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THE POTENTIAL OF TRAINING TECHNOLOGIES IN THE PROCESS OF FORMING PEDAGOGICAL REFLECTION AMONG HIGHER EDUCATION STUDENTS OF SOCIONOMIC PROFILE

The subject of the paper is the use of training technologies to enhance the formation of pedagogical reflection among higher education students specializing in socionomic disciplines. The topic explores the potential of advanced tools, such as AI-driven adaptive systems, virtual reality, gamification, and e-portfolios, to address challenges in fostering reflective practices. The purpose of the study is to develop a conceptual framework for implementing training technologies that effectively support critical thinking, ethical reasoning, and professional adaptability, tailored to the unique complexities of socionomic education. The study employs a mixed-methods approach, combining literature analysis, theoretical modeling, and practical evaluation of existing training technologies. The methodology highlights how these technologies can be customized, scaled, and assessed to align with interdisciplinary and culturally sensitive requirements in socionomic education. The paper identifies key gaps in the current use of training technologies, including issues of customization, scalability, accessibility, and the assessment of reflective outcomes. A structured conceptual framework is proposed, based on four pillars: customization, scaffolding, collaboration, and assessment. The framework provides actionable strategies for integrating training technologies into socionomic education, emphasizing context-specific scenarios, structured reflection, peer interaction, and multi-dimensional evaluation. Notable results include the demonstration of how AI and VR can deepen reflective learning by simulating real-world socionomic challenges and offering real-time feedback. The study concludes that training technologies have significant potential to transform the development of pedagogical reflection in socionomic education. However, their effective implementation requires addressing identified gaps through targeted customization, robust assessment methods, and inclusive design. Recommendations include further research into adaptive systems for personalized learning paths, broader accessibility initiatives, and faculty training programs to optimize the use of these technologies.

Keywords: *training technologies; pedagogical reflection; socionomic education; higher education; AI-driven learning; reflective practices.*

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ПОТЕНЦІАЛ ТРЕНІНГОВИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ ФОРМУВАННЯ ПЕДАГОГІЧНОЇ РЕФЛЕКСІЇ У ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ СОЦІОНОМІЧНОГО ПРОФІЛЮ

Предметом статті є використання тренінгових технологій для активізації формування педагогічної рефлексії у студентів закладів вищої освіти соціономічних дисциплін. У роботі досліджується потенціал передових інструментів, таких як адаптивні системи на основі штучного інтелекту, віртуальна реальність (VR), гейміфікація та електронні портфоліо, для розв'язання проблем у розвитку рефлексивних практик. У дослідженні використовується змішаний підхід, який поєднує аналіз літератури, теоретичне моделювання і практичну оцінку чинних технологій навчання. Методологія підкреслює, як ці технології можуть бути адаптовані, масштабовані та оцінені для відповідності міждисциплінарним і культурно чутливим вимогам соціономічної освіти. Визначено ключові прогалини у сучасному використанні технологій навчання, зокрема проблеми адаптації, масштабованості, доступності та оцінювання результатів рефлексивної діяльності. Запропоновано структуровану концептуальну основу, засновану на чотирьох основних складових: адаптація, поетапна підтримка, співпраця та оцінювання. Ця концептуальна основа пропонує практичні стратегії для інтеграції технологій навчання в соціономічну освіту, з акцентом на контекстно-орієнтовані сценарії, структуровану рефлексію, взаємодію між студентами та багатовимірне оцінювання. Серед помітних результатів є демонстрація того, як штучний інтелект (ШІ) та віртуальна реальність (VR) можуть поглибити рефлексивне навчання шляхом моделювання реальних соціономічних викликів та надання зворотного зв'язку в режимі реального часу. Зроблено висновок, що тренінгові технології мають значний потенціал для трансформації розвитку педагогічної рефлексії в соціономічну освіту. Однак їхнє ефективне впровадження вимагає подолання виявлених прогалин шляхом цілеспрямованої адаптації, розробки надійних методів оцінювання та інклюзивного дизайну. Рекомендації включають проведення додаткових досліджень адаптивних систем для персоналізованих навчальних траєкторій, розширення ініціатив щодо доступності та програм навчання викладачів для оптимізації використання цих технологій.

Ключові слова: *технології навчання; педагогічна рефлексія; соціономічна освіта; вища освіта; навчання з використанням штучного інтелекту; рефлексивні практики.*

Introduction. In the context of higher education, especially within socionomic disciplines, the development of pedagogical reflection is increasingly recognized as a vital component of professional training. Pedagogical reflection, which involves critical self-analysis, the ability to evaluate teaching methods, and the capacity to adapt based on feedback, is crucial for future educators and professionals in socionomic fields who must navigate complex, human-centered challenges. The integration of training technologies into educational programs has the potential to significantly enhance this reflective capacity, satisfying the dual needs for effective teaching methods and dynamic decision-making skills.

The relevance of this issue lies in its connection to the combination of theory and practice, the development of 21st century skills, the enhancement of professional competence, the provision of personalized learning and the solution of global problems. In socionomic disciplines, students often face the challenges of applying theoretical knowledge to practical situations; training technologies like simulations and problem-based learning offer engaging experiences that help to bridge this gap. These technologies also develop critical thinking, adaptability and reflective decision-making skills, which are essential for modern educational and professional demands [1]. By integrating pedagogical reflection, socionomic professionals are better equipped to analyze and improve instructional strategies, whether for corporate training or community development. In addition, advanced tools, like adaptive AI-based systems, offer personalized feedback, promoting self-awareness and skill improvement. Finally, reflective practices embedded in educational technology encourage students to navigate global challenges ethically, considering the broader societal impact of their decisions [2].

The potential of educational technologies to foster pedagogical reflection among sociology students demonstrates the intersection of educational innovation and professional development. By focusing on both the scientific research on effective teaching methods and the practical demands of skilled, reflective professionals, this approach aligns with broader efforts to prepare students for complex, adaptive, and ethically informed roles in a rapidly evolving global landscape. Further research and implementation of such technologies are critical to realizing their full potential.

Analysis of main studies and publications. The problem of forming pedagogical reflection of higher education students, particularly within the socionomic profile, has been addressed in various studies emphasizing the integration of modern training technologies in education. Notable contributions of J. Moon [10], A. Kolb & D. Kolb [8] include research on constructivist learning theories that advocate for experiential and reflective learning and their application to professional education. These works highlight the value of simulations, case studies, and project-based learning as effective methods for bridging theoretical knowledge with practical skills.

Further, studies by T. Anderson [3], D. Choi-Lundberg, K. Butler-Henderson, K. Harman & J. Crawford [5] on training technologies in education have explored the use of digital tools, such as virtual learning environments and adaptive systems, for fostering critical thinking and self-assessment. Research of B. Frey, V. Schmitt & J. Allen [6] in socionomic education has also underscored the importance of embedding ethical and reflective components into professional training, particularly in addressing global challenges like inequality and sustainability.

While existing studies provide a strong foundation, several unresolved areas demand further investigation to optimize the use of training technologies in forming pedagogical reflection among socionomic students. Limited research has been conducted on customizing these technologies to address the specific needs of socionomic education, which often requires nuanced approaches to ethics, cultural diversity, and interdisciplinary integration. Moreover, there is a lack of effective methods to assess the depth and impact of pedagogical reflection, despite the widespread promotion of reflective tools. Issues of scalability and accessibility also remain largely unaddressed, particularly regarding the democratization of advanced technologies for under-resourced institutions. Additionally, the potential of AI-driven adaptive systems and emerging tools such as virtual reality in enhancing pedagogical reflection is underexplored, highlighting a critical gap in leveraging these innovations for socionomic education contexts.

The purpose of this article is to explore the potential of training technologies in forming pedagogical reflection among higher education students of socionomic profile.

To achieve the purpose, the article sets **the following tasks:** to identify gaps and challenges of using training technologies for fostering reflection; to explore the role of advanced tools such as AI-driven adaptive systems, virtual reality and gamification in enhancing pedagogical reflection in socionomic education; to develop a conceptual framework for implementing training technologies that effectively support reflective practices tailored to the needs of socionomic students.

Main text. The integration of training technologies into education has revolutionized teaching and learning processes, offering innovative ways to engage students and enhance their skills. However, their application to foster deep pedagogical reflection remains fraught with challenges, especially in socionomic disciplines. Despite the increasing use of training technologies in education, several unresolved issues limit their effectiveness in fostering pedagogical reflection, particularly in socionomic disciplines. These challenges include:

customization of training technologies, scalability, accessibility and assessment of reflective outcomes.

Customization of training technologies. Many existing tools are designed for general educational use, lacking the nuanced adaptation needed for socionomic contexts. Socionomic disciplines often involve complex interdisciplinary issues such as ethics, cultural diversity, and sociopolitical dynamics. However, there is limited research and development focused on adapting these technologies to meet these unique needs. The lack of context-specific content and scenarios limits the tools' ability to fully engage students and encourage meaningful reflection [8, 45–46].

Scalability remains a major challenge when implementing advanced training technologies, such as AI-driven systems and virtual simulations in education. Deploying these tools across large student cohorts or multiple institutions often requires significant investments in infrastructure, technical support, and faculty training. For resource-constrained institutions, these financial and logistical demands can be prohibitive, making it difficult to implement these technologies at scale without compromising the quality of learning experiences. Addressing these challenges is essential to ensuring equitable access and effective use of training technologies across diverse educational settings [10].

Accessibility to advanced training technologies is uneven, with significant disparities affecting under-resourced institutions and developing regions. High costs, limited infrastructure, and inadequate technical support make it difficult for these institutions to implement and maintain such tools. In addition, many technologies lack inclusive design features, failing to accommodate students with disabilities and leaving critical gaps in creating equitable learning environments. Addressing these barriers is essential to ensuring that all students, regardless of their geographic, economic, or physical circumstances, can benefit from the potential of advanced training technologies [1, 110–111].

Assessing of reflective outcomes remains a significant challenge in the use of training technologies for educational purposes. Although these tools effectively promote reflective practices, current assessment methods often rely on superficial indicators such as completion rates or basic engagement metrics. These measures fail to capture the deeper aspects of reflection, including critical thinking, ethical reasoning, and adaptability, which are crucial for meaningful learning. To maximize the potential of training technologies, it is important to develop robust and standardized methodologies that assess the depth and impact of reflective practices. Such advancements will provide valuable information for testing and refining these tools, ensuring that they effectively support students' intellectual and professional growth [2, 7–8].

Addressing these gaps requires targeted efforts in research, design, and policy to ensure that training technologies are effectively adapted, scalable, accessible, and capable of delivering meaningful learning outcomes. Collaboration between educators, technologists, and policymakers is essential to develop solutions that address the unique challenges of socionomic education. This will enable their full potential to be realized in fostering deep and impactful pedagogical reflection in socionomic education

Technological innovations have transformed the educational landscape, offering new opportunities for improving teaching and learning processes. Advanced tools such as AI-driven adaptive systems, virtual reality, and gamification are particularly promising for facilitating pedagogical reflection in socionomic education. These tools align with the dynamic and interdisciplinary nature of socionomic disciplines, facilitating deeper and more impactful reflective practices that prepare students for challenging professional challenges.

AI-driven adaptive systems analyze students' learning patterns, performance, and preferences to provide personalized content and feedback. These systems can identify areas where students are struggling, suggest customized activities, and suggest reflection questions based on individual progress. For example, AI tools can simulate complex socionomic scenarios, encouraging students to critically evaluate their decisions and receive immediate feedback on their ethical and practical implications. This personalized approach not only increases student engagement, but also promotes the development of self-awareness and critical thinking, which are important components of pedagogical reflection [10].

Virtual reality (VR) creates an immersive environment where students can engage in realistic socionomic scenarios, such as managing a community development project or addressing ethical dilemmas in global trade. These experiences offer a safe space for trial and error, allowing students to reflect on their actions and decisions in a controlled yet realistic setting. VR can also simulate diverse cultural and social contexts, fostering empathy and a deeper understanding of global issues. Reflective debriefings following VR activities further help students analyze their experiences and gain meaningful insights, enriching their reflective practices [6, 1–2].

Gamification introduces game elements such as scores, leaderboards, and challenges to motivate students to actively engage in reflective practices. Serious games designed for socionomic education can simulate scenarios of policymaking, crisis management, or business strategy. These games often force students to make decisions under pressure, requiring them to reflect on their outcomes and adapt their strategies. The competitive yet collaborative nature of gamification enhances student engagement by making the reflection process more dynamic and interactive [5, 133–134]

Augmented reality (AR) overlays digital information onto real-world environments, offering contextual learning that encourages reflection. For example, AR applications can visualize socionomic data or simulate the impact of social policies in real time, allowing students to analyze and reflect on complex systems in a dynamic way. AR's ability to combine theoretical concepts with practical applications makes it a valuable tool for facilitating reflective practices [4, 273–274].

Collaborative technologies, such as platforms that integrate artificial intelligence with discussion forums, wikis, and shared workspaces, further enhance pedagogical reflection by encouraging group-based learning. These tools allow socionomic students to share different perspectives, critically evaluate collective outcomes, and engage in dialogue and negotiation. Such collaborative environments foster collaborative problem-solving, a central component of reflective practices in socionomic education [8, 47–48].

Despite their potential, these innovations come with challenges. High costs, the need for specialized infrastructure, and the requirement for faculty training can limit their adoption in many educational institutions. Ethical concerns, such as ensuring data privacy and avoiding biases in AI-driven systems, also require careful attention. Addressing these barriers is essential for realizing the full benefits of these technologies.

By leveraging these advanced tools thoughtfully and addressing implementation challenges, socionomic education can create richer and more impactful learning environments. These innovations not only foster deeper pedagogical reflection but also prepare students for the complexities and ethical considerations of their future professional roles.

The effective integration of training technologies into socionomic education requires a well-defined conceptual framework to foster meaningful pedagogical reflection. This framework aims to address the unique challenges and opportunities within socionomic disciplines, ensuring that reflective practices are not only supported but also enhanced through the strategic use of advanced technologies. The proposed framework is built around four key pillars – *customization, scaffolding, collaboration, and assessment* – each designed to align training technologies with the specific learning needs of socionomic students. By providing a structured approach, this framework offers practical guidance for educators and institutions to implement tools that promote critical thinking, ethical reasoning, and real-world problem-solving, ultimately preparing students for the complexities of their professional roles [6].

Customization involves tailoring training technologies to align with the unique complexities and demands of socionomic contexts. In contrast to general educational tools that are often designed for broad use, customized technologies specifically address the multifaceted and interdisciplinary nature of socionomic education. These disciplines require students to navigate a wide range of challenges, including ethical dilemmas, cultural diversity, and sociopolitical dynamics, all of which are central to real-world application and reflective learning.

For example, in the context of socionomic education, students may be required to analyze the implications of public policies, evaluate community development strategies, or make decisions that balance profitability and social responsibility. Training technologies should be adapted to present scenarios that realistically simulate these challenges, offering students the opportunity to deepen their understanding of the material. For example, a simulation might involve designing a policy to reduce unemployment, requiring students to consider economic feasibility, social justice, and political acceptance. Similarly, technologies adapted to socionomic education might create virtual environments where students manage community resources, negotiate with stakeholders, or evaluate the ethical implications of corporate strategies [3, 1–2].

Customization also ensures that these tools include culturally sensitive content, allowing students from diverse backgrounds to engage with the material. For example, an urban development scenario in a Western city may be significantly different from one in a developing country. Training technologies that adapt to these cultural nuances provide students with a more complete and inclusive understanding of socionomic issues.

Additionally, effective setting supports interdisciplinary integration, allowing students to explore how theories, sociological principles, ethical considerations, and cultural contexts intersect in practice. This approach fosters deeper critical thinking and equips students with the skills needed to solve complex real-world problems.

By adapting training technologies to these specific needs, educators can create more engaging and effective learning experience. Customized tools not only enhance students' ability to combine theoretical knowledge with practical application, but also prepare them for the multifaceted demands of professional roles in socionomic fields. This specialized approach is vital to fostering meaningful reflection, critical analysis, and ethical reasoning, ensuring that students are well-equipped to navigate the complexities of their future careers.

Scaffolding is a critical educational strategy for guiding students into reflective learning. In the context of socionomic education, scaffolding involves providing structured support that helps students engage more deeply with their learning experiences, analyze their decisions, and develop critical thinking skills. Training technologies play an important role in implementing scaffolding by offering tools and frameworks that guide reflective practices at each stage of the learning process [7, 127–128].

One effective approach to scaffolding is the integration of structured reflection prompts within learning activities. These prompts encourage students to stop and critically evaluate their actions, decisions, and the outcomes they produce. For example, after completing a simulation of policymaking, students might be asked to reflect on questions such as: "What factors influenced the decision-making process?" or "How would you adapt your approach to a different socionomic context?" By breaking down complex scenarios into manageable components, these prompts help students identify key ideas and areas for improvement, promoting a deeper understanding of the subject.

Feedback mechanisms are another important element of scaffolding. Training technologies equipped with AI-driven tools can provide immediate and detailed feedback on students' reflective responses. For example, an AI system can analyze a student's reflection on a community development project and highlight gaps in their consideration of ethical or cultural issues. This personalized feedback encourages iterative improvement, allowing students to refine their reflective skills over time. Instant feedback also ensures that students remain engaged and motivated as they receive useful information that directly relates to their learning goals.

Scaffolding also involves creating adaptive learning paths that progressively challenge students as they develop their skills and confidence. Adaptive technologies can tailor tasks to individual progress, starting with basic activities, such as identifying key socionomic factors, and progressing to more complex tasks, such as developing complex policy solutions. By gradually increasing the complexity of tasks, scaffolding ensures that students are neither overwhelmed nor under-challenged, maintaining their engagement and promoting ongoing reflective learning [7, 129–130].

Technological tools such as interactive learning management systems (LMS) and simulation-based platforms are invaluable for shaping reflective practices. LMS platforms can integrate reflective journals, where students document their thoughts and track their progress. These journals serve as a repository for structured prompts and self-assessments, providing students with a space to organize their reflections. Simulation-based platforms, on the other hand, offer debriefing sessions with built-in reflective guides, encouraging students to analyze the effectiveness of their decisions and consider alternative approaches.

Scaffolding through structured reflection, feedback mechanisms, and adaptive pathways ensures that students develop the critical thinking and reflective skills needed to navigate complex socionomic challenges. By guiding students through these processes with the help of training technologies, educators can create a learning environment that fosters meaningful engagement and long-term professional growth [7, 131–132].

Collaboration is a powerful approach to education that fosters collective thinking, empowers students to engage with diverse perspectives, refine their ideas, and deepen their understanding of complex issues. In socionomic disciplines, where problems are often interdisciplinary and multifaceted, encouraging collaboration enhances reflective practices by exposing students to alternative perspectives and facilitating critical dialogue. Training technologies provide an effective platform to facilitate this collaborative interaction, creating opportunities for peer learning, mentoring, and teamwork [2, 9–10].

One key element of collaborative reflection is peer interaction, where students work together in group discussions, role-plays, or collaborative problem-solving tasks. These interactions help students articulate their thoughts, challenge assumptions, and learn from each other's experiences. For example, a group discussion of a simulated urban development project might involve students in discussing the trade-offs between economic growth and environmental sustainability. Role-playing exercises, such as simulating negotiations between stakeholders, require students to consider different perspectives, foster empathy and critical thinking. Collaborative problem-solving tasks, such as developing policies to address poverty, encourage students to pool their knowledge and skills, fostering deeper engagement with the subject matter [1, 112–113].

Diverse perspectives further enrich the collaborative experience. Training technologies can connect students from diverse socionomic, cultural, and geographical backgrounds, offering a global learning environment. For example, an online collaborative platform can allow students from developed and developing countries to work together on case studies, sharing ideas from their unique contexts. This diversity broadens students' understanding of socionomic issues and prepares them to solve problems in culturally sensitive and inclusive ways. Engaging with diverse perspectives also forces students to critically evaluate their assumptions and biases, fostering a more holistic approach to reflective learning.

Mentorship is another important component of collaborative reflection. Incorporating mentorship features into training technologies allows educators and professionals to guide students in their reflective practice. Mentors can provide expert insights, encourage students to think more deeply, and offer constructive feedback on their reflections. For example, a mentor reviewing a student's analysis of a corporate social responsibility scenario might ask questions about the ethical implications of their decisions, encouraging deeper reflection. The involvement of experienced professionals bridges the gap between academic learning and real-world application, increasing the relevance and impact of reflective practices [5, 136–137].

Technological tools such as collaboration platforms and social learning networks play a central role in facilitating collective reflection. Collaboration platforms, including wikis, shared workspaces, and discussion boards, allow students to co-create content, share ideas, and engage in meaningful dialogue. These tools foster active participation and ensure that students learn from each other's contributions. Social learning networks take collaboration a step further by connecting students with peers and mentors in a dynamic, interactive environment. These networks allow for real-time discussions, sharing of reflections, and feedback, fostering a sense of community and shared purpose.

Encouraging collaboration through peer interaction, diverse perspectives, and mentorship not only deepens students' reflective practices but also develops important skills such as teamwork, communication, and cultural competence. By using training technologies to facilitate collective reflection, educators can create an engaging and inclusive learning environment that prepares students for the complexities of professional roles in socionomic disciplines. This collaborative approach ensures that reflection is not just an individual activity but also a shared journey toward deeper understanding and growth.

Effective *assessment of reflective practices* is crucial to ensure that training technologies genuinely enhance critical thinking, ethical reasoning, and self-awareness in socionomic education. Measuring reflective outcomes not only validates the use of these tools but also provides insights for continuous improvement. A robust assessment strategy should capture the depth, criticality, and impact of students' reflections, while considering both qualitative and quantitative aspects. Training technologies play a key role in enabling dynamic, multifaceted assessment that fosters deeper learning and growth [9, 259–260].

The basis for assessing reflective practices is the use of reflection rubrics. These rubrics provide clear, structured criteria for assessing the quality of students' thinking. For example, criteria may include the ability to critically analyze decisions, connect theoretical knowledge to real-world context, explore alternative perspectives, and propose actionable solutions. Rubrics may also assess the depth of ethical reasoning, such as assessing the social and cultural implications of a policy decision. By offering transparent and consistent benchmarks, reflection rubrics guide students to meaningful and purposeful reflection, while also aiding instructors in delivering fair and constructive feedback.

AI-based analytics further enhance the assessment process by using advanced algorithms to analyze students' reflective responses. These tools can identify patterns, themes, and gaps in students' reflections, offering insights into their critical thinking and areas for improvement. For example, AI can assess the frequency and depth of ethical considerations in a student's reflections or identify recurring thought patterns that may indicate a lack of progress. In addition, AI analytics can track students' progress over time, providing longitudinal data on their reflective development. Real-time feedback from these systems ensures that students receive immediate actionable information, helping them improve their practice and achieve better learning outcomes [9, 261–262].

A comprehensive assessment strategy also includes multidimensional assessment methods. This approach combines self-assessment, peer reviews, and teacher assessment to provide a holistic view of students' reflective practices. Self-assessment enables students to critically evaluate their own thinking, fostering self-awareness and ownership of their learning journey. For example, students can use reflective journals to document their thinking processes and assess their progress against specific goals. Peer assessments present a variety of perspectives, allowing students to learn from their peers' experiences and refine their ideas through collaborative feedback. Such peer exchange not only enhances reflective learning, but also develops communication and critical analysis skills. Finally, teacher assessments, guided by reflective rubrics, provide professional supervision and expert feedback to help students achieve a deeper level of reflection.

Technological tools such as e-portfolios and AI-driven platforms support these assessment strategies by streamlining data collection and analysis. E-portfolios allow students to compile their reflective work over time, creating a comprehensive record of their learning journey. These digital portfolios allow students to demonstrate their progress, connect individual reflections to broader themes, and demonstrate their ability to apply theoretical knowledge in a practical context. AI-driven platforms complement this by providing data-driven insights into students' reflections, identifying trends and areas for attention. Together, these tools make the assessment process more dynamic, transparent, and effective.

Measuring reflective outcomes is not just about assessment; it is also a tool for continuous improvement. Insights from assessment can help improve learning technologies, ensuring they are effective and relevant to students' needs. Additionally, these assessments help educators understand how reflective practices impact critical thinking, problem solving, and ethical reasoning, providing valuable data for improving curriculum development.

By integrating reflective rubrics, AI-based analytics, and multidimensional assessment methods, reflective assessment becomes a powerful mechanism for fostering deep and effective learning. These strategies ensure that reflection is not only measured effectively but also serves as a foundation for ongoing development, preparing students from socionomic backgrounds to confidently and insightfully address complex professional challenges.

Conclusions from the study and prospects for further exploration in the direction. The study demonstrates the substantial potential of training technologies to foster pedagogical reflection among higher education students in socionomic disciplines. By addressing critical challenges such as the lack of customization, scalability, accessibility, and robust assessment methods, tools like AI-driven adaptive systems, virtual reality (VR), gamification, and e-portfolios can create engaging and impactful reflective learning environments. The proposed conceptual framework, built on the pillars of customization, scaffolding, collaboration, and assessment, provides a structured pathway for implementing these technologies effectively. Key findings reveal that customization aligns tools with the interdisciplinary and culturally diverse nature of socionomic education, scaffolding supports structured reflection through adaptive learning and feedback, collaboration encourages collective reflection via peer interaction and mentorship, and robust assessment methodologies measure the depth and impact of reflective practices. Together, these elements underscore the transformative role of training technologies in enhancing critical thinking, ethical reasoning, and professional readiness, equipping students to address the complexities of socionomic challenges.

Future exploration in this field should focus on advancing AI integration to enable sophisticated adaptive learning, predictive analytics, and personalized feedback mechanisms that deepen reflective practices. Expanding the use of virtual and augmented reality (VR/AR) to simulate specific socionomic scenarios, such as ethical decision-making in community development, offers further potential. Efforts to develop cost-effective and inclusive training technologies are essential to bridging the digital divide and ensuring equitable access for under-resourced institutions and students with disabilities. Research into scalable models for implementing these technologies across diverse educational settings and long-term studies to evaluate their impact on professional success and adaptability are also critical. Finally, interdisciplinary collaborations between educators can refine tools and integrate real-world applications, ensuring that these technologies meet the evolving demands of socionomic education. These initiatives will further unlock the potential of training technologies to revolutionize pedagogical reflection and cultivate skilled, reflective professionals.

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ХАРАКТЕРИСТИКА ОСНОВНИХ МОТИВІВ ОБРАННЯ АБІТУРІЄНТАМИ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ПРОФЕСІЙ СОЦІОНОМІЧНОГО ПРОФІЛЮ

Стаття присвячена дослідженню основних мотивів обрання абітурієнтами закладів вищої освіти професій соціономічного профілю. Автор статті аналізує такі поняття, як: мотив, мотивація, професійна мотивація, мотиваційна спрямованість особистості. У статті проведено емпіричне дослідження на визначення основних мотивів обрання абітурієнтами закладів вищої освіти професій соціономічного профілю, що дало змогу автору статті зробити висновок, що на цей вибір значний вплив мають такі мотиви, як: соціальні (бажання самовдосконалюватись та саморозвиватися, налагоджувати соціальні контакти, надавати допомогу і підтримку навколишнім); пізнавальні (прагнення до здобуття нових знань і оволодіння навичками з певної професійної діяльності); творчі (творче ставлення до праці і творчий характер самої праці).

***Ключові слова**: мотив; мотивація; абітурієнти закладів вищої освіти; вибір професії; соціономічний профіль.*
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CHARACTERISTICS OF THE MAIN MOTIVES FOR CHOOSING PROFESSIONS OF SOCIONOMIC PROFILE BY APPLICANTS TO HIGHER EDUCATION INSTITUTIONS

The article is devoted to the study of the main motives for choosing professions of socionomic profile by applicants to higher education institutions. The author of the article analyses such concepts as motive, motivation, professional motivation, motivational orientation of a personality. The author defines the concept of "motive" as an incentive that encourages a person to engage in specific forms of activity or behaviour. The author considers motivation as a system of human motives that leads to specific actions. The article proves that it is difficult to manage the motivational sphere of students because it is simultaneously influenced by a set of external and internal motives that not only complement each other but also come into conflict with each other. The author of the article insists that the motivational orientation of students constitutes the motives of their actions, which are manifested in certain situations. The author conducts an empirical study to determine the main motives for choosing professions of socionomic profile by applicants to higher education institutions. The study involved first-year students studying Psychology and Social Work at Khmelnytskyi National University. The study used such methods and techniques as: questionnaires, the methodology "Study of the type of personal orientation in professional activity" and "Methodology for studying the motivational profile of a person (S. Ritchie and P. Martin)". The author of the article concludes that the choice of socionomic professions by applicants is influenced by the following motives: social (desire to improve and develop themselves, establish social contacts, provide assistance and support to others); cognitive (desire to acquire new knowledge and master skills in a particular professional activity); creative (creative attitude to work and creative nature of work itself). Prospects for further research in this area, according to the author of the article, are the development of methodological recommendations for student tutors on the development of educational and professional motivation of future psychologists and social workers.

***Keywords:** motive; motivation; applicants to higher education institutions; choice of profession; socionomic profile.*