PSYCHOLOGICAL COMPETENCE MODEL OF FUTURE PSYCHOLOGICAL TEACHERS

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Abstract: This article notes that psychological competence is considered as a system of skills, knowledge, and abilities that provide the future pedagogue-psychologist not only with psychological and pedagogical preparedness but also with a high level of professional self-awareness, the ability to manage their mental states.

Keywords: competence, adequacy, competency-based approach.

1 Introduction

The relevance of the problem of competence, competency-based approach in education is associated with the orientation of society towards solving the problems of modernizing the content of higher and general secondary education to increase the level of education of students. Competence (professional and pedagogical) is an integral professional and personal characteristic of a teacher, which determines his willingness and ability to perform professional and pedagogical functions by the norms and standards currently adopted in society. Competence is possession, possession by a person of relevant competence, including his attitude to it and the subject of activity. A competency-based approach is an approach in education, for which the priority goal of the educational process is the formation of competencies. Competence (from the Latin "competentia") is a range of issues in which a person is knowledgeable, has knowledge and experience. It includes a set of interconnected personality traits (knowledge, skills, and methods of activity), defined concerning a certain range of objects and processes and necessary for high-quality productive activities concerning them.

Modern requirements for a graduate are influenced by the situation on the labor market and processes such as accelerating the pace of development of society and the widespread informatization of the environment. In this regard, the authoritarian-reproductive system of education is outdated. Knowledge-oriented education currently means focusing on the past. In a changing world, the education system should shape such new qualities of a graduate as initiative, innovation, mobility, flexibility, dynamism, and constructiveness. A future professional should have a desire for self-education throughout his life, possess new technologies and understand the possibilities of their use, be able to make independent decisions, adapt in the social and future professional sphere, solve problems and work in a team, be prepared for overloads, stressful situations and be able to get out of them quickly.

The upbringing of such a socially and professionally active personality requires teachers of the modern school to apply completely new methods, techniques, and forms of work. To form a competent graduate in all potentially significant areas of professional education and life itself, it is necessary to apply active teaching methods, technologies that develop, first of all, the cognitive, communicative and personal activity of today's students.

One of the promising areas in terms of solving this problem is the implementation of a competency-based approach.

An analysis of world educational practice in recent years suggests that the concept of "key competencies" is central to the scientific and methodological foundations of modernization, has an integrative nature, combines knowledge, skills and intellectual components of education. At the same time, the concept of a competency-based approach is based on the ideology of interpreting the content of education formed from the "result".

The term "competence" has, as you know, two meanings: the terms of reference of a person; and the range of issues in which this person has knowledge, experience. Concerning the educational field, it is the second meaning of this term that makes sense. To have the experience, the ability to act in situations of uncertainty - these are the qualities that make it possible to form a graduate competency-based approach implemented in the lesson by the teacher.

Competitive learning is also promising because, with this approach, learning activity acquires research and practice-oriented character, and becomes an object of assimilation itself. As noted by V.A. Bolotov, V.V. Serikov, "competence, acting as a result of training, does not directly follow from it, but is a consequence of the individual's self-development, generalization of personal and activity experience". (1)

The following key competencies are identified in UNESCO documents:

- teach to gain knowledge (learn to learn);
- teach to live (doctrine for being);
- teach to work and earn money (learning for work);
- teach to live together (learning for living together).

The core competencies that were highlighted at the Key Competencies for Europe Symposium in 1996 in Bern, marked the global trend of updating the resulting units of the educational process. These are currently well-known political and social competencies related to life in a multicultural society, competencies related to fluency in more than one language, information and communication competencies, and the ability to learn throughout life. According to A. V. Khutorsky, (2) the concept of educational competence includes a set of semantic orientations, knowledge, skills, experience of student activity. And their introduction into the practice of teaching will just allow us to solve a problem typical of a Russian school, when a student, having mastered a set of theoretical knowledge, experiences difficulties in their implementation in solving specific problems or problem situations. Educational competence involves the mastery of students by a comprehensive procedure in which for each highlighted area an appropriate set of educational components is defined.

Simply "competencies" should be distinguished from "educational competencies". Competence for the student is an image of his future, a guideline for mastering.

2 Materials and Methods

Key educational competencies (according to A.V. Khutorsky): (2)

In accordance with the division of the content of education into a general meta-subject (for all subjects), intersubject (for a cycle of subjects or educational areas) and subject (for each academic subject) a three-level hierarchy of competencies is proposed:

- Key - refer to the general (meta-subject) content of education;
- All-objective - relate to a certain circle of subjects and educational areas;

- Objective - private concerning key and general subject competencies, having a specific description and the possibility of forming within the framework of educational subjects.

Key educational competencies (according to A.V. Khutorsky): (2)

- value-semantic;
- general cultural;
- educational-cognitive;
- informative;
- communicative;
- social and labor;
- competence of personal self-improvement.

Value-semantic competence is competence in the worldview, associated with:

- value representations of the student;
- his ability to see and understand the world around him, to navigate in it, to realize his role and mission;
- ability to choose goals and meanings for their actions and actions, make decisions;
- provides a student self-determination mechanism;
- determines the individual educational trajectory of the student and the program of his life as a whole.

General cultural competence is a range of issues in which the student must be knowledgeable, possess knowledge and experience such as:

- spiritual and moral foundations of human life and humanity, of individual peoples;
- culturological foundations of family, social phenomena and traditions;
- features of national and universal culture;
- the role of science and religion in human life, their impact on the world;
- competencies in the domestic and cultural-leisure sphere.

Educational-cognitive competence is a set of student competencies in the field of independent cognitive activity, including elements of logical, methodological, general educational activity correlated with real cognitive objects.

- Knowledge and skills of goal-setting, planning, analysis, reflection, self-assessment of educational and cognitive activities.
- Creative skills of productive activities: obtaining knowledge directly from reality, mastering the methods of action in non-standard situations, heuristic methods for solving problems.
- The requirements of the corresponding functional literacy are defined within the framework of this competency: the ability to distinguish facts from speculation, the possession of measuring skills, the use of probabilistic, statistical and other methods of cognition.

Informative competence

- Formation of the ability to independently search, analyze and select the necessary information, organize, convert, save and transmit it using real objects (TV, tape recorder, telephone, fax, computer, printer, modem, copier) and information technology (audio and video recording, Email, Media, Internet).
- This competency provides student activity skills with the information contained in academic subjects and educational fields, as well as in the surrounding world.

Communicative competence includes:

- knowledge of the necessary languages;
- knowledge of how to interact with surrounding and distant people and events;
- possession of various social roles in the team.

The student must be able to introduce himself, write a letter, questionnaire, application, resume, ask a question, lead a discussion, etc. Communicative competence is formed within the framework of each subject studied. (3-5)

Social and labor competence

Knowledge and experience in:

- civil society activities (playing the role of a citizen, observer, voter, representative);
- social and labor sphere (consumer, buyer, client rights);
- professional self-determination;
- issues of economics and law;
- areas of family relationships and responsibilities.

The competence of personal self-improvement is the development of methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support. The real object is the student, mastering the methods of activity in their interests and opportunities. The competency of personal self-improvement includes:

- culture of thinking;
- culture of behavior;
- the basics of safe life;
- rules of personal hygiene;
- care for their health;
- sexual literacy;
- internal ecological culture. (6-7)

Competence's structure

Competencies have an important feature: in contrast to knowledge, skills that are always "stored" in a ready-to-use form, competency "gathers" only at the time of its implementation, i.e. in response to the situation. Schematically, this can be represented as follows (Figure 1):
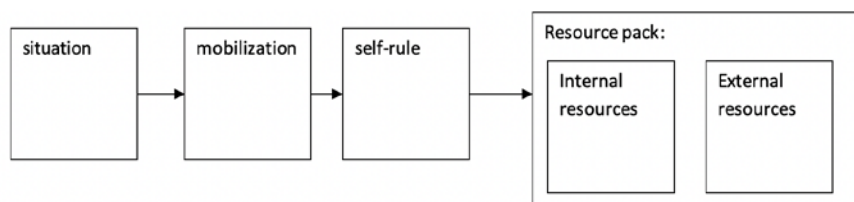

Figure 1. Competence

The rest of the time, the competence's elements are stored in a disassembled form, and the competence itself exists only potentially (Table 1).

Table 1. Competence's elements

Mobilization readiness	Capacity for self-rule	Internal resources	External resources

3 Results and Discussion

What is each core competency component?

Internal resources are KSAs - knowledge, skills, abilities, - of an objective, interdisciplinary and vital nature.

External resources are all that a person can attract to solve a problem that has arisen before him:

- information resources - reference books, encyclopedias, the Internet, experts (living carriers of special information), etc.;
- human resources - service delivery organizations, specialists in necessary fields, assistants;
- financial, material and technical and other resources.

Self-management - targeted management of the resource package. Self-government is formed in the learning process, based on the experience of resolving a wide variety of problematic situations, educational and life. This is one of the fundamentally new elements that the competency-based approach brings to the learning process.

Mobilization is the "launch" of competence in response to a problem situation. Mobilization is closely related to motivation. The formation of a student's mobilization and his readiness for activity is another new moment that introduces a competency-based approach to the educational process. This moment directly connects education with mentoring. (8)

We have shown that all these concepts are interconnected. But we are interested in psychological competence.

Psychological competence in research N.V. Kuzmina and G.I. Metelsky is considered as a system of skills, knowledge, and abilities that provide the future pedagogue-psychologist not only with psychological and pedagogical preparedness but also with a high level of professional self-awareness and the ability to manage their mental states. Of considerable interest is the study of N.V. Andronova. Based on the analysis of numerous sources, the author forms a principled position, which consists in the following statements. (9)

Psychological competence:

1) is necessary for specialists working in the field of "Human-Human";
2) is always mediated by the content of the specialist;
3)
   3) is part of the psychological and pedagogical culture of a specialist and an element of his professionalism;
4) it is a kind of personal toolkit of a specialist, ensuring the effective implementation of his professional activity;
5) contains two blocks: intellectual (cognitive-psychological knowledge and psychological thinking) and practical (effective psychological skills) (10-11)

Defining the components of the model of psychological and pedagogical competence, we determined the specific components: diagnostic competence, communicative competence, personal self-improvement competence, psychological and counseling competency. (12-13)

The model of psychological competence can be constructed in the form of equations:

- diagnostic competence:

$$\Psi K 1 = 1{,}3U + 0{,}76A, \tag{1}$$

where U – ability to diagnose and use diagnostic material,

A – the ability to analyze and guide the student's mental development.

- communicative competence:

$$\Psi K 2 = P\ OБ + 43K\ H, \tag{2}$$

where P ОБ – pedagogical communication skills,

K H – communication skills, abilities.

- self-improvement competence:

$$\Psi K 3 = 0{,}1H + 0{,}76K\ K + OK \tag{3}$$

where Ң – value-semantic component,

K K – cognitive component,

OK – operational component,

- psychological-counseling competence:

$$\Psi K 4 = 0{,}75D\ OБ + 2{,}4U\ K + 0{,}75V\ KPM \tag{4}$$

where DOБ – dialogue skills,

UK – ability to conduct psychological and pedagogical consultation,

VKPM – proficiency in correctional rehabilitation methods.

To study the competence of a teacher-psychologist, you can also use the following methods such as the FPI personality questionnaire; questionnaire of value orientations of Rokich; methodology of express diagnostics of pedagogical orientation (MEDPO); psychological competency level diagnostic questionnaire. (14)

4 Conclusion

Responsibilities of a teacher-psychologist in professional activities:

1. "The first duty is to sympathize with students".
2. "The second duty of the teacher-psychologist is to follow the example, he should not wait for a reward for his work, should not accept any pay or gratitude".
3. "The teacher-psychologist should never deny the student advice and should not allow him to work at any level until he is ready for this".
4. "By discouraging students from the evil paths, the teacher-psychologist should act rather as a hint than directly, and with sympathy, rather than gross reproaches..."
5. "A teacher-psychologist who teaches a certain science should not neglect other sciences.

The educational psychologist is not primarily a source of information, but a living example of the effectiveness of learning.

Commandments of a modern psychologist:

1. Accept all that is in the student as natural, consistent with his nature.
2. Accompany his positive self-realization by accepting all manifestations, both positive and negative.
3. Try not to teach anything directly. Learn by yourself.
4. Seek the truth with them.
5. Sincerely admire all the beauty that you see around.

The teacher-psychologist will become a professional if he has a complex of abilities and competencies, taking responsibility for the results of his work.

The professional formation of future teachers of psychologists in the process of training at Atyrau University reaches a completely new level, which allows to successfully implement programs to develop the personality of the future teacher-psychologist, psycho-pedagogization of the educational environment, the development of psychological competence.

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