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## DEVELOPMENT OF PROFESSIONAL CULTURE OF FUTURE SPECIALISTS IN THE EDUCATION SYSTEM

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**Abstract.** The article is devoted to the development and substantiation of a model for the development of psychological culture of future teachers-psychologists in the conditions of studying at a university. The predominance of the focus on the formation of the qualification characteristics of the "psychologist", which primarily fix professionally significant knowledge, skills, skills and specific activities, raises the problem of emphasizing the formation of the integral phenomenon of "psychological culture of the teacher-psychologist" in professional training.

The article substantiates the relevance of the formation of the psychological culture of teachers-psychologists, defines the theoretical and methodological basis, identifies the structural components of psychological culture and the levels of its manifestation. The methodological foundations of the model construction, the purpose and content of the structural components are revealed. The psychological and pedagogical conditions for the successful implementation of the model are determined.

The main provisions of the acmeological concept of the development of the psychological culture of the individual are described. It is shown that the psychological culture of the individual in its development naturally passes through three stages, according to which three types of psychological culture are distinguished: spontaneous-intuitive, spontaneous-situational and constructive-transformative.

One of the functions of psychological culture associated with the conceptual "construction" of the future specialist of his own behavior is studied. The article presents the results of an empirical study of the connection between the psychological culture of a student's personality and the peculiarities of self-regulation of their own activities and behavior. A natural connection of the type of psychological culture with the peculiarities of the development of the subject position, the ability of the future specialist to self-organization and self-realization is revealed.

**Key words:** future teachers-psychologists, culture, formation, pedagogical conditions, components, levels, university, professional training

### Basic provisions

The changes taking place in psychological science, as well as the socio-economic processes taking place in society, have led to the need to prepare a teacher-

psychologist capable of supra-situational thinking, to reveal and realize his professional and personal potential, to reflexive management of his own professional activities, to transform his subjective and professional reality, which will allow him to take the position of an active subject of the educational space and personal self-improvement.

### **Introduction**

Future teachers-psychologists in the process of studying at the university develop a psychological culture in order to be successful in the subject-subject interaction and professional self-development in the course of their professional activities [2].

In general, the analysis of the literature showed that the majority of works on psychological culture are devoted to the psychological and pedagogical culture of teachers. Unfortunately, it should be noted that the problem of forming the psychological culture of future teachers-psychologists in higher educational institutions, in particular pedagogical universities, is not sufficiently developed.

The predominance of the focus on the formation of the qualification characteristics of the "psychologist", which primarily fix professionally significant knowledge, skills, skills and specific activities, raises the problem of emphasizing in professional training the issues of the formation of a holistic phenomenon "psychological culture of a teacher-psychologist", which concentrates professionally important qualities, professional and ethical norms and principles that provide value-semantic regulation and the quality of the professional activity of a teacher-psychologist [1]. The theoretical and methodological basis of this study consists of the following main provisions of the acmeological concept of the development of professional psychological culture developed by the author:

psychological culture is an invariant of any form of professional culture, any type of activity and life of a person. Psychological culture provides optimal self-organization and self-regulation of the student's life, his various aspirations and attitudes towards himself, other people, and the world as a whole. The developed psychological culture allows the student to harmoniously take into account their own requirements and the requirements of the social environment, thus ensuring a stable harmonious functioning of the individual;

psychological culture is a property of the individual, which consists in the willingness and ability of the subject to be harmonious with himself, with other people, nature, and the surrounding world; it is a measure of humanization of a person and a way of harmonizing the personality, the system-forming construct of which is the "I". Psychological culture, which characterizes a high level of self-awareness, self-regulation and readiness of the individual for purposeful work on self-development and self-improvement, provides a stable harmonious functioning of the individual and is at the same time its expression;

psychological culture is a standard for the existence of the meaning of life and activity, including professional, of the future specialist;

psychological culture is considered as a potential opportunity for constructive personal development and the development of a certain social community. It is the

psychological culture that allows us to constructively solve the problems that are characteristic of each stage of its socio-psychological maturity at the level of the individual, and at the level of the social community - to relieve the tension that arises in the process of the dynamics of interpersonal and intergroup relations [3,4].

### **Materials and methods**

To solve the problems and verify the starting points, the following theoretical research methods were used: comparative analysis, synthesis, generalization when studying the problem and subject of research. Empirical methods: psychological and pedagogical measurements (observation, conversation, testing); sociological (document analysis); pedagogical experiment; statistical analysis of quantitative data. The study was carried out in three stages.

At the first stage (2021), domestic and foreign experience on the research problem was analyzed and summarized on the basis of philosophical, psychological and pedagogical literature and research in the field of professional culture of a specialist in the education system; the theoretical concept of the study was formed; the problem, purpose and hypothesis of the study were formulated, its design and logic were developed.

At the second stage (2022), the essence of the phenomenon of professional culture of a teacher-psychologist was clarified; the level characteristics of the professional culture of a teacher-psychologist were revealed; the conditions for the formation of the professional culture of future educational psychologists were identified from the position of sufficiency and necessity; Based on psychological and pedagogical conditions, the content of the elective course "Professional culture of a teacher-psychologist" was developed.

At the third stage (2023), a formative experiment was carried out; experimental data and the results of the study as a whole were analyzed and summarized; literary processing of the dissertation research was carried out; The obtained data were tested and the main provisions and conclusions were introduced into the practice of psychological and pedagogical training of students.

### **Results**

The study was conducted on the basis of the Kazakh National Pedagogical University since 2021. At different stages, 180 students of different specialties took part in the study.

The main methods were: observation, experiment, measurement, standardized self-reports; as a specific psychological tool, we used: the developed methodology for studying the psychological culture of the individual,

- questionnaire of A.V. Zverkov and E. V. Eidman " Research of volitional self-regulation»;

- questionnaires "The style of self-regulation of behavior" (V. I. Morosanova), "The level of subjective control" (J. Rotter, adapted by E. F. Bazhin, S. A. Golyunkina and A. M. Etkind);

- test "Coping-behavior in stressful situations", adapted by T. A. Kryukova; questionnaire "Style of self-regulation of behavior-98" - SSP-98 by V. Morosanova;

- the scale of assessment of the significance of emotions (B. I. Dodonov).

The empirical study revealed the natural connection of the psychological culture of students with different forms of behavior and the mechanisms of its implementation and development. It turned out that students with an optimal combination of a lack of propensity to reconcile with the situation of failure and to refuse to overcome it, with an active and optimistic attitude to emerging problems and tasks, and with a high level of psychological stability and balance, are highly motivated to achieve success, have analytical thinking, criticality and self-criticism. They have such a state of psychological culture that allows them to control their own energy costs, choose a constructive way to overcome situations of failure, consider situations of failure not as a source of frustration and negative emotions, but as an incentive to search for active behavioral strategies. All this emphasizes the students' awareness and realization of the subjective position.

Thus, the students of this (I) group are characterized by a constructive-transformative type of psychological culture, which indicates a developed culture-generating function of psychological culture.

Group II students, having the ability to overcome difficult situations and the associated high level of motivation to achieve success, tend to implement avoidance strategies, while maintaining a fairly high level of inner calm and balance. Students of this group are characterized by a spontaneous and situational type of psychological culture.

Students of group III, who are characterized by a spontaneous and intuitive type of psychological culture, are characterized by a limited ability to constructively solve problems, a tendency to refuse in difficult situations, low stress resistance, a constant sense of anxiety and a limited ability to relax.

We found that the spontaneous-intuitive type of psychological culture is predominant for students of all courses, which emphasizes the relevance of this study and the need to develop the forms, methods and content of the work of university teachers to develop the psychological culture of students (Table 1). [2,5,6]

Table 1 - Distribution of psychology students by types of psychological culture (%)

	Constructive-transformative	Spontaneous-situational	Spontaneous-intuitive
3 course	19,2	23,1	48,7
4 course	21,6	28,4	49
Overall indicator	22,7	24,5	51,8

At the same time, it should be noted that there is a certain tendency in the natural development of the psychological culture of students: from the 3rd to the 5th year, the number of students with a spontaneous and intuitive type of psychological

culture decreases and the proportion of students belonging to the group with a constructive and transformative type of psychological culture increases.

The analysis of the procedural and emotional components of psychological culture in students of groups I and III, the indicator of which is self-organization and self-regulation, the comparison of the values of the Pearson X2 criterion indicates the following (the critical value of the Pearson X2 criterion at  $p=0.05$  is 66.33, at  $p=0.01$ -74.92). Statistically significant differences between these groups were found in the indicators of regulatory processes (80.01), regulatory-personal properties (flexibility-70.68; independence-89.32) and the general indicator of volitional regulation (97.03).

The revealed pattern can be explained by the degree of students' entry into the profession and, consequently, the acquisition of a psychological culture of professional orientation. At the same time, the process of teaching students in the third year is accompanied by the search for themselves as a professional, the ratio of their own capabilities and abilities (the peak of the "task" stage). Thus, from the point of view of the student's awareness of himself in the profession, this period is a crisis.

The level analysis of the development of functional components of psychological culture in students of 3-4 courses showed the following (Table 2).

Table 2 - The average value and standard deviation for individual components of psychological culture

	<i>Intellectual</i>		<i>Emotional</i>		<i>Behavioral</i>	
	Arithmetic mean.	Deviation	Arithmetic mean.	Deviation	Arithmetic mean	Deviation
3 course	6,3	56,3	43,9	6,9	40,6	7,3
4 course	56,5	5,2	40,4	6,8	43,4	7,9
All students	56,8	4	41,7	6,1	44,5	6,4

For the entire sample and for each course separately, the highest values are observed relative to the intellectual component and approximately the same for the emotional and behavioral components. A slight decrease in the values occurs in the 4th year, which may indicate that it is necessary to pay attention to the 4th year students, who are slightly more likely than students of other courses to need help from teachers. To answer the question whether the identified features in the development of psychological culture are typical for students regardless of the year of study, a comparative analysis of the number of students in each course from the point of view of the development of each component of psychological culture will help. It is established that students of different courses differ in the development of individual components of psychological culture.

So if the 4th and 5th year students have a profile of the development of components of psychological culture is typical, as evidenced by the dominant development of the majority of students of one intellectual component (respectively, 76.4% of 4th year students and 89.2% of 5th year students), then the 3rd year students-individually variable. [7,8]

The elective course “Professional culture of a teacher-psychologist” was substantiated and developed on the basis of psychological and pedagogical conditions as a comprehensive, targeted means of developing the professional culture of future educational psychologists. The elective course is represented by the following blocks: diagnostic, content, evaluative and reflective. The diagnostic block includes methods for identifying the maturity of professional culture. The main methods include the observation method and the conversation method. The recording of manifestations of the professional culture of the future teacher-psychologist is carried out according to the following indicators: cognitive indicators (activity in completing tasks, independence in solving educational problems, a creative approach to resolving educational situations, the ability to apply previously acquired knowledge in practice, the ability to express thoughts, objectivity in judgments, ability to predict the result, attentiveness); behavioral indicators (communication skills, ability to resolve conflicts, ability to organize the activities of fellow students, management skills, culture of behavior); professional skills (diagnostic and correctional skills); reflexive indicators (self-control, self-discipline, self-criticism, the ability to analyze specific learning situations, the ability to put forward and justify new tasks based on the analysis of achieved results) and emotional indicators (showing interest in tasks, emotional reactions to obstacles, the ability to manage one’s emotions, patience and forbearance, ability to empathize). The conversation method is used to solve general problems (identifying awareness of professional culture and motivational-value attitude towards the profession) and specific problems (promptly identifying an understanding of the requirements, difficulties in completing educational tasks and their self-assessment) of the training course. The content of the elective course is reflected in the methods and forms of work with students. In the process of implementing an elective course, the following methods and forms are used: review lectures, review and revision lectures, seminars, interactive forms of training. Review lectures reveal new material for students: they introduce them to the features of professional culture, its content, functions, and features. Review and revision lectures are built on a concentric model of presenting material, when students have ideas about general culture, about specific types of professional activities, about diagnostic methods, about conflicts as social phenomena, and these ideas are repeated, reinforced and supplemented with new knowledge within the framework of the elective course. Seminar classes, in turn, reinforce knowledge in practice by independently solving problems posed within the framework of the seminar class. Interactive teaching methods allow the student to practice skills acquired both during the entire training process and in the process of taking an elective course. The evaluative-reflective block represents the implementation and evaluation of the final creative work “My Professional Culture”.

The purpose of the work is to reflect on one's own professional culture that has developed at the moment of training.

### **Discussion**

The theoretical analysis revealed the main contradictions between:

- the requirements of professional standards of a new generation for the work of a teacher-psychologist and the lack of development of methodological support for the professional training of a future teacher-psychologist at a university;
- awareness of the inner world of the individual, opportunities, reserves and the value-semantic content of the professional activity of a teacher-psychologist;
- the ideas of "I am a professional" and the degree of readiness to carry out the professional activity of a teacher-psychologist.

The need to resolve these contradictions actualizes the problem of forming the psychological culture of future teachers-psychologists in the process of studying at the university.

Thus, there is a need for a specially organized study of the psychological and pedagogical conditions for the formation of the psychological culture of future teachers-psychologists. In this regard, the purpose of the study was to develop a model for the formation of the psychological culture of future teachers-psychologists in the process of studying at the university. [9]

In the model, the psychological culture of the future teacher-psychologist is understood as a value-dynamic, qualitative new formation of the personality, represents the personal construct "I am a professional", including the integral of axiological, reflexive, regulatory, cognitive, communicative-organizational, research and I am a professional components, which allows us to determine the ratio of the inner world of the individual and the requirements of professional activity, to productively carry out professional and personal self-development of the future teacher-psychologist.

Models of formation of psychological culture of future teachers-psychologists have the following structural components:

- target,
- informative,
- organizational and activity level,
- evaluative-effective.

*The target component* of the model is represented by the goal of forming the psychological culture of future teachers of psychologists at the university.

*The content component* is represented by the formed main components of the personal and activity components of the psychological culture of future teachers-psychologists:

The main components of the personal component of psychological culture are:

- I am a professional-includes the ideas of future teachers-psychologists about the level of professional readiness that corresponds to the social order of society and the education system;
- the axiological component includes a system of values, meanings, motives that determine the attitude of a teacher-psychologist to the world, to the profession,

to another person, to himself, which allows you to define yourself in the world of values, to highlight the semantic space of your own life and professional activity;

- reflexive contains the ability to reflect, aspirations and skills for self-knowledge (self-observation and self-analysis) and self-development, contributing to the emergence of an adequate self-assessment of their capabilities;

- regulatory includes the ability to consciously self-regulate professional activity and personal self-development.

The activity component of psychological culture includes the following components:

- the cognitive component is characterized by a combination of intellectual abilities and mental independence of the teacher-psychologist, with an exit beyond the professional situation. Ability to design, construct activities and behaviors;

- communicative-organizational contains the ability to professionally effectively interact with people in subject-subject relations;

- the research component includes the ability to select diagnostic tools and conduct diagnostic examinations, the ability to develop and implement correctional and developmental programs.

*The organizational and activity component* of the model describes the main psychological and pedagogical conditions, forms and methods of forming the component composition of the psychological culture of future teachers-psychologists.

The main psychological and pedagogical conditions for the formation of the psychological culture of future teachers-psychologists are:

1. Subject-subject interaction in the process of educational and professional activity.

2. Methods of active socio-psychological training.

3. Self-monitoring of future teachers-psychologists of professional development in the process of studying at the university.

4. Production and research practice.

The development of the psychological culture of future teachers-psychologists at the university is carried out on the basis of the use of reflexive seminars of the ideas of I am a professional, diaries of reflection, socio - psychological trainings, methods of active training, psychological and pedagogical practicum, professional tests, special courses "Value-semantic orientations of the personality of a teacher-psychologist" and "Psychological culture of the personality of a teacher-psychologist".

It is worth noting the contribution to the development of a model for the formation of psychological culture of future teachers-psychologists at the university of the already developed author's training programs and special courses aimed at the formation of some elements of psychological culture. [10]

*The evaluative and effective component* of the model is represented by the result of the implementation of the model for the development of the psychological culture of future teachers-psychologists, the level of psychological culture, the criterion and indicator of the formation of the psychological culture of future teachers-psychologists.



In the model, the criterion of psychological culture is the construct "I am a professional", the indicators of which are:

- knowledge of the essential features of the activity of a teacher-psychologist;
- awareness of the ratio of their capabilities and professional requirements for a teacher-psychologist;
- value-semantic awareness of the content of the professional activity of a teacher-psychologist and his personal acceptance;
- implementation of personal self-regulation according to the value-semantic content of the professional activity of a teacher-psychologist.

The psychological culture of the future teacher-psychologist is represented by four levels:

1. The initial level involves the formation of future teachers-psychologists of sufficient psychological knowledge for the implementation of professional activities.
2. At the reflexive level, the construct "I am a professional" is built due to the awareness of their capabilities and professional requirements.
3. A sufficient level implies the formation of the value-semantic content of the professional consciousness of the future teacher-psychologist.
4. The optimal level assumes the ability of future teachers-psychologists to self-regulate personal and professional development. [11]

## **Conclusion**

Summarizing the description of the model of the formation of the psychological culture of future teachers-psychologists in the process of studying at the university, we note that the formation of the psychological culture of future teachers-psychologists is a complex psychological phenomenon, which is a purposeful process and the result of positive changes in the personal, value-semantic, and communicative spheres during the comprehension and development of the construct "I am a professional".

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## РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КУЛЬТУРЫ БУДУЩИХ СПЕЦИАЛИСТОВ В СИСТЕМЕ ОБРАЗОВАНИЯ

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**Аннотация.** Статья посвящена разработке и обоснованию модели развития психологической культуры будущих педагогов-психологов в условиях обучения в вузе. Преобладание акцента на формировании квалификационных характеристик «психолога», закрепляющих, прежде всего, профессионально значимые знания, умения, навыки и конкретную деятельность, ставит проблему акцентирования внимания на формировании целостного явления «психологическая культура педагога». -психолог» по профессиональной подготовке. В статье обосновывается актуальность формирования психологической культуры педагогов-психологов, определяются теоретико-методологические основы, выявляются структурные компоненты психологической культуры и уровни ее проявления. Раскрыты методологические основы построения модели, назначение и содержание структурных компонентов. Определены психолого-педагогические условия успешной реализации модели. Описаны основные положения акмеологической концепции развития психологической культуры личности. Показано, что психологическая культура личности в своем развитии закономерно проходит три этапа, в соответствии с которыми выделяют три типа психологической культуры: спонтанно-интуитивный, спонтанно-ситуативный и конструктивно-преобразующий. Исследуется одна из функций психологической культуры, связанная с концептуальным «конструированием» будущим специалистом собственного поведения. В статье представлены результаты эмпирического исследования связи психологической культуры личности студента с особенностями саморегуляции собственной деятельности и поведения. Выявлена закономерная связь типа психологической культуры с особенностями развития субъектной позиции, способностью будущего специалиста к самоорганизации и самореализации.

**Ключевые слова:** будущие педагоги-психологи, культура, развитие, педагогические условия, компоненты, уровни, вуз, профессиональная подготовка

## БІЛІМ БЕРУ ЖҮЙЕСІНДЕГІ БОЛАШАҚ МАМАНДАРДЫҢ КӘСІБИ МӘДЕНИЕТІН ДАМУ

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**Аңдатпа.** Мақала болашақ педагог-психологтардың жоғары оқу орнында оқу жағдайында психологиялық мәдениетін дамыту моделін әзірлеуге және негіздеуге арналған. «Психологтың» біліктілік сипаттамаларын қалыптастыруға басымдық беру, ол ең алдымен кәсіби маңызды білімдерді, дағдыларды, дағдыларды және нақты әрекеттерді бекітеді, педагогтың «психологиялық мәдениеті» интегралды құбылысын қалыптастыру мәселесін алға тартады. -психолог» кәсіби дайындықта.

Мақалада педагог-психологтардың психологиялық мәдениетін қалыптастырудың өзектілігі негізделіп, теориялық және әдістемелік негіздері айқындалып, психологиялық мәдениеттің құрылымдық құрамдас бөліктері мен оның көріну деңгейлері анықталған. Модельді құрастырудың әдістемелік негіздері, құрылымдық компоненттердің мақсаты мен мазмұны ашылады. Модельді сәтті жүзеге асырудың психологиялық-педагогикалық шарттары анықталады.

Жеке тұлғаның психологиялық мәдениетін дамытудың акмеологиялық тұжырымдамасының негізгі ережелері сипатталған. Жеке тұлғаның психологиялық мәдениеті өз дамуында табиғи түрде үш кезеңнен өтетіні көрсетілген, соған сәйкес психологиялық мәдениеттің үш түрі ажыратылады: стихиялық-интуитивтік, стихиялық-ситуациялық және конструктивті-трансформациялық.

Болашақ маманның өз мінез-құлқын концептуалды «құрылысымен» байланысты психологиялық мәдениет функцияларының бірі зерттеледі. Мақалада студент тұлғасының психологиялық мәдениеті мен өз іс-әрекеті мен мінез-құлқын өзін-өзі реттеу ерекшеліктері арасындағы байланысты эмпирикалық зерттеу нәтижелері берілген. Психологиялық мәдениет түрінің пәндік ұстанымның даму ерекшеліктерімен, болашақ маманның өзін-өзі ұйымдастыру және өзін-өзі жүзеге асыру қабілетімен табиғи байланысы ашылады.

**Тірек сөздер:** болашақ педагог- психологтар, мәдениет, даму, педагогикалық шарттар, құрамдас бөліктер, деңгейлер, университет, кәсіби дайындық

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