficiency [2]. The use of VR in the preparation of psychologists enables the modeling of the full cycle of psychotherapeutic practice-from psychodiagnostics to crisis counseling. Such technologies enhance professional ethics, cultural sensitivity, and the capacity for reflection [8].

VR also provides opportunities for analyzing ethical dilemmas that arise during interaction with psychopathological states. The «caring-perception» model, grounded in the ethical concepts of Eriksson, Martinsen, and Koskinen, demonstrates how VR fosters ethical competence through the experience of responsibility and reflection on one's own actions [5]. At the same time, researchers emphasize the moral-philosophical risks of virtualizing experience, which may affect the integrity of the professional self [3]. For psychologists, this necessitates a combination of clinical precision with awareness of the ethical boundaries of virtual interaction.

VR stimulates the development of metacognition and self-reflection. Virtual simulations enable students to analyze their own decisions, behaviors, and emotions within a safe learning environment. The combination of VR-based learning and group reflective discussions deepens cognitive processes and cultivates critical thinking [6]. Such an approach integrates emotional experience with an awareness of the professional role in therapeutic interaction.

Recent studies confirm that VR integrates cognitive modeling, ethical reflection, and emotional engagement into a unified educational system that approximates real psychotherapeutic conditions. The professional training of psychologists in VR represents a multilevel structure that combines cognitive, emotional, ethical, and reflective components of professional development. This framework is based on psychodidactic, neuropsychological, and epistemological approaches, which conceptualize learning as an active interaction of the subject with experience within a VR-based environment (see Fig. 1).



Fig. 1. Linear didactic model of VR-based psychological training for future psychologists

At the epistemological level, VR shapes the professional worldview by combining empirical experience with an understanding of another person's behavior. Simulations of social and psychological interactions foster critical thinking, interpretive skills, and the ability to attain a deeper understanding of another consciousness.

The cognitive-simulation level focuses on modeling professional situations in which students acquire skills of psychodiagnostics, counseling, and crisis intervention. VR scenarios that simulate depression, anxiety, and psychotic disorders develop analytical thinking, attentional control, and stress resilience [2; 8].

At the empathic-reflective level, through the phenomenon of embodiment, students experience another person's state as their own. Immersion in VR scenarios enhances emotional competence, ethical sensitivity, and moral reasoning [7; 4].

The ethical-value level cultivates the ability for moral choice. In virtual situations involving professional dilemmas, students learn to recognize the consequences of their decisions and their responsibility toward the client. The «caring-perception» model reveals the development of ethical competence through the lived experience of care and moral dilemma [5]. At the same time, it addresses the risks of virtualizing experience, which may alter the authenticity of the professional self [3].

The metareflective level ensures the integration of acquired experience into the structure of professional self-understanding. Combining VR sessions with group reflective discussions promotes critical thinking and self-observation [6].

The integrative-practical level merges cognitive, emotional, ethical, and reflective experiences into a coherent professional identity. During VR practicums, students participate in interdisciplinary projects, developing flexibility, emotional stability, and resilience. As a result, a new type of psychologist is formed-empathetic, reflective, and technologically competent, capable of integrating humanistic values with the digital possibilities of modernity.

The analysis reveals that VR technologies are an effective tool for developing the professional competencies of future psychologists by combining cognitive modeling, emotional immersion, ethical reflection, and the cultivation of empathy. The developed Linear Didactic Model of VR-Based Psychological Training represents a multilevel framework in which VR functions as an environment for knowledge acquisition, skills training, and self-reflection. The model ensures a holistic process of professional formation, enabling psychologists to simulate realistic situations, develop ethical awareness, and integrate experiences into their professional identity.

Future research prospects involve adapting VR scenarios to different domains of psychological education and integrating artificial intelligence to create dynamic learning environments.

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