

UDC 17.36.09

IRSTI 14.01.35

<https://doi.org/10.48371/PEDS.2024.72.1.008>

## STRATEGY OF FORMATION OF COMMUNICATIVE COMPETENCIES OF FUTURE TEACHERS-PSYCHOLOGISTS

\*Esmagulova A.A.<sup>1</sup>, Mazhenova R.B.<sup>2</sup>

<sup>1</sup>doctoral student, Karaganda Buketov University, Karaganda, Kazakhstan  
e-mail: [esmagulova1984@mail.ru](mailto:esmagulova1984@mail.ru)

<sup>2</sup>c.p.s., ass. professor, Karaganda Buketov University, Karaganda, Kazakhstan  
e-mail: [argosha2005@mail.ru](mailto:argosha2005@mail.ru)

**Abstract.** The formation of the communicative competencies of future teachers-psychologists requires a variety of changes that taking place at the present time, and the transition of the country's educational sphere into the world educational space. This article is the result of studying the theoretical and practical foundations of the process of training teachers - psychologists at the university according to the educational program 6B01101-"Pedagogy and Psychology". Communicative competence as the basis of the educational process ensures the formation of professional knowledge and skills among future teachers-psychologists in the process of studying at the university.

Changes in the field of education require a new understanding of the professionalism and professional competence of future specialists, that is, the teacher himself should be interested in his professional development. The concept of communicative competence of future pedagogues-psychologists is clarified, the component composition of the above-mentioned competence and the method of its formation are described, the analysis of the results of the formation of the communicative competence of future pedagogues-psychologists is presented.

The strategy of training teachers-psychologists at our university is based on the priority of the competence approach and requires taking into account the peculiarities of professional activity. The training of teachers-psychologists according to the educational program is a complex and multifaceted process. In the course of the study, the most demanded and sufficient bachelor's competencies in professional activity under the educational program 6B01101 - "Pedagogy and Psychology" were identified, characterized and tested in the educational process for the first time, and for the qualitative performance of professional activities by the bachelor under the educational program, the relevance of the competence approach in its preparation is of particular importance. In this regard, the purpose of our study was to identify and characterize the professional competencies necessary for the performance of professional activities, to show the ways of mastering competencies in the educational process.

**Keywords:** training of teachers-psychologists, competence, communicative competence, centralized student training, educational program, regulatory documents, strategy, professional activity

### Basic provisions

To date, one of the urgent issues is the provision of the education system with highly qualified personnel. It should be noted that the compliance of the socio-economic characteristics of the country with the requirements of modern society, taking into account international requirements, follows from the tasks of training future teachers-psychologists.

The state program for the development of education and science has a number of goals for the development of education and science in the country, and the adoption of

the law "On the status of a teacher" is a step towards quality education. In accordance with this, the principles of the formation of competencies in the field of education are determined and their classification is proposed. The development strategy of the Karaganda University named after Academician E.A.Buketov for 2020-2025 was approved on December 23, 2020, in connection with this strategy, the process of training teachers-psychologists in the education system is constantly developing. In this regard, the educational strategy is also changing. The strategy of training teachers-psychologists at our university is based on the priority of the competence approach and requires taking into account the peculiarities of professional activity. The training of teachers-psychologists according to the educational program is a complex and multifaceted process. In the course of the study, the most demanded and sufficient bachelor's competencies in professional activity under the educational program 6B01101 - "Pedagogy and Psychology" were identified, characterized and tested in the educational process for the first time. The implementation of approaches to centralized student learning in the formation of communicative competencies of teachers-psychologists in accordance with the requirements of the Bologna process, i.e. the development of student's independent learning skills, the choice of their own learning trajectory and increasing student responsibility for the learning process is one of the most pressing problems today. Taking this into account, in the process of preparing teachers-psychologists for professional activity at the university, it is important that the content of education is aimed at the formation of communicative competencies, i.e. academic disciplines followed the strategy of formation of communicative competencies.

### **Introduction**

Currently, the training of students in the educational program 6B01101 - "Pedagogy and Psychology" is prepared on the basis of the state mandatory standard of higher education (SES) and curricula developed by the universities themselves (working curriculum and working curriculum – SYLLABUS) [1].

The educational program "6b01101 – Pedagogy and Psychology" is based on the following normative documents:

- Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education";
- Law of the Republic of Kazakhstan dated July 11, 1997 No. 151-I "On languages in the Republic of Kazakhstan";
- State Mandatory Standard of Higher Education No. 182 dated May 5, 2020.

The National Qualifications Framework approved by the protocol decision of the Republican Tripartite Commission on Social Partnership and Regulation of Social and Labor Relations dated March 16, 2016;

- Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 2, 2018 No. 152 "On approval of the Rules for organizing the educational process in credit technology";

- Order dated October 13, 2018 No. 569 "On approval of the classifier of training areas with higher and postgraduate education";

- Professional standard "teacher" (appendix to the order of the Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated June 8, 2017 No. 133).

The purpose of the educational program is to train specialists who possess professional competencies that support educational activities, meet the requirements, conditions and values of the modern labor market, have the skills of deep application of IT in the field of education, have mastered complex competencies in the activities of a practical psychologist [2].

The qualification characteristics of the educational program consists of the following list of qualifications and positions: a teacher-psychologist of educational organizations, a teacher of psychological and pedagogical disciplines of the college; the education system and psychological and pedagogical support of personal development.

The provision of services includes the following areas and facilities: preschool organizations of all types (kindergartens, nurseries); general education schools, including lyceum schools, gymnasium schools, small schools, sanatorium schools, sports schools; orphanages; special correctional organizations (boarding schools, physical or mental classes for children and adolescents with developmental disabilities); educational institutions of primary vocational education (lyceums); secondary vocational educational institutions (colleges, colleges). Types of services: research; teaching; diagnostic and advisory; organizational and managerial; cultural and educational.

The functions of providing services: dissemination of educational information, teaching self-study, preparation of training sessions taking into account linguistic requests and requests of students, the use of new learning technologies, including ICT, etc.; education-teaching students a system of social values, compliance with pedagogical tact, rules of pedagogical ethics, shows respect for the personality of recipients, forms the educational process taking into account the national priorities of Kazakhstan, etc.; carries out methodological support of the methodological and educational process, plans to improve their qualifications, determines methods and techniques of teaching and upbringing, develops educational materials in accordance with the set goals, etc.; research-studies the level of assimilation of educational content by students, studies the educational environment, uses the results of diagnostics of individual characteristics of students; interacts with the socio-communicative and professional community and all interested parties, initiates innovative ideas that unite educational stakeholders, etc.; provides counseling, prevention among participants of the practical educational process, reflects current problems of practical psychology; diagnoses issues of an individual and collective nature; determines ways to prevent and correct various psychological problems; organizes events aimed at preserving people's mental health and creating normal conditions for their life [3].

The formation of communicative competence of future pedagogues - psychologists consists in the need to enter into communication and the ability to establish it. The attitude of future pedagogues to communication determines mutual

understanding in cooperation, a good understanding of any situation, and a rational use of communication tools.

The future specialist should strive to improve, develop personal qualities, skills, master the features of language communication, show activity on the basis of the acquired knowledge and skills in the formation of communicative competence. Communicative competence consists of the following components: a system of scientific psychological and pedagogical knowledge; communicativeness and organizational skills in the process of joint activities with people who are active in establishing relationships; the ability to understand people, the ability to empathize; the culture of communication, etc.

In the pedagogical process, communicative competence is formed, which allows teachers to build relationships with other people, with a group, express their own opinion in achieving a general result, and enter into a communication dialogue.

For the high-quality performance of professional activities by a bachelor under the educational program 6B01101 - "Pedagogy and Psychology", the relevance of the competence approach in its preparation is of particular importance. In this regard, the purpose of our research is to identify and characterize the professional competencies necessary for the performance of professional activities, to demonstrate ways of mastering competencies in the educational process.

### **Methods and materials**

In the course of the study, the analysis of normative documents, teaching aids for the educational program 6B01101-"Pedagogy and Psychology" was carried out.

The unity of theory and practice presupposes the predominance of the object over the subject. It represents a certain relation of the object and the subject's knowledge about it, as well as the subject's activity over it. This principle is implemented in two ways: Firstly, in the form of the introduction into practice of fundamental scientific concepts developed in the logic of academic scientific research, and secondly, it is observed during the transition of scientific thought from practical tasks to the development of special, practice-oriented scientific concepts.

The effectiveness of group and individual types of training-the principle of unity of group and individual training assumes their optimal combination. This principle is connected with the fact that, on the one hand, he becomes a person through his interaction and interaction with other people, and on the other hand, his desire for isolation.

Communication, interaction and isolation ensure socialization and human development. Group training creates conditions for dialogue, reflecting the common interests of future specialists, provides a joint search for effective ways to solve problems, creates conditions for mutual assistance, increases the sense of responsibility, social and personal importance in favorable learning conditions.

Methods of communicative competence were used to determine the level of communicative competence and the formation of basic communicative skills. To determine the level of communicative competence and the formation of basic communicative skills, questionnaires were conducted to determine the level of the

concept of communicative competence of future teachers. In the formation of the communicative competence of future specialists, it is necessary to increase their curiosity in the acquisition of knowledge, interest in knowledge, creatively organize the pedagogical process, only then will each student have the opportunity to develop professionally.

There were questionnaires, questions, questions at different levels, designed to form the communicative competence of students. Some of the questions in the questionnaire were devoted to the formation of the experience of educational and cognitive activities of future specialists, the second part was devoted to the means of forming communicative competence.

Table 1 - Levels of formation of communicative competence of future pedagogues on the formation experiment (%)

Levels	Control group (84 students)		Experimental group (78 students)	
	Number of students	%	Number of students	%
Low	32	33	26	34
Middle	33	43	32	40
High	<b>19</b>	24	20	26

Forms of individual learning or individualization of learning individual creative learning tasks, individual consultations and conversations, independent study work, individual assistance to students. The materials of the research conducted by future teachers-psychologists and the teaching staff were used. The types of professional activity provided in the State Educational Institution, qualification requirements for it are analyzed. The professional competencies of the bachelor under the educational program 6B01101 - "Pedagogy and psychology " are defined and characterized, and the features of the development of competencies in the educational process are revealed.

### **Results and Discussions**

In the conducted research on the educational program 6B01101 - "Pedagogy and psychology", future teachers-psychologists in the process of studying at the university should, first of all, master the system of skills related to the design of the learning cycle: constructive characteristics of the learning goal; taking into account the psychological and pedagogical indicators necessary for the formation of students of the specified types of activities; in accordance with these indicators are the choice of exercises to be performed; the choice of psychological, developmental methods and the determination of their sequence; determining the necessary parameters should get information about the course of assimilation and much more. The system of special skills is associated with the identification of individual characteristics of students, adaptation and correction of the learning process, evaluation of its results.

Theoretical and methodological foundations of research on communicative competence are foreign (Nezahat Guhlu, F.E.Weinert, S.P. Brown, J.Jones, etc.), CIS countries (V.A.Slastenin, N.V.Kuzmina, I.A.Zimnaya, A.K.Markova, A.P.Tryapitsyna, etc.), Kazakhstan (S.Zh. Praliev, B.A.Turgunbayeva, B.T.Kenzhebekov, G.Zh.Menlibekova, K.S.Kudaibergenova, K.M.Berkimbayev, etc.) [4].

For the productive performance of pedagogical activities under the educational program 6B01101 - "Pedagogy and Psychology", it is necessary to possess the following competencies: pedagogical competence; communicative competence; professional competence; psychological competence; methodological competence, etc.

The use of information technology in the learning process in the age of innovative technologies is natural. In this regard, the relevance of educational technologies is growing every year. Educational technologies provide for the use by universities of media tools, computer programs, innovative technologies in order to simplify and improve the efficiency of the learning process. In particular, it is of particular importance in the conditions of full-time and distance learning.

Modern advanced training systems and technologies, including credit and distance learning, have been developed. The process of training specialists is conducted in accordance with established, accepted standards.

The analysis of the content of the educational program 6B01101 – "Pedagogy and psychology" showed that the EP consists of modules. These are: basic worldviews in the modernization of public consciousness; socio-political; information and communication; fundamentals of pedagogical training; fundamentals of psychological and pedagogical activity; innovative processes in education; management in education; practical work of a teacher-psychologist; distance learning technologies.

It consists of general education disciplines (GED), basic disciplines (BD), Professional (PD) disciplines and types of teaching elective disciplines (ED). Each of them is given a certain measure of time. Students master 206 hours in general theoretical subjects.

The purpose of studying the cycle of basic disciplines is the formation of knowledge and skills in the following disciplines: subject-methodological foundations of pedagogy, management in education, introduction to a pedagogical specialty, Pedagogical psychology, History of pedagogy and psychology, methods of scientific and pedagogical research, Age psychology, fundamentals of professional and pedagogical communication. As well as elective subjects are: critical thinking, methods of teaching pedagogy, pedagogy of family education, pedagogy of secondary vocational education, methods of teaching psychology, innovative technologies in the organization of the educational process at school, etc.

Possess knowledge of a cycle of professional disciplines: psychological and pedagogical diagnostics of personality, psychoprophylaxis and psychocorrection in educational institutions, psychological service in the system of general secondary education, Practical psychology, technology of socio-psychological training, etc.

Such selection of the content of education proceeds from the requirements for the personality of a university graduate, that is, a university graduate must be a person who

has not only mastered the basics of a profession, specialty, but also comprehensively educated, well-mannered and highly developed, able to benefit in any sphere of society. This, in turn, comes from the requirements of society. Educational standards are a set of fundamental and professional components, where general humanitarian, socio-economic, mathematical and natural science disciplines are considered within the framework of the fundamental component, and general professional and special disciplines are considered within the framework of the professional component.

For the first time in two or three years, a graduate of the university masters the basics of science, which are the basis, the basis of professional education, including natural sciences, humanities. After all, without mastering these disciplines, it is impossible to become a real intellectual, a master of his craft. The separation of knowledge to be mastered from the structure of a general fundamental scientific discipline is a big problem if within the framework of a scientific discipline everything that is inherent in this science is covered, only those knowledge that contribute to personal development at the level of the discipline, the assimilation of scientific knowledge, and also reveal the general laws and principles of science are selected.

Special disciplines occupy a special place in the formation of communicative competencies of teachers-psychologists. Their main feature is that students must provide training in the practical application of the acquired knowledge and must necessarily carry out practical work, perform graduation papers.

According to the educational and industrial practice, 27 hours have been set. Of these, 4 hours of training practice, 23 hours of industrial practice.

General practice is processed on the basis of the national qualifications framework and the "regulations on the organization and conduct of professional practice of students of the E. A. Buketov KarSU", approved by the protocol decision of the Republican Tripartite Commission on Social Partnership and Regulation of Social and Labor Relations of March 16, 2016 for the preparation of the bachelor's degree program 6B01101 – "Pedagogy and Psychology".

## **Conclusion**

The materials of the article are the result of studying the theoretical and practical foundations of the process of training teachers - psychologists at the university according to the educational program 6B01101-"Pedagogy and Psychology".

Summing up, we come to the conclusion that communicative competence as the basis of the educational process ensures the formation of professional knowledge and skills among future teachers-psychologists in the process of studying at the university.

## **REFERENCES**

[1] Yessimgalieva T. M. Formation of professional competencies of future teachers-psychologists in the context of multilingual education. Kazakh National Pedagogical University named after Abai: dis. ... Candidate of Pedagogical Sciences. - Almaty, 2020. – 194 p.

[2] Sadirbekova D. K. formation of managerial competence of future teachers. Kazakh National Pedagogical University named after Abai: dis. ... Candidate of Pedagogical Sciences. - Almaty, 2018. – 167 p.

[3] Auster, C. J. Blended learning as a potentially winning combination of face-to-face and online

learning: An exploratory study. Teaching Sociology [Text]. No44(1), pp. 39-48. (2016).

[4] Jin, S. H. Using visualization to motivate student participation in collaborative online learning environments. //Journal of Educational Technology & Society. – 2017. - No20(2). - pp. 51-62.

## **БОЛАШАҚ ПЕДАГОГ-ПСИХОЛОГТАРДЫҢ КОММУНИКАТИВТІ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ СТРАТЕГИЯСЫ**

\*Есмагулова А.А.<sup>1</sup>, Маженова Р.Б.<sup>2</sup>

<sup>\*1</sup>докторант, Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан

e-mail: [esmagulova1984@mail.ru](mailto:esmagulova1984@mail.ru)

<sup>2</sup>п.ғ.к., қауымдастырылған профессор, Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан

e-mail: [argosha2005@mail.ru](mailto:argosha2005@mail.ru)

**Аңдатпа.** Болашақ педагог-психологтардың коммуникативті құзыреттілігін қалыптастыру - қазіргі таңда орын алып жатқан сан алуан өзгерістер мен еліміздің білім беру саласының әлемдік білім беру кеңістігіне аяқ басуын қажет етеді. Аталған мақалада университетте 6В01101 - «Педагогика және психология» білім беру бағдарламасы бойынша педагог-психологтарды даярлау үдерісінің теориялық және практикалық негіздерін зерттеу нәтижесі болып табылады. Коммуникативті құзыреттілік білім беру үдерісінің негізі ретінде, болашақ педагог-психологтардың университетте оқу барысында кәсіби білім мен дағдыларды қалыптастыруын қамтамасыз етеді.

Білім беру саласындағы өзгерістер болашақ мамандардың кәсібилігі мен кәсіби құзыреттілігін жаңаша түсінуді талап етеді, яғни педагогтың өз өзінің кәсіби дамуына қызығушылық танытуы керек.

Е.А.Бөкетов атындағы Қарағанды университетінде педагог-психологтарды даярлау стратегиясы құзыреттілік тәсілдің басымдылығына негізделіп, кәсіби әрекет ерекшеліктерін ескеруді талап етеді. Білім беру бағдарламасы бойынша педагог-психологтарды даярлау күрделі, әрі көпқырлы үдеріс. Зерттеу барысында 6В01101 - «Педагогика және психология» білім беру бағдарламасы бойынша бакалаврдың кәсіби қызметте ең қажетті және жеткілікті деген құзыреттілігі алғаш рет анықталып, оларға сипаттама берілді, оқу үдерісінде тексерістен өтті және оны даярлау барысында білім беру бағдарламасы бойынша бакалавр кәсіби іс-әрекет түрлерін сапалы орындауға құзыреттілік тәсілді қолданудың маңызы өте зор. болашақ педагог-психологтардың коммуникативтік құзыреттілігі түсінігі нақтыланып, құзыреттіліктің құрылымы мен оларды қалыптастыру негіздері баяндалған, болашақ педагог-психологтардың коммуникативтік құзыреттілігін қалыптастыру нәтижелері көрсетілген. Осыған орай, кәсіби іс-әрекет түрлерін атқаруға қажетті кәсіби құзыреттілікті анықтап, оларға сипаттама беріп, оқу үдерісінде құзыреттілікті игеру жолдарын көрсету зерттеуіміздің мақсаты болып табылды.

**Тірек сөздер:** педагог-психологтарды даярлау, құзыреттілік, коммуникативті құзыреттілік, студентке орталықтандырылған оқыту, білім беру бағдарламасы, нормативті құжаттар, стратегия, кәсіби іс-әрекет

## **СТРАТЕГИЯ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ БУДУЩИХ ПЕДАГОГОВ-ПСИХОЛОГОВ**

\*Есмагулова А.А.<sup>1</sup>, Маженова Р.Б.<sup>2</sup>

<sup>\*1</sup>докторант, Карагандинский университет имени академика Е.А.

Букетова, Караганды, Казахстан

e-mail: [esmagulova1984@mail.ru](mailto:esmagulova1984@mail.ru)



<sup>2</sup>к.п.н., ассоц. профессор, Карагандинский университет имени академика  
Е.А. Букетова, Караганды, Казахстан  
e-mail: [argosha2005@mail.ru](mailto:argosha2005@mail.ru)

**Аннотация.** Формирование коммуникативных компетенций будущих педагогов-психологов требует разнообразных изменений, происходящих в настоящее время. Данная статья является результатом изучения теоретических и практических основ процесса подготовки педагогов - психологов в университете по образовательной программе 6В01101-«Педагогика и психология». Коммуникативная компетентность как основа образовательного процесса обеспечивает формирование у будущих педагогов-психологов профессиональных знаний и умений в процессе обучения в университете.

Изменения в сфере образования требуют нового подхода к пониманию профессионализма и профессиональной компетентности будущих специалистов, то есть сам педагог должен быть заинтересован в своем профессиональном развитии. Стратегия подготовки педагогов-психологов в Карагандинском университете имени Е.А.Букетова основывается на приоритете компетентностного подхода и требует учета особенностей профессиональной деятельности. В этой связи целью нашего исследования было выявить и охарактеризовать профессиональные компетенции, необходимые для эффективной реализации педагогом своей профессиональной деятельности, показать пути освоения компетенций в учебном процессе. В статье представлены результаты исследования процесса формирования коммуникативной компетенций будущих педагогов по образовательной программе «6В01101 - Педагогика и психология», уточнено понятие коммуникативной компетенции будущих педагогов - психологов, описан компонентный состав вышеупомянутой компетенции и способ ее формирования, представлен анализ результатов сформированности коммуникативной компетенции будущих педагогов-психологов.

Коммуникативная компетентность педагога - это сложный феномен. «Коммуникативная компетентность» представляет собой целостное, интегративное, многокомпонентное психическое образование, определяющее эффективность общения. Она представляет единство теоретической и практической готовности и способности человека применять коммуникативные знания и умения, а также личностные качества для успешной деятельности в педагогической области. Высокий уровень коммуникативной компетентности позволяет оптимизировать обучение, моделировать безопасные ситуации общения, транслировать адекватные, гибкие и вариативные модели коммуникативного поведения. Коммуникативная компетентность педагога рассматривается как способность к успешному и эффективному педагогическому взаимодействию со всеми участниками образовательного пространства и с социальным окружением для решения широкого круга педагогических задач.

**Ключевые слова:** подготовка педагогов-психологов, компетенции, коммуникативная компетенция, централизованное обучение студента, образовательная программа, нормативные документы, стратегия, профессиональная деятельность

*Статья поступила 27.11.2023*