

Аплашова Арна Жартаевна

канд. психол. наук, доцент, заведующая кафедрой

Павлодарский государственный

педагогический институт

г. Павлодар, Республика Казахстан

Ауталипова Улдар Ибрашевна

канд. психол. наук, доцент

Казахский государственный женский

педагогический университет

г. Алматы, Республика Казахстан

Бекова Жанат Кадырбаевна

канд. психол. наук, доцент

Евразийский национальный

университет им. Л.Н. Гумилёва

г. Астана, Республика Казахстан

Жанзакова Мадина Козыбаевна

магистр психол. наук

Павлодарский государственный

педагогический институт

г. Павлодар, Республика Казахстан

**ON THE DEVELOPMENT OF PROFESSIONAL COMPETENCE
OF PEDAGOGUE-PSYCHOLOGIST
IN CONDITIONS OF SELF-EDUCATION**

Аннотация: в статье обосновано самообразование как средство развития профессиональной компетенции педагог-психологов в условиях повышения квалификации. Проведен теоретический анализ подходов к рассмотрению профессиональной компетенции педагог-психологов в психолого-педагогических науках. Раскрыты и уточнены условия, способствующие развитию профессиональной компетенции педагог-психологов в ходе повышения квалификации.

Ключевые слова: профессиональная компетентность, педагог-психолог, условия, повышение квалификации.

Abstract: *the article justifies self-education as a means of development of professional competence of a teacher-psychologist in the conditions of further training. Theoretical analysis of the approaches to the study of professional competence of a teacher-psychologist in psycho-educational sciences has been conducted. Conditions contributing to development of professional competence of a teacher-psychologist in the conditions of further training have been revealed and specified.*

Keywords: *professional competence, teacher-psychologist, conditions, further training.*

Professional competences of a pedagogue – psychologist are a complex integrated formation which is acquired as a result of professional training and self-training and can act as a functional state as well as personal quality implying the teacher is interested in students' education and has corresponding professional skills and knowledge. Basing on the methodology of system approach allowing to study the phenomenon of pedagogue – psychologist professional competence in the context of structural components of a personality ordered according to its principal characteristics, we reason from the consideration of educational orientation being the central component of general personality structure as an integrated professionally significant quality of a pedagogue – psychologist. Acting as a basic foundation and core component of the structure of pedagogue – psychologist professional competence, educational orientation determines the development of other structural components and contributes to professional and personal development of pedagogue – psychologist. Educational orientation can be applied to the model of specialists if we speak about self-improvement and consider personal profile of a pedagogue – psychologist according to selected characteristics of successfully working pedagogue – psychologist. Therefore, educational orientation is understood as a set of prevailing motives forming their needs, interests, beliefs, values displayed as positive emotion and value attitude to educational activity and inciting it together with professional and personal development and aspiration for educational

mastery, which determines the intention to relate the implementation of one's professional plans and self-education motivation with educational activity. Professional and personal development of a pedagogue – psychologist is impossible without established educational reflection [1]. We understand educational reflection as a component of pedagogue – psychologist professional competence consisting in analysis and evaluation of educational activity due to which pedagogue – psychologist can comprehend their professional experience and form professional and personal development model on its basis. In our study we believe that the development of pedagogue – psychologist professional competence will be put into effect, if the process of self-education contributing to the development of educational orientation and educational reflection is organised within further training. Self-education as conscious purposeful activity aimed at personal self-improvement of a pedagogue – psychologist brings the teacher to a whole new level of self-regulation: from the level of non-reflexive uncritical attitude to reality to the whole new level of life activity transforming the essence of pedagogue – psychologist work [2]. Using the proposition of theories on self-education as self-regulating and self-managed activity, as a component ensuring that students are ready for continuous education, we define «teacher's self-education» as a type of educational activity aimed at conscious, independent, and reasonable update and improvement of pedagogue – psychologist knowledge, skills, and abilities in order to achieve the desired level of professional mastery and develop professional competences. Self-education oriented towards the development of pedagogue – psychologist professional competences requires specially organised educational environment ensuring motivational, cognitive, and reflective conditions. Motivational component of the conditions implies stimulation of motivation of professional and personal growth; cognitive component consists in the orientation of self-education process towards the formation of knowledge on the requirements to pedagogue – psychologist professional competence and their awareness in the field of modern studies of pedagogue – psychologist psychogram; reflective component ensures pedagogue – psychologist self-evaluation of the level of their professional competence within self-analysis of their work efficiency [3; 4]. Favourable environment for the development of pedagogue – psychologist

professional competence can be formed through organisation of the process of pedagogue – psychologist self-education within further training aimed at such development.

We have developed a model of self-education process aimed at the development of professional competence within pedagogue – psychologist further training. The developed model is a graphic and verbal logical description of organisational and educational elements of educational process of further training institution creating such conditions for pedagogue – psychologist self-education which ensure the development of educational orientation and educational reflection as important components of professional competence of pedagogue – psychologist.

The model includes: target, informative, educational, ensuring, procedural, and resulting components. Target component of the model includes the development of educational orientation and educational reflection as important components of professional competence of pedagogue – psychologist. Informative component of the model reflects the content of pedagogue – psychologist self-education implemented in research work within further training based on modular-assembly principle defining the interaction of three block-modules: scientific-theoretical, objective-practical, and diagnostic-prognostic. Scientific-theoretical module implies the orientation of self-education process within further training towards the development of knowledge of requirements to professional competence, the awareness in the field of modern studies of pedagogue – psychologist psychogram. Objective-practical module implies the organization of pedagogue – psychologist activity aimed at the development of professional competence of pedagogue – psychologist. Diagnostic-prognostic module includes diagnostics and prediction of the results of pedagogue – psychologist self-education process aimed at the development of professional competence of pedagogue – psychologist. Educational component of the model ensures pedagogue – psychologist self-education process creating motivational, cognitive, and reflexive conditions contributing to the development of their professional competence. Ensuring component unites methodical, staffing, and material support of the process of the development of professional competence of pedagogue – psychologist. Procedural component of the model includes universal types of activities for further training (in-class learning; individual

work) through which educational content aimed at the development of pedagogue – psychologist professional competence is implemented. Resulting component of the model of self-education process, which results in the development of educational orientation and educational reflection as important components of pedagogue – psychologist professional competence, requires criteria and indicators allowing to compare the results of self-education. Resulting criterion defines the achieved level of the development of pedagogue – psychologist professional competence on which the evaluation of the influence of self-education process on the development of integrated professionally important characteristics is based. Educational orientation and educational reflection combining diverse characteristics of pedagogue – psychologist and, at the same time, characterising them were considered integrated criteria of professional competence evaluation. A set of main indicators of educational orientation and educational reflection allowed to check the correspondence of self-education results to selected criteria. Educational orientation indicators include informative (completeness and level) and dynamic (intensity, effectiveness, and stability) characteristics. The indicators for diagnostics of educational reflection included: evaluation of one's own educational experience; analysis of work from the point of view of other educational work subjects; notion of the state and development trends of education; adequate models of one's own professional development and influence of educational reflection on educational orientation, which shows in adjustment of educational activity motives, in formation of professional and personal prospects of pedagogue – psychologist, in changes in the display of teacher's subjective view.

Results of the study of self-education as a means of development of pedagogue – psychologist professional competence within further training and the Model of self-education process aimed at the development of professional competence within further pedagogue – psychologist training are recommended to be used when designing educational programmes of higher educational institutions.

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