

Zhetysu State University named after I. Zhansugurov

SAPARGALIYEVA AIZHAN

**Improving of the professional training of a pedagogical psychologist as a
specialist of helping professions: theory and practice**

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Reviewers:

Doctor of Psychological sciences, Professor Kh.T. Sheryazdanova

Doctor of Pedagogical sciences, Professor N.M. Platonova

PhD, act. ass. prof. E.D. Bazhenova

Sapargaliyeva A.Zh.

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The paper is devoted to the professional training of a pedagogue-psychologist as a specialist of helping professions. The main pedagogical conditions and the structural-content model of the training of a pedagogue-psychologist were developed and highlighted.

The monograph is addressed to specialists of the education system – pedagogue-psychologists.

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INTRODUCTION

At the present stage of development in the Republic of Kazakhstan, profound socio-economic transformations are taking place that require new approaches to the system of continuous professional education. The first President of the Republic of Kazakhstan, Leader of the nation N.A. Nazarbayev emphasized that the development of Kazakhstan in the 21st century will be directly related to the increase of the level of education: “We consider knowledge as an economic resource of the state, a factor of production. We are consistently modernizing the national education system, bringing it closer to international standards. Over the past three years, Kazakhstan is in the top four on the UNESCO Educational Development Index among 130 countries ”[1].

In Kazakhstan, modernization of all levels of education continues in accordance with the State Program for the Development of Education of the Republic of Kazakhstan for 2016-2020 [2].

We share the point of view of domestic and foreign authors that one of the global characteristics of our time is the assertion that the 21st century is called the century of “Man.” In this regard, the demand for specialists of “humanistic” professions, whose professional activity is connected with human perception (“human study”), human knowledge (“anthropology”), psychological support of human activity and its development, is a steady trend.

These changes in modern society, which entailed a new approach to understanding the problem of training specialists of “helping professions” (psychologists, social workers, etc.) pose to the Kazakhstani science the problem of its development.

World practice shows that the development of higher professional education is determined by how, under the prevailing conditions, the problem of training specialists is solved. Thus, the rich foreign experience of professional training was reflected in the works of Z. Freud, A. Adler, F. Pearles, B. Skinner, D. Watson, K. Rodgers, H. Bernhard, I. Noyfeld, R. Ramzeus, U. Otto and others.

This problem acts as a subject of philosophical, economic, social, psychological and pedagogical research. In particular, various aspects of the study of problems of vocational education as a social institution in collaboration with other social institutions of society were considered in their works by domestic and foreign researchers (J. Allac, B.S. Gershunsky, E.D. Dneprov, E. Durkheim, U. S. Kolesnikov, F. Coombs and others).

In the psychological and pedagogical literature a wealth of research material has been accumulated on the problem of the professional training of pedagogical and psychological specialists.

The problem of training various specialists is reflected in the works of N.F. Talyzina, N.G. Pechenyuk, L.B. Khikhlovsky, L.V. Ostrovskaya and others. The problem of professional preparation of students of a pedagogical university was investigated in the works of S.Kh. Jalilova; future primary school teachers - V.P.

Kuzovlev; teachers - N.D. Hmel; of humanities pedagogical personnel for secondary specialized vocational schools - M.U. Ishankulova.

A significant contribution to the study of the problems of professional training of psychologists was made by the work of Russian scientists, which reveal various aspects of this issue: moral training (V. Dudchenko) and personal and professional development of psychologists in the process of professional training in high school (L. V. Temnova); the formation and development of personal readiness to master professional psychological knowledge among high school students and psychology students (M.V. Novikova); ideas about the professional career of educational psychologists in the process of professional self-determination (N.L. Kirt); social perceptions of various professional groups about the personality and activities of the psychologist (I.G. Sizov); professional personal portrait of a psychologist (T.A. Vernyaeva); psychological characteristics of the choice of the profession of a pedagogue-psychologist (O. Polyakov); the formation of the professional mentality of teachers and psychologists (D.V. Oborin); the dynamics of professional self-awareness of future psychologists in the process of retraining (A.V. Muzychenko).

Psychological and pedagogical aspects of the professional activity of the pedagogue-psychologist are revealed in the research of G.S. Abramova, M.R. Bityanova, I.V. Vachkov, I.V. Dubrovina, N.I. Isaeva, A.I. Krasilo, A.P. Novgorodtseva, E.S. Romanova, V.V. Rubtsov, L.M. Friedman and others.

In Russian studies (EF Zeer, AK Markova, LN Markina, MS Rubazhevichene, ZA Orujov and others) and Kazakhstani scientists (ND Khmel, A.A. Beysenbaeva, K.K. Zhampeisova, N.N. Khan, U.M. Abdigapbarova, G.Zh. Menlibekova, G.A. Muratbaeva, S.T. Mukhambetzhanova, L.M. Narikbaeva, A.N. Nugusova etc.) the problem of training specialists for professional activity is one of the stages of the professional development of the personality.

The problem of training a pedagogue-psychologist as a specialist of helping professions, the purpose of which is to provide social and psychological assistance to children and adolescents both with normal mental development and with special needs in general education institutions is considered in the works of Russian scientists (K.V. Baklanova, V.G. Bocharova, V.V. Boluchevskaya, S.I. Grigoriev, L. G. Guslyakova, V. I. Zhukov, L. V. Topchiy, N. M. Platonova, G. F. Nestereva, V.V. Milakova and etc.).

Of great interest are the works of Kazakhstani scientists, where a wide range of consideration of the research problem is presented:

- professional training of psychologists (T.T. Tazhibaev, K. B. Zharikbaev, N. B. Zhienbaeva, Zh.I. Namazbaeva, K. T. Sheryazdanova, etc.);
- peculiarities of the training of pedagogue-psychologists (R.K. Aralbaeva, E.D. Abisheva, N.S. Akhtaev, Z.M. Balgimbaeva, R.T. Mendalieva);
- the dynamics of professional identity of students - psychologists and lawyers in the process of learning in high school (M.K. Bokenchina and others);
- peculiarities of the formation of the motivation of educational activities of psychological students in the system of distance education (G.B. Kapbasova);

- student-centered technology in the training of psychologists in higher education (A.R. Ermentaeva).

In general, an analysis of the current state of research and practice of the higher education system indicates a growing interest in the problem of professional training of a pedagogue-psychologist. However, available research still does not allow to sufficiently determine the theoretical and methodological foundations of the professional training of a pedagogue-psychologist as a specialist of helping professions in the field of inclusive education. Psychological teachers working in such educational institutions should have special training and know how to evaluate the success of children with special needs. The existing experience of educational institutions shows the need to expand the professional functions of educational psychologists to work with children with special educational needs.

Solving the problems of the theory and practice of training a pedagogue-psychologist as a specialist of helping professions should be the basis for creating holistic, truly developing and psychological-pedagogical training of specialists for preschool, secondary special and university education. This work is devoted to the study of this issue.

The monograph proposed and substantiated the original theoretical position, according to which the purposeful training of a pedagogue-psychologist as a specialist of helping profession at the university is the main condition for the psychological development of preschoolers and schoolchildren. The paper presents a holistic system of training a pedagogue-psychologist as a specialist of helping profession, shows the logic of development of training a pedagogue-psychologist, its role and importance, identifies and shows the subspecies of professional training of a pedagogue-psychologist: special training, preparation for communication, individual and personal training.

The monograph presents the results of the author's studies on this issue.

1 THEORETICAL BASIS OF THE IMPROVEMENT OF PROFESSIONAL TRAINING OF A PEDAGOGUE-PSYCHOLOGIST

1.1. The essence of the professional activity of the pedagogue-psychologist as a specialist of helping professions

Before we consider the professional activity of the educational psychologist as a specialist of helping professions, reveal its specific features, namely, determine the essence of the concept, identify the structure, substantiate the content, we think it is important to characterize the concept of “personality”, “activity”.

The thesis of the formation of personality in the activity is still fundamental in psychology. Features of the relationship and interaction of the characteristics of the structure of the individual and professional activity determine the problem of psychological study of the process of formation of the personality of a professional in the works of K.A. Abulkhanova-Slavskaya[3], B.G. Ananyev,[4] L.I. Antsiferova,[5] A.V. Brushlinsky,[6] A.V. Petrovsky,[7] K.K. Platonov,[8] B.F. Lomov[9] et al.

According to A.V. Petrovsky, a person is “... an integral (cumulative) subject of a relatively stable system of subject-object-subject and subject-subject-object relations that take shape in activities and communication and affect other individuals” [7,c24].

From the position of the activity approach, psychological problems of the personality are investigated in a new way: any activity comes from a certain person as the subject of this activity. The person is formed and developed in the process of activity. Acting as a subject of activity, it is also its result. Thus, the study of the psychological aspects of activity is the study of the psychology of the individual in the course of its activity.

Consequently, the activity and personal approaches in psychology are not two different principles, but one, since the activity approach acts both as a personal and a subject approach [6].

The issues of personal and professional development are considered in the acmeological concept of the personality of a professional (A. A. Bodalev, A. A. Derkach, N. M. Kuzmina and others), without taking into account the main provisions of which it is impossible to effectively improve the professional training of pedagogue-psychologists as specialists of helping professions, so we will focus on some of the provisions of this concept in more detail [10,11].

In psychology, the following definition of a professional is given: “A professional is a subject of professional activity with high levels of professionalism of a person and activity” [10, p.38]. At the same time, he has a high professional and social status, a constantly changing system of normative regulation, aimed at self-development and improvement, as well as socially significant personal and professional achievements.

A.A. Bodalev notes that “the study of the individual professionalism of the activity and the professionalism of the individual is methodologically incorrect” [10, p.18]. We also believe that it is necessary to study two equivalent objects of personality and professional activity.

The analysis of professionalism of activity, according to the acmeological approach, can be revealed through such qualitative characteristics of the subject of labor as professional qualification and competence, effective professional skills and abilities, possession of modern algorithms and ways to solve professional problems. All this should contribute to the effectiveness of activities.

Personality professionalism is considered as a qualitative characteristic of the labor subject, which reflects “a high level of development of professionally important personal and business qualities, acmeological invariants of professionalism, a high level of creativity, an adequate level of aspirations, a motivational sphere and value orientations aimed at the progressive development of a specialist” [10 , p.28].

The main theoretical aspect of the psychological content of the formation of the personality of a professional is connected with the study of the characteristics of personality development during the period of its professionalization.

The development of the personality of a professional in psychology is considered as the integration of two processes: the development of the personality in ontogenesis (all the way of life) and its professionalization, i.e. activities from the beginning of professional self-determination to the completion of an active working career [12].

In the works of V.N. Druzhinin the following prerequisites for the professional development of the individual are highlighted:

- all people are individually different in psychological qualities and properties;
- the degree of compliance of the individual psychological characteristics of the individual with the requirements of the profession determines the success of professionalization;
- each person meets the requirements of a certain number of professions;
- the level of interest in the profession, satisfaction in it, the desire for professional development are determined by the degree of the ratio of individual characteristics and professional requirements of this profession;
- determining the professional development of the individual is the nature of the leading activity;
- attitude to the profession, its development and labor activity are determined and corrected by professional, psychological, physiological and other factors that determine the characteristics of human life and work activity [12, p.244].

According to other scientists (A.A. Derkach, N.M. Kuzmina and others), personal-professional development leads to progressive structural personality changes:

- the orientation of the person changes: there is an expansion of the range of interests and a change in the system of needs; motivation of achievements is updated; the need for self-realization and self-development increases; personal creativity increases;
- there is an increase in experience and skills development: competence increases; skills develop and expand; there is a development of new algorithms for solving professional problems; creativity activities increases;
- complex private abilities are developed;

- there is an accumulation of professionally important qualities determined by the specifics of the activity;
- personal and business skills develop;
- psychological readiness for activity in various, including complicated situations increases;
- the number of acmeological invariants of professionalism is growing [11, p.10].

L.M. Mitina in her study notes that “the object of professional development and the form of realization of a person’s creative potential in professional work are the integral characteristics of his personality: professional orientation, professional competence and emotional (behavioral) flexibility” [13, p.6].

Professional orientation is considered L.M. Mitina as “... a system of emotional relations, defining the hierarchical structure of the dominant personality motifs corresponding to their content and encouraging the individual to approve them in their professional activities” [13, p.7].

The personality trait of a professional is emotional flexibility: stability, expressiveness, sensitivity, responsiveness. Its indicators are especially important for professions of the type “person-person”.

Thus, on the basis of the analysis of the above studies, it can be concluded that personal-professional development is an important integral quality characteristic of a professional, subject to a number of conditions and certain factors.

In the works of B.G. Ananov, A.A. Bodalev, E.N. Bogdanov, A.A. Derkach, N.V. Kuzmina and others highlighted the conditions and factors affecting the development of professionalism of the individual and activities.

E.N. Bogdanov and V.G. Zazykin determined that acmeological conditions are those significant circumstances on which the achievement of high professionalism of a person and activity depends. Acmeological factors are characterized as the main reasons, the main driving forces and the determinants of professionalism [14, p.59].

As conditions, the authors single out the makings, general and special abilities of the subject of labor, the state of society in its formation, the conditions of family upbringing and education, access to cultural values, etc.

Factors include subjective (individual prerequisites for measures of professional success - motives, focus, interests, competence, skill, etc.), subjective-objective (organization of the professional environment and interactions, management quality, professionalism of managers) and other indicators.

Thus, the essence of the continuous professional and personal development of a professional lies in the formation of the integrative system unity of his professional and personal development, and the success of this development will depend on a combination of the necessary conditions and factors. Therefore, in the implementation of the process of personal and professional development of any specialist, the formation of professionally important qualities (PIQ) occupies a central place.

In studies E.S. Romanova and G.A. Suvorova highlighted that the most important characteristic of a person as a subject of labor in the study of professional

activity in the “subject of labor - professional environment” are professionally important qualities (PIQ) [15, p.49].

In pedagogical psychology, the problem of a subject of activity is represented in the works of A.K. Markova [16], N.V. Kuzmina [17], I.A. Zimnyaya [18] and others.

I.A. Zimnyaya considered the subject characteristics, describes the possibility of their projection in the educational process. These characteristics include: subject assumes the object; the subject is social in form (means, methods) of his influence (cognitive or practical); the public entity has a specific individual form of implementation; the collective subject is represented in each individual and vice versa; consciously regulated activity is always subject, in which it is formed by itself; the subject of individual activity is a consciously acting person; subjectivity is defined in the system of relations with other people, it is activity, it is bias; the subject is the indestructible integrity of communication, activity, consciousness and being; subjectivity is a dynamic principle, becoming and disappearing, not existing outside of the interaction itself (interpersonal, social, activity); Subjectivity is an interpsychological category. All these characteristics in full or minimized form are manifested in the subjects of the educational process [18, p. 167-168].

The concept of activity (human activity or conscious activity) is one of the fundamental in psychology. We find the main methodological approaches to its study in the works of Zh.M. Abdildin [19;20], K.A. Abulkhanova-Slavskaya [21], B.G. Ananyev [22], S.M. Dzhakupov [23], A.N. Leontiev [24], C .L. Rubinshteyn [25] and others.

In the big encyclopedic dictionary edited by A.M. Prokhorov, the following interpretation of this concept is presented: “Activity is a specific human form of attitude to the world, the content of which is its expedient change and transformation in the interests of people; condition of the existence of society. Activities include the goal, the means, the result and the process itself” [26].

One of the founders of the activity approach, which later found its use in philosophy, psychology and pedagogy, was S.L. Rubinstein. As the scientist points out: “In activity and through activity, the individual realizes and asserts himself as a subject, as an individual: as a subject, in his attitude towards the objects generated by him and objectified in the products of material and spiritual culture; as a person, in his attitude towards other people, on whom he acts in his activity and with whom he comes into contact through it ” [25, p.436-437]. Analyzing activity, the author identifies the following elements in its structure and content: goals, motives, actions, conditions, operations, tasks, objective results [25, pp. 468-472].

A prominent scientist A.N. Leontyev studied the activity from the position of systematic approach. According to him: “Activity is not a reaction or a set of reactions, but a system that has a structure, its internal transitions and transformations, its development, included in the system of social relations of society” [24, p.82]. The following ratios take place in the structure of human activity: the motive is activity, the goal is actions, operations are conditions [24, p.93].

Student of A.N. Leontiev - A.G. Asmolov, developing the ideas of his teacher, defines activity as a level hierarchical structure in which the following structural elements are distinguished: motive, goal, condition for action, action [27].

From the point of view of M.S. Hagan, activity - is the activity of the subject, aimed at objects or other subjects, and the person himself is a subject of activity. The author identifies the following elements of the activity: a subject endowed with activity and directing it to objects or to subjects; the object on which the activity of the subject is directed; this activity itself is a way of mastering the subject by the object or establishing the subject of communicative interaction with others [28].

K.A. Abulkhanova-Slavskaya defines the activity as the real sphere of human life and offers a dynamic holistic system of activity, the subject of which is the person. According to the author, the manifestation of personal activity contributes to the formation of a person as a subject of activity, when a personal attitude to activity arises, a specific "style" of its implementation is created [3,c.122].

One of the Kazakhstani scientists who considers the subject practical activities as a general condition of the subject's activity is Zh.M. Abdildin. According to the scientist, only on the basis of practical activity, a person realizes himself as a subject, and nature is an object of his activity. The author notes that an object is what is selected by the subject from the objective relationship of nature and society, or that the subject's activities are directed at; on the contrary, the subject is the one who acts on the object, who expediently changes it in the desired direction [19,c.23].

According to M.V. Demin, human activity is the highest form of activity in which a person acts as a subject [29,30].

B.G. Ananyev has his own point of view on this issue. He understands activity as a transformation of reality and argues that any activity is carried out in the system of object-subject relations, i.e. social relations and interrelations that form a person as a social being - personality, subject and object of the historical process [22,c.67].

According to K.K. Platonov, activity is a form of interrelation of a person with the environment in which a person realizes a consciously set goal. The author identifies the following substructures in the structure of activity: goal, motive, method, result [31].

V.A. Petrovsky believes that activity is "a special activity by which a person reproduces himself, his own being in the world" [32].

The study of the problem of activity in Kazakhstan's psychological science was done by S.M. Zhakupov, in particular, he investigated the issue of goal formation in joint activities, as a process of generating new goals in joint activities of people. The joint activity is understood by the author as a psychological reality, in which a common motive of the activities of the subjects is formed [23, p.12].

Thus, the activity approach is based on the idea that people and the psyche develop on the basis of practical activity, and activity is one of the most important levels of human interaction with reality. From the position of the activity approach, psychological problems of the personality are investigated in a new way: any activity comes from a certain person as the subject of this activity. It is in the activities of the person and is formed and manifested (S.L. Rubinstein [25, p.436]). Acting as a

subject of activity, it is also its result. Therefore, the study of the psychological aspects of activity is the study of the psychology of the individual in the course of its activity. Consequently, the activity and personal approaches in psychology are not two different principles, but one, since the activity approach acts both as a personal and as a subjective one.

An analysis of philosophical and psychological works relating to the study of the concept of “activity” showed that a wealth of scientific material has now been accumulated, which fully allows us to approach the study of the training of a teacher-psychologist as a specialist in helping professions for professional activity, which required consideration and analyzing two more concepts of “work” and “professional activity”. The study of labor activity is the subject of research by N. D. Levitov [33], K. K. Platonov [34], N. S. Pryazhnikov [35], and others.

N.D. Levitov by labor activity understands any practical activity carried out by a person on a specific task and leading to a goal [33, p.42].

As K.K.Platonov notes, labor activity is always purposeful, active, socially formed, and is the main form of conscious interaction of a person with the reality surrounding him [34, p. 222].

In labor, according to N.S. Pryazhnikov, two of its sides should be considered: the subject is the “carrier” of subject-practical activity and cognition, the initiator of influences, the source of activity directed at an object that has the ability to comprehend its activities, independently find the meaning of labor and improve it (individual or whole social group); the object - the “successor” of the impact is a specific work process that is normatively defined, including the subject, means, goals and objectives of work, the rules for performing work and the conditions for organizing it [35, p.74].

E.I. Garber, V.V. Kozach believe that the labor professional activity of a person or people should be considered as a complex system in which the following subsystems should be singled out: the subject, the object of labor, the instruments of labor and the working environment [36].

The general psychological approaches considered above to the study and analysis of activity, in particular, work as the progenitor of all other types, its structure, subject, object, are successfully used by scientists in the study of professional activity (E.M. Ivanova [37], V.D. Shadrikov [38,39,40], V.L. Shkalikov [41] and others).

E.M. Ivanova emphasizes that professional activity should be viewed as a dynamic, multi-structural, multi-level hierarchical system. As the main interdependent and interrelated components of professional activity highlights: motivational, cognitive, operational and effective components. The labor subject interacts with all the components of the system, taking into account the diversity of characteristics reflecting its specificity [37,p.69].

V.D. Shadrikov defines activity as a complex multilevel and polystructural formation, which acts in the form of a psychological system, and its components - actions are realized by psychological subsystems that have a common structure with the system of activity. Components or functional blocks of the psychological system

of activity are: motives, goals, program, information basis of activity, decision making, a subsystem of professionally important qualities. According to the author, the analysis of activities should be based on the unevenness and heterochrony of its development, therefore, the preparation process should be based on an individual approach [39,c122].

Following V.D. Shadrikov, V.L. Shkalikov understands professional activity as a structure of individual actions and studies the unevenness and heterochrony of its mastery in the preparation process [41, p.88].

The professional activity of a teacher has become the subject of research in the works of A.K Markova [16,p.45], N.V. Kuzmina [17,p.12] and others. Various concepts of the teacher's professional activities are widely represented and substantiated in them.

A.K Markova devoted her work to the study of professional activity of the teacher. In her study, the author points out that a teacher's work consists of the following main components (parties): pedagogical activity, pedagogical communication, teacher's personality, which constitute to the labor process; training and education of students, describing the result of labor. The author believes that these aspects of teacher's labor are the basis of five blocks of teacher's professional competence. A.K.Markova writes: "A teacher's professionally competent work is when pedagogical activity, pedagogical communication is realized at a sufficiently high level, the teacher's personality is realized, and good results are achieved in the learning and upbringing of schoolchildren" [16, p.8] .

N.V. Kuzmina, defining the psychological structure of professional and educational activities, draws attention to the fact that its main features are in the specifics of the object, "tools of labor" and "product of labor". The activity of a teacher consists of certain elements (actions) interconnected among themselves and forming a psychological structure (system and sequence), the carrier of which is a person, in this case a teacher. In the structure of professional and pedagogical activity, the author identifies the following components: constructive, organizational, and communicative areas [17,p.76].

S.G. Vershlovsky and L.N. Lesokhina came to the conclusion that the system of a teacher's professional activity is both a structure and a process, including in which all participants in this activity are modified, improved [42].

According to the Kazakhstan researcher M.I. Kikina, professional activity is such a form of activity for which a person must have a sum of knowledge, have relevant skills, abilities and professionally important personal qualities, through which a consciously set goal is achieved, the motives and attitudes of a person towards reality are realized [43,p.25] .

Certain professional actions are performed by one or another subject of activity, which has received the broad definition of "professional". "A professional is a person who has chosen a permanent paid occupation as his profession and has the knowledge and skills necessary for this occupation", and professionalism is the ability to perform paid functional duties, the level of skill and mastery in a certain type of occupation, corresponding to the level of complexity of the tasks [44,p.102].

Following L.M. Mitina, we believe that a professional, unlike a specialist, is a subject of professional activity, and not just a carrier of a combination of knowledge and skills. A professional owns a professional activity as a whole, is effective in a variety of changing situations, and is ready to work in new conditions, as well as to change and develop it [45].

Currently, professional activity requires consideration of various aspects of training in connection with the emergence in the society of new trends in the educational process. One of the new directions in the education system caused by socio-cultural changes is inclusive education.

Inclusive education is one of the processes of transformation of general education, based on the understanding that children with disabilities in modern society should be involved in society.

Teaching special children in a secondary school, among normally developing peers, makes it possible to feel ordinary, like his friends, classmates, boys and girls in the yard. Society should not deprive children with disabilities of the right to get an education, develop their abilities, talent and, most importantly, have an environment of communication with normal children.

The “State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020” plans to increase by 2020 to 70% of the schools that created the conditions for inclusive education of their total number. Psychologists and teachers working in educational institutions should have special training; they should know how to evaluate the success of special children. The main expert of the National Scientific and Practical Center of Correctional Pedagogy R.A. Suleimenova believes that without sound training, the problem of inclusion cannot be solved [46].

In connection with the current situation, we believe that the modern aspects of the training of the pedagogue-psychologist should be revised and expanded. In particular, in our opinion, in modern social realities, the pedagogue-psychologist should be trained as a specialist of helping professions, whose purpose is to provide professional, competent, social and psychological assistance to children and adolescents with normal mental development, as well as with disabilities in educational institutions.

The analysis of psychological and pedagogical research showed that this question was always relevant, for example, in the concept of determining the mental development of an abnormal child, put forward by L.S. Vygotsky, in contrast to the biologizing concept that existed at that time, asserting that the development of an anomalous child proceeds according to special laws. Justifying the position about the common laws of the development of a normal and abnormal child, L.S. Vygotsky emphasized that the social conditionality of mental development is common to both options. In all his works, the scientist noted that the social, in particular pedagogical, influence constitutes an inexhaustible source of the formation of higher mental functions both in normal conditions and in pathology [47].

The theoretical concept of anomalous development which was presented by L.S. Vygotsky remains relevant today and is of great practical importance.

Kazakhstan scientists R.A. Suleimenova, A.M. Yersarina and others note the need for inclusive education in the Republic of Kazakhstan [46,48]. An important issue is the training and retraining of personnel for work with children with special educational needs in educational institutions. A.M. Ersarina identifies five stages in working with children with developmental disabilities (DD):

- first stage: identifying and directing children with developmental disabilities in educational organizations, which is carried out by the psychological-medical-pedagogical consultations(PMPC), which establishes the status of a child with special needs, determines the type of educational curriculum and recommends the type of educational organization. A statistical record is kept of children with disabilities in development and their needs for variable conditions;

- second stage: choice of parents the type of educational organization for studying of the child with development disabilities. PMPC recommends the most optimal conditions for the education and upbringing of children with disabilities, but parents are given the choice of an educational institution;

- the third stage; introduction of children with disabilities in educational organizations. Taking into account the interests of parents and the characteristics of the child to create variable conditions for the education of children with disabilities in development: - in special (correctional) pre-school and school educational organizations; - In general education schools where classes (groups) are opened for children with disabilities in development; - classes of integrated learning. In one class, no more than three students with disabilities in development, and the total number should not exceed 20 students.

- the fourth stage: the organization of the educational and correctional-developmental process with disruption in the development in inclusive educational institutions organizes a consultation, the tasks of which are: - to recruit an integrated training class; - organization of psychological and pedagogical support and monitoring of the correctional-educational process in teaching children with disabilities.

- the fifth stage: the educational and correctional-developing process of children with disabilities in inclusive education: - adaptation of educational curricula for individual educational needs; - correctional and pedagogical support (support) of children with disabilities in development, which is carried out by school specialists; - drawing up individual and correctional-developing programs [48,p.26].

In connection with the above requirements, the problem of training a pedagogue-psychologist as a specialist of helping professions is even more actualized. For this, first of all, it is necessary to consider the concepts of “helping professions”, “pedagogue-psychologist as a specialist of helping professions”.

Helping professions (given in the encyclical dictionary) - all those professions, theories, research and practice of which focus on helping others, identifying and solving their problems and expanding knowledge about further human capabilities in this regard. This class includes medicine (in a broad sense), psychiatry, clinical psychology, and various specialized fields, such as pedagogical and school psychology, social work, speech and hearing studies, etc. [26, p. 988].

V.V. Boluchevskaya determines that the “helping professions” include those areas of activity that are related to the provision of one or another help to a person and groups of people (doctor, teacher, psychologist, etc.) [49,p.22].

In our understanding, “helping professions” are all those professions that are aimed at rendering assistance (physical, psychological, legal, etc.) to an individual or groups of people whose instrumental and semantic content accumulates in themselves the border elements of adjacent professions (pedagogues-psychologists, practical psychologists, educators, medical workers, etc.).

In order to justify the need for professional training of an pedagogue-psychologist as a specialist of helping professions, it is advisable to conduct a comparative analysis of the training of an pedagogue-psychologist and pedagogue-psychologist as a specialist of helping professions

Analysis of psychological and pedagogical literature shows that more and more works devoted to the study and development of traditional models of the professional activity of a psychologist (G.S. Abramova [50], M.R. Bityanova [51], I.V.Vachkov [52], N.I. Isaeva [53], A.I. Krasilo, A.P. Novgorodtseva [54], E.S. Romanova [55], E. Aronson, T.D. Wilson, R.M.Akert [56], J.L.Holland [57] and etc.).

According to N.I. Isaeva, the professional activity of a psychologist is a complex integrative, polysystemic, culture-like process, which is value-semantic, creative and self-organizing, having its own internal norms and principles [53,p.12].

E.S. Romanova defined the psychological content and structure of the professional activity of a practical psychologist, developed and proposed a structural-functional model of this activity: the discovery and formulation in the scientific terminology of the practical problem itself; selection of study methods, data collection and processing; questions of interpretation of the results obtained in terms of the chosen theoretical personality model and the development of practical recommendations for solving the problem [55,p.96].

G.S. Abramova sees in her own way the model of the professional activity of a practical psychologist. In her opinion, the subject of professional activity of a psychologist is the individuality of a person, first of all, the psychologist himself is an individuality [50,p.77].

In the work of M.R. Bityanova developed and presented the author’s concept of a professional school psychologist’s model, the purpose of which is psychological support for schoolchildren — an activity aimed at creating a system of social and psychological conditions conducive to successful learning and development of each child in a particular school environment [51,p.56].

According to A.I. Krasilo and A.P. Novgorodtseva[54], E.Aronson, T.D.Wilson, R.M.Akert [56], J.L.Holland [57] the purpose of the professional activity of a psychologist is to introduce the achievements of modern psychological science into the practice of training and education.

I.V. Vachkov in his work relies on the concept of “psychological assistance”, which implies the services of a psychologist to those who has difficulties in socialization and adaptation [52,p.12].

As a rule, one or another author's model of the professional activity of a pedagogue-psychologist assumes consideration of its main types. The main activities of the educational psychologist, proposed by various authors, are presented in table 1.

Many researchers (I.V. Dubrovina [58,59], V.V. Rubtsov [60], L.M. Friedman [180], etc.) consider that the pedagogue-psychologist (or practical psychologist working in the field of education) carries out its professional activities in the framework of the psychological service in education, being an active participant. According to the authors, the work of this specialist cannot be considered outside the context of the psychological service of education. Therefore, we consider it legitimate to analyze this issue in more detailed way.

The team led by I.V. Dubrovina became the pioneer in the study of the psychological service of education in Russia.

I.V. Dubrovina, offering the author's concept of psychological service in education, considers it as an integral phenomenon, representing the unity of its four components or aspects: scientific, applied, practical and organizational, which constitute the subject of psychological service in education. The main purpose of the psychological service of education is the psychological health of children of preschool and school age [58, p.16].

Table 1 - The main types of professional activity of the pedagogue-psychologist

Authors	The main types of activities of pedagogue-psychologist
E.S.Romanova	Psychological education, psychological prevention, psychological counseling, psychological correction and psychodiagnostics.
G.S.Abramova	Psychodiagnostics, psychological correction, psychological counseling, psychotherapy.
M.R.bityanova	School applied psychodiagnostics; psycho-correctional and developmental work with schoolchildren; counseling and education of schoolchildren, their parents and teachers (psychological education and psychological counseling of schoolchildren, psychological and pedagogical counseling, psychological education of teachers, counseling and education of parents); social activity.
A.I.Krasilo A.P.Novgorodtseva	Organizational-psychological work, developing and psycho-facilitative work (developing and facilitating self-education), psycho-prophylactic work, psychodiagnostic and psycho-correction work.
I.V.Vachkov	Psycho prophylaxis, psychodiagnostics, psychological correction, psychological counseling, psychotherapy.

Determining the status of a psychologist in an educational institution, I.V. Dubrovin draws attention to the fact that the psychologist is "an equal member of the pedagogical team and is responsible for that side of the pedagogical process, which, apart from him, no one can professionally provide, namely, for the mental (intellectual, emotional, motivational-need, communicative and etc.) development and psychological health of children and schoolchildren "[59, p.50].

L.M. Friedman, highlighting the issue of the problem of the professional activity of the school psychologist, offers the author's concept of a school psychological

service, the main purpose of which is the scientific psychological support of the pedagogical process at school, i.e. organization, construction and conduct of this process on the basis of modern psychological and pedagogical theories of the upbringing and development of the personality of students [61, p.98].

According to V.V. Rubtsov, the system of the psychological education service in Russia, which provides “multi-level psychological assistance to all subjects of the educational space,” includes two structural elements: psychological, medical and social centers for children, adolescents, and a staff of psychologists working directly in educational institutions of various kinds [60, p.32-39].

In recent years, the research of E.D. Abisheva [62], N.S. Akhtaeva, Z.M. Balgimbaev [63], N.B. Zhienbayeva [64], Zh.I. Namazbayeva [65], R.T. Mendalieva [66], H.T. Sheryazdanova [67] and others has played a great role in the formation and development of the Kazakhstani psychological service in education. Both theorists and practitioners, have shown an active interest in finding and developing optimal, effective models of psychological service in education that can meet the modern requirements of Kazakhstan’s society, as well as the needs of all participants in the pedagogical process.

The first work that posed the question of introducing psychological services into the system of pre-school education in the Republic of Kazakhstan was the work of Kh.T. Sheryazdanova. As the author notes: “The practice of teaching and educating the younger generation shows the need for the activity of a whole psychological service in education” [67, p.147]. In his work, the author focuses on the fact that preschool education is also in need of psychological service [67, p.150].

In her study, Zh.I. Namazbayeva reveals the psychological aspects of the ethnic education of modern youth on the basis of the achievements of modern psychology, focused on the national-protective vector [65].

The task of developing and implementing options for building a psychological service in preschool educational organizations, taking into account the characteristics of the activities of the preschool organization, is put in the study by E.D. Abisheva. According to the author, psychological service in the system of preschool organizations is specific and is an independent branch of psychological practice based on the achievements of child and educational psychology and capable of comprehensively solving the problems of the mental development of children. In his work, he describes three variable organizational and substantive models of the psychological service of pre-school education: “consultant”, “expert”, “curator” [62, p.16].

In the study of N.B. Zhienbayeva revealed features of the motivation and communication of students in the structure of modern education [64, p.69].

In the work of IA Abeuova, M.N. Makhamanova, Kh.T. Sheryazdanova a model of psychological service at the university is presented, aimed at working with graduates of boarding schools. The proposed model of psychological service at the university is aimed not only at creating conditions for the full development of orphan adolescents, the success of their educational process based on help and support from

teachers-psychologists, psychotherapists, counselors, etc., but also on psychological assistance to the teaching staff of the university [68].

The study of the problem of psychological service in education leaded R .T. Mendalieva to the development of the author's model of the school psychological service, which allows for a comprehensive and purposeful work of educational institutions on the basis of psychological knowledge [66 p.82].

According to Z.M. Balgimbaeva, N.S. Akhtaeva, the main goal of the psychological service in the school is the scientific psychological support of the social situation of development and the educational process, i.e. in the organization, construction and conduct of this process on the basis of modern psychological and pedagogical theories of education and development of individuality, which provides psychological conditions for protecting the health of all participants in the educational process [63,p.61-63].

Table 2-The main directions of psychological service in education, highlighted by the authors.

Authors	The main directions of psychological service in education
I.V.Dubrovina	Psychological education, psychoprophylaxis, psychodiagnostics, psychocorrection, developmental work, psychological counseling
L.M.Fridman	Organization of the admission of children to school and the acquisition of student classes; establishing friendly partnerships between teachers and parents; studying the process of personal development of students; assessment of the education of students; the work of a school psychologist with teachers; work of a school psychologist with the school administration and class teachers (tutors)
V.V.Rubtsov	Diagnostics, remedial work, developmental activities, counseling, psychological education, psychological prevention, scientific and methodical work.
Kh.T. Sheryazdanova	Psychodiagnostic and psycho-correctional work, developing work, individual work with children and counseling for parents and educational personnel, the work of a psychologist as an expert.
I.A.Abeuova M.N.Mahamanova Kh.T.Sheryazdanova	Psychodiagnostics, psychocorrection, psychological counseling, psychological prevention, psychological education, facilitation work.
R.T.Mendalieva	Psychological and pedagogical diagnostics, psycho-correctional work, psycho-prophylactic work, psychological education of teachers and psychological training of students, improving the quality of the educational process (systematic psychological analysis of the lesson), facilitation work.
Z.M.Balgymbayeva N.S.Ahtaeva	Organizational-psychological work, developmental and psycho-facilitative work, psycho-prophylactic work, psychodiagnostic and psycho-correctional work.

Thus, after analyzing numerous sources on the problem of the professional activity of pedagogue-psychologists within the psychological service, we can draw the following conclusion: the psychological service in education looks like a single vertical structure in the educational space of the country. The system consists of the

psychological service of individual educational institutions, the city, regional centers of the psychological service of education, regional centers of the psychological education service - the Ministry of Education and Science [69,p.14]. The psychological service of any educational institution is considered in the unity of three aspects: scientific, applied and practical.

The goals of the psychological service are determined depending on the type of educational institution, on the concept or educational program it implements. In his professional activity, the pedagogue-psychologist performs the following main types of work: psychological education, psychological prevention, psychological diagnosis, psychological correction, psychological counseling. Each of these types of work can be major depending on the problem that the pedagogue-psychologist solves, on the specifics of the institution where he works.

If we consider the professional activity of the pedagogue-psychologist as a specialist of helping professions, then in our opinion, it represents one of the most diverse and labor-intensive types of professional activity, distinguished by a variety of problems and tasks to be solved.

The professional skills of the pedagogue-psychologist as a specialist of helping professions cover the spectrums which is typical of the humanitarian professions and include:

- communication skills (communication culture, skills to optimize communication, etc.);
- activity-role skills (establishing partnerships, changing role positions);
- organizational skills (coordination of the efforts of various social services to solve the problems of the client (child));
- design skills (ability of emotional and cognitive knowledge of other people);
- empathic skills and possession of means of influence on other people.

However, the success of an pedagogue-psychologist as a specialist of helping professions depends not only on the learned system of knowledge and skills, but is also determined by personal qualities. These include such qualities as emotional stability, intuition, empathy, interpersonal skills, goodwill, creativity, the ability to solve one problem for a long time, a high level of social aspirations, etc.

Among the required qualities and skills of the pedagogue-psychologist as a specialist of helping professions are: ability and empathy, patience, benevolence, willingness to help others, psychological sensitivity, delicacy and tact; humanity and humanism; mercy; high spiritual culture and morality; the ability to be interesting to others and informal in working with children; the ability to protect the dignity of a client; the desire for continuous improvement of professional knowledge; honesty, moral purity in professional matters; compliance with the ethics of relationships with people, etc. [70,71,72,73,74,75].

Thus, a pedagogue-psychologist as a specialist of helping professions is defined by us as a specialist with a double specialization: a pedagogue-psychologist and a specialist of helping professions. Therefore, we propose the following concept of a pedagogue-psychologist as a specialist of helping professions.

The pedagogue-psychologist of helping professions is a specialist and equal member of the teaching staff, ready and able to creatively fulfill their professional duties, possessing professional competencies and personal qualities.

In the structure of the professional activity of a pedagogue-psychologist as a specialist of helping professions, we will single out: the subject (s) and object of professional activity; the purpose of the professional activity; types of professional activity and specific tasks (depending on a certain type of professional activity); professionally important qualities; stages and functions of professional activity.

Based on the work of Zh.M. Abdildina [20], KA Abulkhanova-Slavskaya [21], E.F. Zeyer [76], M.S.Kagan [28] S.Rubinshteyn [25] and others, we believe that the subjects of professional activity simultaneously act, on the one hand, the pedagogue-psychologist as a specialist of helping professions, on the other hand - students (pupils), their parents, teachers and other participants of the pedagogical process. Both sides are endowed with activity and direct it to the object, modify and form it.

Unlike the subject, the object is passive. The object of the professional activity of the pedagogue-psychologist as a specialist of helping professions is the mental health of students (pupils) and other participants in the pedagogical process.

Consequently, the professional activity of the pedagogue-psychologist as a specialist of helping professions is characterized by two types of relationships. First, the subject-object relations, due to the relations of the teacher-psychologist to the subject (object) of psychological and pedagogical influence, in our case - the mental health of students (pupils), their parents, teachers and other participants of the pedagogical process. The subject-object relations form the substantive content of professional psychological-pedagogical activity, which is determined by the goal, types of activity, depending on the type of activity, specific tasks are set, forms are determined, methods and means of psychological-pedagogical influence are chosen that are directed to the object.

Secondly, subject-subject relations arising between the pedagogue-psychologist as a specialist of helping professions and all participants in the pedagogical process in the course of their interaction.

Thus, the professional activity of the pedagogue-psychologist as a specialist of the helping professions is characterized by subject-object and subject-subject relations, during which the subjects of professional activity rise to a new level of their development. *The purpose of the professional activity* of the pedagogue-psychologist as a specialist of the helping professions stems from its essence and is to preserve, strengthen and develop the mental health of students. It should also be noted that we consider the professional activity of the pedagogue-psychologist as a specialist of helping professions in the context of the psychological service in education. In this regard, we believe that the direction of the psychological service in education, in fact, are the types of professional activity of the pedagogue-psychologist as a specialist of helping professions.

Of particular interest in our study are the types of professional activity of a pedagogue-psychologist as a specialist of helping professions, described by V. B. Uspensky and A. P. Chernyavskaya. They distinguish correctional-developmental,

teaching, cultural and educational, scientific and methodological, socio-pedagogical, educational and managerial activities [77].

From our point of view, the authors did not sufficiently describe the types of professional activity of the pedagogue-psychologist as a specialist of helping professions. We believe that it is necessary to add such activities as diagnostic, advisory, preventive, evaluative, vocational guidance (table 3).

Based on the work of Kazakhstan and Russian researchers, we have identified the following types of professional activities of a pedagogue-psychologist as a specialist of helping professions: psychodiagnostic, correctional, developmental, advisory, preventive, evaluative, prognostic, educational, teaching, vocational, scientific and methodical, social and educational, educational and managerial.

Let us consider the content of each activity. *Psychodiagnostic activity.* We considered the definition of diagnostic activity given by K.S. Akhmetkarimova. In her understanding, diagnostic activity involves a scientifically-organized process of obtaining information about the state of an object of activity, special processing of this information in order to establish and verify a diagnosis with subsequent corrective actions on it to achieve a given goal [78].

Table 3 - The main types of professional activity of the pedagogue-psychologist as a specialist of helping professions

Types of professional activity	Content
Psychodiagnostic	Psychological diagnostics is a special psychological examination of a person or group, which allows to obtain psychological information, in order to make a psychological diagnosis of normal children and those with special needs.
Correctional-development	Purposeful psychological and pedagogical impact on a mentally healthy person in order to change (correct) or prevent defects and developmental disabilities, as well as the overall development of the personality of participants in the educational process.
Consultant	Consulting activities contribute to the development of the personality of participants in the educational process; helps them in solving personal, interpersonal, professional and other problems; the disclosure of psychological resources that provide independent solutions to problems.
Preventive	Timely preventing of possible violations in the mental development of the personality of participants in the educational process, to create favorable conditions for its development at each age stage.
Evaluating	Aims at analyzing changes in cognitive processes, mental states, personality reactions in a child as a result of psychocorrectional effects.
Prognostic	Aiming at the design of psycho-physiological, mental and socio-psychological functions of a child or adolescent.
Enlightenment	Enlightenment of teachers, students (pupils) and their parents to psychological knowledge.
Teaching	Specially organized activities for the purpose of informing, understanding and practical application of knowledge. Teaching activity involves conducting lessons, electives in psychology, circles,

	etc.
Vocational guidance	Activities to assist adolescents and high school students in professional self-determination or in the choice of profession.
scientific and methodological	Activities based on pedagogical and psychological science.
social and educational	Activities that contribute to the successful socialization of participants in the educational process. The essence of socialization lies in the implementation of such processes as adaptation, integration, self-development and self-realization of the individual.
Educational	Purposeful activities on the organization of the life of students (pupils), their parents, teachers, aiming at creating conditions for the full development of the individual.
management	Purposeful activities related to the organization, coordination and control of the activities of participants in the educational process.

In our study, we refer to the definition of psychological diagnosis, which was proposed by V.I.Voytko and Yu.Z.Gilbukh. Psychological diagnostics is a special psychological examination of a person or group that allows one to obtain psychological information in order to make a psychological diagnosis [79]. Under the psychological diagnosis, following R.V.Ovcharova, we will understand “the conclusion about the condition and properties of the subject on the basis of a comprehensive analysis of individual indicators and characteristics” [80].

Psychodiagnostics allows to solve the following tasks: study of the level of mental development of the personality of participants of the educational process, as well as its individual sides; the study of psychological properties, individual characteristics, qualities, i.e. research of abilities, interests and aptitudes of students (pupils); the study of behavior, communication with other participants of the educational process, relationships and psychological climate in groups (classes); determining the causes of violations in the development, education and training of students (pupils), etc.; development of recommendations.

Conducting a psychodiagnostic examination, the pedagogue-psychologist as a specialist of the helping professions is guided by the following principles: confidentiality, the scientific validity of the applied psychodiagnostic methods, non-damage to the surveyed, openness to the survey results, responsibility for the survey results, objective conclusions and the effectiveness of the proposed practical recommendations [81].

The analysis of numerous sources in which psychological diagnostics is considered allows us to draw the following conclusion: in order to conduct a psychodiagnostic examination, the pedagogue-psychologist needs knowledge of diagnostic methods and the ability to put them into practice.

According to I.V. Dubrovina, psychologists who are beginning their professional activities will be helped by an “algorithm for conducting psychodiagnostics”, which includes the following steps:

- 1) the study of practical inquiry;
- 2) the formulation of the psychological problem;
- 3) hypothesize the causes of the observed phenomena;
- 4) the choice of research method;
- 5) use of the method;
- 6) the formulation of the psychological diagnosis (prognosis for further development);
- 7) development of recommendations, a program of remedial or developmental work;
- 8) the implementation of this program, control over its implementation [82,p.123].

The next type of professional activity of a pedagogue-psychologist as a specialist of helping professions is *correctional and developmental activity*, which means a purposeful psychological and pedagogical impact on a mentally healthy person in order to change (correct) or prevent deficiencies and deviations in development, as well as the overall personality development of participants of educational process.

The main objectives of the correctional and developmental activities are: the development of a program of remedial work aimed at eliminating deviations in the mental development of students (pupils), in particular, correction of the personality as a whole, correction of individual aspects (cognitive, emotional, volitional, behavioral) and personality traits; development of a program of developmental work aimed at the general development of the personality of students (pupils).

As noted R.V. Ovcharova, in order to carry out correctional and developmental work, a pedagogue-psychologist as a specialist of helping professions must be professionally and psychologically prepared, must be able to correctly make a psychological diagnosis, establish psychological contact with a client, select and apply appropriate psychological technologies.

In her opinion, a phased organization of correctional and developmental work is no less important. The author proposes the following algorithm for developing a correctional development program:

- 1) a clear statement of the purpose of remedial work;
- 2) determining the range of tasks to be solved;
- 3) the definition of the methodology and content of the program;
- 4) the choice of strategy and tactics of correctional development work;
- 5) determining the form of work;
- 6) the selection of methods and techniques for working with the client;
- 7) determining the total time and schedule of meetings;
- 8) equipment preparation;
- 9) determination of the criteria for the effectiveness of correctional and developmental measures [80,p.23].

As the analysis of the literature on this issue shows, the main forms of correctional and developmental work are individual and group forms. Among the methods of group correctional and developmental work can be identified:

psychotechnical exercises, role-playing and business games, group discussions, trainings, psychotherapeutic techniques (art therapy, bibliotherapy, dance therapy, body-oriented therapy, psychodrama), etc., some of the proposed methods can be used in individual work.

After analyzing the various definitions of the term “psychological counseling”, as the consulting activity we will understand the activities of providing psychological assistance to participants in the educational process in realizing and solving their own problems.

Advisory activities contribute to the development of the personality of participants of the educational process; helps them in solving personal, interpersonal, professional and other problems; the disclosure of psychological resources that provide independent solutions to problems.

The ethical principles of advisory activity are: responsibility, confidentiality, non-judgmental and respectful attitude to the client, prohibition to give advice, separation of professional and personal relationships, client involvement in the process of counseling [80, p.149].

The intensification of research on the problem of psychological counseling prompted us to study this issue in more detail. In the course of the analysis [59,60,61], it was concluded that the pedagogue-psychologist as a specialist of helping professions relies on various theories and methodological approaches: psychoanalysis (Z. Freud), individual psychology (A. Adler), analytical psychology (C. Jung), transactional analysis (E. Bern), cognitive therapy (A. Bandura), gestalt therapy (F. Perls, B. Skinner, D. Watson), humanistic psychology (K Rogers) and others. The choice of one or another psychological approach depends largely on the personality of the pedagogue-psychologist as a specialist of helping professions, their professional training and individual style.

As noted in many sources [80,81,82,83,84], *preventive activities* are devoted to promptly prevent possible violations in the mental development of the personality of participants of the educational process, to create favorable conditions for its development at each age stage.

The tasks of preventive activity, in the opinion of V.E.Pakhalyan, are the following: preservation and strengthening of the psychological health of participants of the educational process; timely identification and prevention of possible difficulties in the development of children, as well as possible complications associated with the transition of the student (pupil) to the next age level and when he leaves the educational institution; the creation of favorable psychological conditions for the development of personality [84].

Psychohygiene is closely associated with preventive activities, by which L. A. Grigorovich understands the work on studying the influence of environmental conditions on people's mental health, developing forms and methods of special assistance to practically healthy people for maintaining and strengthening their mental health, and working to prevent mental disorders , assistance in crisis situations [83,p.130].

An evaluation unit, or a unit for evaluating the effectiveness of corrective actions, is aimed at analyzing changes in cognitive processes, mental states, and personal reactions in a child as a result of psycho-correctional effects. Criteria for evaluating the effectiveness of psychological correction require taking into account the structure of the defect, the mechanisms of its manifestations, analysis of the objectives of the correction and the used methods of psychological influence. The results of correctional work can manifest themselves in a child during the process of working with him, by the time the psycho-correction process is completed and for a long time after the end of classes [80, p.63].

The prognostic unit of psycho-correction is aimed at forming the psycho-physiological, mental and social-psychological functions of a child or adolescent. During the correction, the following questions arise for the pedagogue-psychologist as a specialist in the helping professions:

1. Prognosing possible changes in the development of cognitive processes and the personality of the child as a whole.

2. Determination of the dynamics of these changes.

This allows the pedagogue-psychologist, as a specialist of helping professions, to objectively judge the potential possibilities of a child's or teenager's personality and predict its further development.

When building prognostic evaluations of a pedagogue-psychologist as a specialist of helping professions, special attention should be paid to the child's activity. Psycho-prognostic evaluation should not include the determination of only one single path for the further development of the child. It is necessary to select a number of different, including alternative, variants with an indication of the conditions in which the personality of the subject of psychocorrectional effects can be realized [81, pp.46-58].

Following I.V. Dubrovina, by *enlightenment activity*, we will mean the "introduction" of teachers, students (pupils) and their parents to psychological knowledge [82, p.59].

Enlightenment activity solves the following tasks: acquaintance of teachers with various branches of psychological science and the results of the latest psychological research, formation of the need for psychological knowledge among teachers, students (pupils) and their parents.

The main forms of enlightenment activity can be lectures, seminars, conversations, conferences, exhibitions of literature, open days, participation in parent meetings, speeches at the pedagogical and methodological councils, etc. [80, p.69].

Teaching activity is a specially organized activity for the purpose of informing, understanding and practical application of knowledge. Teaching activity involves conducting lessons, electives in psychology, circles, etc.

Career guidance activity is an activity to assist adolescents and high school students in professional self-determination or in choosing a profession.

One of the most important, in our opinion, is *scientific and methodological activities*, organized on the basis of the pedagogical and psychological sciences.

This type of activity allows to solve the following tasks: the organization of their professional activities based on the data of science (pedagogy, psychology, age physiology, philosophy, sociology, etc.); organization of scientific and methodological work on the introduction of new educational, pedagogical, psychological technologies in connection with the transition to twelve-year education; development of guidelines for teachers on the organization (optimization) of the pedagogical process (the study of individual topics, the organization of educational activities of students (pupils) at different stages, methods and forms of monitoring and evaluating knowledge and skills); providing methodological assistance to teachers in the development and adjustment of curricula in the framework of the curriculum; identification, study, synthesis and dissemination of pedagogical and psychological experience, promotion of scientific psychological and pedagogical research among teachers and parents, recommendations for their use, taking into account the specifics of the educational process of an educational institution; psychological preparation of teachers for participation in various competitions of pedagogical skills, for passing certification, etc. ; students - to participate in competitions, in various intellectual competitions, to the UNT, etc. ; paperwork, planning your work; formation of its own "bank" of diagnostic and correctional-developmental methods and their approbation; creation of methodological equipment: stimulus material for methods, books, workbooks, video-audio materials, diagnostic cards, correctional and development programs, etc. ; participation in scientific conferences, seminars; generalization of the results of their work; improving skills in a particular area of their professional activities; continuous improvement of their skills, professional competence.

Socio-pedagogical activity is an activity that promotes the successful socialization of participants in the educational process. The essence of socialization lies in the implementation of such processes as adaptation, integration, self-development and self-realization of the individual [85].

The main tasks of social and pedagogical activity are: social protection of students (pupils), their parents and teachers, providing them with social, medical, pedagogical or psychological and pedagogical assistance, the ability to organize their rehabilitation and adaptation; establishing positive relationships in the family, in an educational institution, in society; promoting self-development of the individual and the formation of the individuality of the participants in the educational process, that is, support, encouragement and provision of conditions for personal development; creating an enabling environment conducive to the normal development of participants in the educational process; ensuring the protection of mental health, interests and rights of students (pupils), their parents, teachers; the formation of a common culture of students (pupils), their adaptation to life; formation of the needs of adolescents for self-development and self-determination; creating conditions for the conscious choice of future profession among high school students.

Upbringing activity is a purposeful activity on the organization of the life activity of students (pupils), their parents, teachers, whose goal is to create conditions for the full development of the personality [86].

The tasks of educational activities carried out by the educational psychologist: the transfer of teachers, parents, psychological and pedagogical knowledge about the content, forms and methods of education, self-development and self-education of children; transfer to students (pupils) of psychological and pedagogical knowledge they need in the process of self-education; organization of communication of students (pupils), their parents, teachers, in the process, which is the transfer and assimilation of norms and values; practicing relevant knowledge, skills and abilities, training forms of behavior, conscious acceptance of the norms and principles of behavior in society during remedial development work.

Management activities are targeted activities related to the organization, coordination and control of the activities of participants in the educational process.

In the course of management, the following tasks are solved: assistance to the administration in managing the educational process of an educational institution, increasing its effectiveness; promoting the harmonious development of children's, school, student and teaching staff; achieving the goals of joint professional activities; collecting information on social and psychological problems in the team, diagnosis and work to eliminate the problems identified; the use of sociological, psychological and pedagogical knowledge to improve the quality of management; promoting the growth of qualifications, responsibility, initiative of teachers, as well as harmony and cohesion of the team as a whole.

The foregoing allows us to conclude that the work of the pedagogue-psychologist is based on the implementation of various types of professional activity. In addition, depending on the educational field in which the pedagogue-psychologist works as a specialist of helping professions, some types of professional activity may become leading, while others may disappear from his field of vision for a while.

Summarizing the above, we note that the professional activities of a pedagogue-psychologist as a specialist of helping professions should be considered as an activity for the preservation, strengthening and development of the mental health of students (pupils).

Before considering the issue of professionally important qualities (PIQ) of the pedagogue-psychologist as a specialist of helping professions, you should refer to the sources that reveal this concept. There are various synonyms for this concept: some authors use professionally important qualities, others - professionally significant qualities. Therefore, for convenience, we will focus on the concept of "professionally important qualities."

So, professionally important qualities are:

- individual qualities of a subject of activity, which influence the efficiency of the activity and the success of its development, can be attributed to them and abilities, but they also do not exhaust all their volume (V.D. Shadrikov) [87,c.234];

- abilities as a combination of educational and pedagogical influences and hereditary traits as personality traits, which are a condition for the successful implementation of certain types of activities, are associated, in turn, with various individual properties, individual traits, both inherited and acquired (V.L. Marishchuk) [88,c.6];

- the quality of psychological and psychophysiological processes, manifested in the peculiarities of the construction and regulation of the operational composition of actions and the development of functional characteristics that provide the optimal level of activation of the processes of activity within the specialized systems aimed at solving specific problems (G.D. Batischev) [89,c.9].

The issue of professionally important qualities is also considered in the works of Kazakhstan scientists - R.Zh.Aubakirova [90], A.Sh.Stybaeva [91], M.K.Tanaseychuk [92], K.S.Uspanov [93], etc. The subject of their analysis were the professionally important qualities of teachers.

According to K.S.Uspanov, professionally important qualities are an interconnected complex and reflect the integrity of the teacher's personality. The basic, leading, core quality is such a professionally important quality as humanity [93, p.5].

In particular, R.Zh. Aubakirova also studied the features of the formation of humanity as a professional important quality of a future teacher [90, p.8].

A.Sh.Stybaeva under moral and professional qualities understands the stable features of consciousness and behavior, which reflect the moral content of pedagogical activity and are manifested in the humanistic attitude of the teacher to students, to colleagues, to society, to their profession and to themselves [91, p.10].

M.K. Tanaseychuk believes that professionally important qualities should be understood as the totality of the subject's activity characteristics in the implementation of the training and production process [92,p.16].

Analyzing the works of Russian researchers, it should be noted that in works of T.A. Kazantseva [94], E.Yu.Maximova [95], A.P.Rozhkova [96], S.V.Tarasov [97], the problem is widely presented professionally important qualities of psychologists and pedagogue-psychologists. In their opinion, the professionally important qualities of educational psychologists are:

- an appropriate set of individual personal characteristics of a person, his personal qualities, among which abilities are of particular importance (T.A. Kazantseva) [94,p.17];

- the system of qualities and personality traits that are in coordinated interaction with each other. Moreover, quality is a professional and personal significant certainty, due to which a professional differs from a non-professional; and a property is such a specialist's side, which determines its difference or commonality with other specialists and is found in its relation to them; besides, the properties may be the stable features of the specialist's nervous system, affecting, other things being equal, on the individual psychological characteristics of this personality (E Y. Maximova) [95, p.15];

- personality traits included in the process of activity and positively influencing the effectiveness of its implementation (A.P. Rozhkova) [96,p.52];

- individual qualities of the subject, affecting the effectiveness of practical activities and the success of its development (S.V.Tarasov) [97,p.32].

Summarizing the above, we can conclude that today scientists have carried out a large number of studies on the study, formation and development of professionally

important qualities of various specialists. Recently, there are works related to the issue of professionally important qualities of a psychologist; they also attempt to identify and substantiate the most important, in their opinion, professional qualities.

After analyzing various sources, we concluded that all professionally important qualities can be divided into three groups.

The first group is the professionally important qualities of a pedagogue-psychologist as a specialist of helping professions, which manifest themselves in relation to themselves and characterize themselves (the personality of the pedagogue-psychologist): adequate self-esteem; knowledge of their individual characteristics and abilities, strengths and weaknesses of their personality, the ability to find ways to compensate for personal shortcomings; attractiveness; cheerfulness, optimism, sense of humor; curiosity; creativity; reflection (interest in one's own personality and the identity of other people, the process of man's knowledge of himself, the ability to self-analyze, analysis of one's own experiences, thoughts and actions, relationships with people, ability to see and understand how other people treat you); independence of judgment; erudition, broad outlook, high level of general and social intelligence; arbitrariness and flexibility of behavior; observation (a mental property based on sensation and perception; the ability to discover, find in the surrounding world certain connections between objects and phenomena and use them to diagnose or predict a particular event); emotional properties: resistance to stress, emotional stability, balance; volitional qualities of personality: dedication, perseverance, patience, self-control, ability to control oneself (self-regulation), self-confidence [98,99,100].

The second group is professionally important qualities that manifest themselves in relation to other people and are necessary for the implementation of professional communication. Among them are of particular importance: showing respect and interest to other people; the ability to win over people, to establish contact with them, to cause them to trust; ability to listen and hear; ability to manage the process of communication; Ease, sincerity and naturalness in communication, frankness and openness in mutual relations, benevolence, tact, sensitivity, altruism, politeness, humanity, responsiveness; congruence (the coincidence of verbal and non-verbal behavior); social perception (adequate perception of a person's personality, in which the central place is occupied by the value of "communication with a person based on a deep understanding of his personality", i.e. the ability of the educational psychologist as a specialist of helping professions to hear, understand, accept, notice the mood and behavioral characteristics of another person); empathy (the ability to empathize, sympathize, characterization of a person, expressing the process of his inner spiritual adjustment to the inner world of another person (student, parent, colleague, etc.) in order to predict and adequately influence his behavior; the inner state of the educational psychologist as a specialist helping professions, determined by his intellectual and sensual attitude towards the corresponding real situation and specific personality (child, caregiver, parent) [101,102];

The third group is the professionally important qualities of an pedagogue-psychologist as a specialist of helping professions, characterizing his attitude to work

(work): initiative, responsibility, objectivity, organization, and independence in setting and solving professional tasks.

In our opinion, the question of what stages the pedagogue-psychologist goes through in his professional activities as a specialist of helping professions and what functions he carries out needs to be clarified. In order to answer this question, we studied the work on this issue, and found that in most cases, researchers distinguish three stages of professional activity of specialists working in the field of education. Since the pedagogue-psychologist as a specialist of helping professions works directly in educational institutions, therefore, the proposed steps can be applied to his professional activities. In addition, at each stage, the pedagogue-psychologist as a specialist of the helping professions performs certain professional functions.

When singling out the stages of professional activity and the functions performed by the pedagogue-psychologist as a specialist of helping professions in the course of this activity, we adhered to the point of view of S.L. Wigman [103]. Following it, by function we will understand the direction of the application of professional knowledge and skills, prescribed to the pedagogue-psychologist as a specialist of helping professions.

At the first preparatory stage, the pedagogue-psychologist, as a specialist of the helping professions, performs the following functions. *The function of goal-setting* (perfect anticipation and direction of movement of the general work of the pedagogue-psychologist as a specialist of helping professions and all participants in the pedagogical process to their common result). *Forecasting function* (anticipation of the results of its activities in the existing specific conditions and, on this basis, determination of the strategy of its activities, evaluation of the possibility of obtaining a result). *The design function* (constructing a model of the upcoming activity, the choice of methods and means to achieve goals in given conditions and at a set time, highlighting specific stages of achieving goals, forming private tasks for each of them, etc.). *The planning function* (the construction of the interaction of the pedagogue-psychologist as a specialist in the helping professions and the participant (s) of the pedagogical process during the actual study time and its implementation).

The second stage - the implementation stage involves the following functions. *Organizational function* (involvement of specific participants of the pedagogical process (or a specific group of participants) into the planned work; interaction, cooperation with him (them) in achieving the intended goal). *Control and evaluation function* (control over the implementation of the planned work, evaluation of its effectiveness).

The final stage involves an analytical function (analysis of the completed work) [103,p.26].

At the same time, it seems to us necessary to note an equally important issue concerning the legal and ethical aspects of the professional activity of the pedagogue-psychologist as a specialist in helping professions. In our opinion, knowledge of one's official duties, rights, and observance of ethical principles is an integral part of the professional competence of the pedagogue-psychologist as a specialist of helping professions. This is the basis on which his professional activities are based.

The legal framework of professional activity is a job description, which includes: general provisions relating to the question of who such a pedagogue-psychologist as a specialist of helping professions, what types of activities he performs, who is appointed and what legislative framework is guided in his work; what are the requirements for knowledge and skills; what is the responsibility of the educational psychologist; what are the rights and for what is responsible.

The ethical basis of the professional activity of the pedagogue-psychologist as a specialist of helping professions is professional ethics. As stated in the psychological encyclopedia, professional ethics are a set of norms and rules (principles) governing the behavior and communication of people in a particular area of professional activity. Ethical principles are based on moral norms and therefore do not entail legal responsibility. The first ethical principles were published by the American Psychological Association (APA) in 1953, which were revised and supplemented several times [104].

As the analysis of the literature on this issue shows, we can single out the following most common professional and ethical principles that should guide the pedagogue-psychologist as a specialist of helping professions in their professional activities: the principle of confidentiality, the principle of the need and sufficiency of the information provided, the principle of scientific validity and objectivity, the principle responsibility, the principle of ensuring the sovereign rights of the individual, the principle of attitude and respect for the client, the principle of not applying Raba man (do no harm!), etc. [104, p. 656].

From the foregoing it follows that the considered principles of professional ethics of a pedagogue-psychologist as a specialist of helping professions are common, however, there are specific principles that apply to certain types of activities (psychodiagnostic, advisory, correctional, etc.).

Thus, a pedagogue-psychologist as a specialist in helping professions is a personality characterized by prosocial activity, willingness and ability to fulfill his professional duties, possessing professional competencies.

1.2. Pedagogical conditions of professional training of the pedagogue-psychologist as a specialist of helping professions

It is completely axiomatic that for the implementation of any pedagogical phenomenon in a particular educational process it is necessary to create a certain set of conditions under which this phenomenon can exist and develop. This statement is certainly true for the professional training of the pedagogue-psychologist as a specialist of helping professions. Hence, there is a problem - the problem of identifying and theoretical substantiation of the necessary and sufficient list of pedagogical conditions required for the professional training of a pedagogue-psychologist as a specialist of helping professions. To identify these conditions it is necessary, first of all, to solve two problems:

1) to clearly define the very concept of “pedagogical conditions”;

2) to determine the methodological approach to highlight the set of noted conditions.

To solve the first problem, it is initially necessary to define the very concept of “condition”. Thus, the term “condition” will be understood as “a philosophical category expressing the relation of an object to the phenomena surrounding it, without which it cannot exist. The object itself appears as something conditioned, and the condition as a relatively external subject is the diversity of the objective world. In contrast to the reason that directly generates a particular phenomenon or process, the condition is the environment, the environment in which the latter arise, exist and develop” [105, p. 746].

Since in our study the subject is the professional training of the pedagogue-psychologist as a specialist of helping professions, for its implementation we need to determine the conditions without which this phenomenon “cannot exist”. Since the professional training of a pedagogue-psychologist as a specialist of helping professions studying in professional-pedagogical specialties is a pedagogical process taking place in a pedagogical environment, more precisely in a pedagogical system, its conditions of existence will be correspondingly pedagogical.

To solve the second task, it is necessary to pay attention to the thesis that we will carry out professional training of a pedagogue-psychologist as a specialist of helping professions in the pedagogical system. Accordingly, to highlight the above pedagogical conditions it is advisable to apply a systematic approach, since according to the theory of N.V. Kuzmina who considers any pedagogical process from the position of a systematic approach as a pedagogical system consisting of “interconnected structural and functional components subordinated to the goals of education, education and training of the younger generation and adults” [106, p.10].

Under the structural components of the pedagogical system should be understood its basic characteristics, the combination of which forms the fact of the presence of the pedagogical system and the difference of the pedagogical system from all other (non-pedagogical) systems [106, p.11]. N.V. Kuzmina singled out the following structural elements of the pedagogical system: the goals of the existence of the pedagogical system; educational and scientific information as a subject of mastering; means, forms and methods of pedagogical influence (means of pedagogical communication) to achieve the goals of the pedagogical system; students who need education; a teacher corresponding to the goals of the pedagogical system, possessing certain information, means of communication, armed with psychological knowledge about the object of pedagogical influence (students) [106, p.12].

Theoretical understanding of the problem under study turned our attention to the fact that it is possible to contribute to the improvement of professional training of a pedagogue-psychologist as a specialist of helping professions when creating certain pedagogical conditions in a university.

By a set of pedagogical conditions, we understand a rational combination of specially created circumstances that contribute to the professional training of a pedagogue-psychologist as a specialist of helping professions and can be achieved if these pedagogical conditions are interconnected and mutually complementary.

In order to identify effective, pedagogical conditions for professional training of a pedagogue-psychologist as a specialist of helping professions, we analyzed the State compulsory standard of higher vocational education in the specialty Pedagogy and Psychology (bachelor degree), curricula, work programs, curricula elective disciplines), the educational process of the university, studied psychological and pedagogical literature on the problem of vocational training[107,108].

Purposeful improvement of professional training of the pedagogue-psychologist as a specialist of helping professions can be implemented under the following pedagogical conditions:

- the introduction of the special course “Professional training of an pedagogue-psychologist as a specialist of helping professions”;
- carrying out practical training in the process of studying at a higher educational institution with clarification and concretization of goals, objectives and content;
- use of “Trainings for the vocational training of pedagogue-psychologist as a specialist of helping professions”;
- carrying out extracurricular work on social pedagogy, psychology and pedagogy, with a professional focus.

Moreover, the proposed pedagogical conditions should be based on a general condition that we designated as psychological and pedagogical support for students during the entire period of study at the university, based on the principles of personality-oriented education using innovative technologies, that is, organizing the educational process based on innovative methods and forms of education[110].

There is a theoretical confirmation for the information given above.

We will reveal and justify the pedagogical conditions that contribute to the effective improvement of the professional training of a pedagogue-psychologist as a specialist of helping professions.

In determining the general pedagogical condition, we were based on the provisions of the psychological support of E. F. Zeer [111], the pedagogical support of R.Zh. Zhumazhanova [112].

According to E.F. Zeer, psychological support is a holistic process of studying, forming, developing and correcting the professional development of a person. In turn, vocational training is one of the stages of the professional development of an individual.

Considering professional education as one of the stages of the professional development of the individual, E.F. Zeer relied on the principles of student-centered education. He believes that the main goal of psychological support at this stage is the professional development of trainees in the process of organizing the interaction of all subjects of training, taking into account their previous experience, personal characteristics, the specifics of educational material and the specific educational and spatial environment.

Thus, the author believes that the basis of the content of the psychological support of trainees at the vocational training stage is the principle of recognizing the right of the subject of education to make decisions about the ways of their professional development and to be responsible for their consequences. Psychological

support, according to the author, is reduced to the creation of conditions for the full-fledged professional development of a person, the provision of timely assistance and support, and, if necessary the implementation of the correction of professional development [111,p.244].

R.Zh.Zhumazhanova in her work recommends the technology of pedagogical support, also built on the basis of student-centered education, which, as the author notes, contributes to the effectiveness of the educational process of the college and generally allows the preparation of a competitive specialist. By pedagogical support, the author understands the system of professional activity of a teacher (pedagogical team) aimed at creating pedagogical, social, psychological, valeological conditions for successful learning and psychological development of the students trained in college. The author clarifies that the technology of pedagogical support is a purposeful and planned in all details model of joint educational and pedagogical activities in designing, organizing and conducting the educational process with unconditional provision of comfortable conditions for students and teachers [112].

Summarizing the above, we can conclude that by the psychological and pedagogical support of a pedagogue-psychologist as a specialist of helping professions at the university, we will understand the joint activities of teachers to create pedagogical conditions aimed at improving the professional training of a pedagogue-psychologist as a specialist of helping professions, built on principles of student-centered education. That is, psychological and pedagogical support is, in fact, all the work performed by teachers and students to improve vocational training, in which the teacher acts as a teacher-manager and manages the process of preparing a pedagogue-psychologist as a specialist of helping professions, and students are active participants in this process.

In our dissertation research, we will be based on the work of E.F. Zeer [111,p.101], in which personality-oriented vocational education is described in detail, as well as on the works of A.Zh.Azhibaeva [113], A.A. Faleyeva [114], who in their studies consider the problem of student-centered education and upbringing.

A.Zh.Azhibaeva believes that one of the main approaches to the professional education of a future teacher, dictated by the demands of time, is a personality-oriented approach aimed at studying the personality of a future teacher, at creating conditions for his self-development and self-realization, as well as recognizing a student as an active subject educational process, which ultimately contributes to the formation of professionally significant personal qualities [113,p.12].

According to A.A. Faleyeva, student-centered learning is such learning, in which each participant of the educational process enters into a subject-subject relationship for the discovery and realization of his abilities and talents, actively including in the pedagogical process of “everyone” [114,p.15].

The most widely and deeply based on personality-oriented vocational education is laid in the work of E.F. Zeer [111,p.255]. According to the author, student-centered education is based on the following fundamental principles:

- recognizes the priority of individuality, the intrinsic value of the student, who is initially the subject of the professional process;

- technology of vocational education at all levels correlate with the laws of the professional formation of the individual;

- the content of vocational education is determined by the level of development of modern social, information, production technologies and congruent future professional activities;

- vocational education is of a leading nature, which is ensured by the formation of socio-professional competence and the development of the qualities of a future specialist in the process of educational, professional, quasi-professional, productive activities;

- the effectiveness of the vocational educational process is determined by the organization of the educational and spatial environment;

- personality-oriented vocational education is addressed as much as possible to the student's individual experience, his needs for self-organization, self-determination and self-development.

In the author's understanding, student-centered education is a special type of training based on the organization of interaction between students and teachers, in which optimal conditions are created for the development of the ability of self-education, self-determination, independence and self-realization of the subjects of learning [111, 115].

Thus, it is the personality-oriented education, as the analysis of the literature has shown, to a greater extent will contribute to the professional training of the pedagogue-psychologist as a specialist of helping professions. Therefore, the process of improving the professional training of an pedagogue-psychologist as a specialist in helping professions at a higher educational institution should be built on the principles of a student-centered approach.

In addition, we assume that in the process of professional training of a pedagogue-psychologist as a specialist of helping professions, innovative training technologies should be used, in our opinion, also contributing to the improvement of professional training.

In the training of a pedagogue-psychologist as a specialist of helping professions, the first, important innovative moment was the use of the four "T" that make up the spiritual life of a person. Since the decisive factor is the cultivation of ethnic tolerance, culture of international communication, the four "T", proposed by the Leader of the nation of the Republic of Kazakhstan N.Nazarbayev, become a priority in higher education, it is:

- trust - the trust that every person needs;

- tradition - traditions based on the principles and values of humanity;

- transparency - transparency, reflecting openness and constructiveness in communication;

- tolerance - tolerance, as a component of intercultural and civilized dialogue [116].

According to D.Chernilevsky, the quality of vocational training in higher education is directly dependent on the pedagogical technology, which is adopted for the implementation of the pedagogical task and the achievement of the goals set. In

turn, the pedagogical technology is a complex integrative system, including an ordered set of operations and actions that provide pedagogical goal definition, meaningful, informational, subject and procedural aspects aimed at assimilating systematized knowledge, acquiring professional skills and shaping the personal qualities of students set by the objectives of learning [117].

A learning technology is defined as a system category focused on the didactic application of scientific knowledge, scientific approaches to the analysis and organization of the educational process, taking into account the empirical innovations of teachers and focus on achieving high results in the professional competence and personality development of students. In addition, the technology of training involves the management of a didactic process, which includes the organization of the activity of the student and the control of this activity.

D.V. Chernilevsky together with other researchers came to the conclusion that modern learning technologies are a systematic approach to the design, implementation, evaluation, correction and subsequent reproduction of the learning process, and the structural components of such a system are: learning objectives; learning content; means of pedagogical interaction, including motivation and means; organization of the educational process; student; teacher; the result of the activity (including the level of professional training) [117,p.29].

The above allows us to state that innovative learning technologies involve the design, implementation, evaluation, correction and subsequent reproduction of the learning process.

Kazakhstani researchers, dealing with the problem of introducing innovative technologies in the pedagogical process, indicate that their use improves the efficiency and quality of education. Thus, according to G.E.Sanay, innovative educational technology is the process of managing educational and cognitive activity of students, which is based on intersubjective interactive interaction, leading to qualitative changes in the subjects of the educational process [118]. V.H. Adilova defines innovative technology as the process of introducing into the organization the cognitive activity of new teaching aids in order to improve the quality of students' knowledge [119]. According to K.G. Garkusha, innovative technologies are a combination of innovative methods, forms and software tools combined into a technological chain, ensuring the planned implementation in practice of a pre-designed pedagogical process, leading to its optimization based on the innovative transformation of the activities of its subjects [120] .

Also noteworthy are the authors who fruitfully work on the problem of studying and improving innovative methods and forms of education, as well as widely use them in the practice of higher education.

Z.A. Isaeva, A.K. Mynbayeva, Z.M. Sadvakasova believe that innovative, also used by them as active or interactive teaching methods, allow to form the experience of students' creative activity, which affects the competence of the future specialist. According to the authors, the use of innovative methods in the educational process, designed in certain temporal and spatial frameworks determine innovative forms of education. And the teacher in this situation performs management functions for

productive interaction and communication with students and acts as a teacher-manager. The authors identify and propose various innovative methods and forms of education: business, role-playing, training, etc. [121].

S.D. Neverkovich believes that when training a lot of attention should be paid to game training, which contributes to the formation of new forms and ways of their professional activity, the development of professional consciousness, and rightfully should become one of the important psychological and pedagogical methods of active training of specialists [122]. N.K. Akhmetov, in his study also notes that the use of game-based learning affects the effectiveness of professional training for a specialist — teacher [123].

The work of A.A. Verbitsky, N.V. Borisov, who are the founders of sign-context or context-based learning[124]. The authors distinguish three basic and several transitional forms of student activity. The basic ones include academic activities of a academic type (lecture, seminar, practical classes), which prevails during the first years of study; quasi-professional activity in which the subject and social content of the future professional activity is modeled (business game); educational and professional activities such as research work of students, practice, etc.

A.A. Verbitsky understands meaningful, context-based or simply contextual training, in which sequential modeling of future professional activities is carried out, transitions from purely educational activities through quasi-professional to their own professional are set, the subject and social content of future professional activities is recreated. And the student “acquires personal meaning, because the real outlines of the professional future can be seen behind them” [124,p.7].

According to the authors, a business game is a quasi-professional activity that has the features of both teaching and labor, and is a game activity of participants in a simulation model that creates the conditions and dynamics of professional activity. With the help of the business game, as the authors note, the subject and social contexts of the future professional activity are set in the training, and thus the modeling of the conditions for the formation of a specialist that is more adequate than the traditional training.

In the structure of a business game, the authors single out: an imitation model, reflects a selected fragment of reality, which can be called a model prototype or an object of imitation, setting the objective context of a teacher’s professional activity in the educational process; A game model is an actual way of describing the work of participants with a simulation model, which sets the social context of the professional activities of specialists that overlap [123].

A variety of business games, as indicated by E.G. Kashina, is a business role-playing game. In the author’s understanding, a business role-playing game is a methodical technique used to prepare a future specialist and is a step-by-step managed process, determined by the situation, embodied in learning roles and role prescriptions. A specific feature of the business role-playing game is the fact that it combines the individual characteristics of situational role-playing, business and educational games. As the author emphasizes, he likes the situational-role-playing games because each of them is based on the topic which being studied. The business

game is imitation of future educational activities. In pedagogy the business role-playing games, first of all, are aimed at developing professionally significant communicative skills of future specialists. In the structure of the business role-playing game, the author highlights: the preparatory stage; proper business role-playing game; summing up the game [125].

Along with business games, training is widely used in the practice of vocational training of specialists. Training derived from the word training. As noted by Yu.Z. Gilbukh, training is an independent type of activity that is carried out jointly by the facilitator and the students, with the aim of students mastering a certain complex of professional knowledge and skills [126].

As a rule, at first, training was used to form or improve communicative skills and abilities and was called socio-psychological training (SPT), then it became widely used in the training of various specialists [127,128].

As indicated by K.A. Abulkhanova-Slavskaya, A.L. Zhuravlev, Y.L. Kolomenskii, socio-psychological training is such a method of training when in the “student-group” system the moderator is included in the group learning process as one of its participants organizing the learning process, so that each group member understands what he personally lacks. For training, the environment and at the same time a learning tool is a group whose behavior is quietly directed to the right direction by the lead (instructor, trainer). As the authors note, the value of training as a method of teaching is that it is close to real life. Situations arising in the training groups are conditional, playful, although they are taken from life, but for the participant himself they act as real situations. The training is the development of any activity, the practical application of the theory [129].

According to G.E. Filatova structural components of social and psychological training are: goal; content; roles (positions); socio-psychological and didactic conditions.[130]

The author draws attention to the fact that each type of socio-psychological training has a temporary structure covering a relatively complete cycle of controlled interaction between the teacher and students, which consists of three periods: 1) the preparation of a business game and group discussion; 2) conducting a business game; 3) a collective discussion of the results of the business game and group discussion.

G.E. Filatova marked the functions of the methods of socio-psychological training, which must necessarily be carried out in unity:

1) The didactic function is manifested in the creation of adequate conditions for the complex formation of students’ knowledge, skills and interpersonal skills, as well as the system of psychological and pedagogical knowledge and skills.

2) The educative function of gaming and discussion methods forms the students’ initiative, cooperation and responsibility for their specific contribution to solving group-wide problems.

3) The developmental function is manifested in the formation and development of the student’s personality.

4) The vocational pedagogical function is manifested in the fact that students mastering the preparation, conducting and summarizing the business game and group

discussion is the preparation of future specialists for using these group forms and methods of work in their future professional activity [130,p.15].

Currently, the training is used in almost all areas of the training of psychological and pedagogical specialists, its value lies in the fact that it can be used in the training of a pedagogue-psychologist as a specialist of helping professions.

The main advantages of training as a teaching method, according to I.V. Vachkova, the following: training; assistance in solving interpersonal and professional problems; promoting self-discovery, self-knowledge, clarification of the psychological problem, identification with others; getting feedback and support from people with similar problems; learning new skills; motivation and formation of positive attitudes towards new activities; formation of a system of human representations.

In his work, the author points to the following basic training methods: group discussion (by the level of organization: structured, unstructured; by content: thematic, biographical, interactional); game methods (situational, role, didactic, creative, organizational, activity, business, imitation); methods aimed at the development of social perception (verbal and non-verbal); body therapy methods; meditative techniques [131].

Thus, it can be stated that training can rightly be considered one of the most important methods in the system of professional training of specialists, a form of innovative training, the purpose of which is to improve professional training. On the basis of the obtained conclusion, it can be concluded that when preparing a pedagogue-psychologist as a specialist of helping professions, it is advisable to use this innovative learning technology.

Relying on the works of pedagogues and psychologists, we came to the conclusion that the process of professional training of a pedagogue-psychologist as a specialist of helping professions will be more effective when using a complex of innovative forms and methods of teaching.

When identifying the *first* pedagogical condition, we paid attention to the fact that the process of improving the professional training of a pedagogue-psychologist as a specialist of helping professions is possible when introducing into the unit of elective disciplines of the university working curriculum in the specialty "Pedagogy and Psychology" of the special course "Professional training of a pedagogue-psychologist as a specialist of helping professions." We are convinced that the special course has great potential for expanding and deepening knowledge about professional activities, professional training of a pedagogue-psychologist as a specialist of helping professions, ways of its development and improvement [132].

As a *second* pedagogical condition, we have identified - work experience in the process of learning in high school.

In our opinion, it is advisable for students to complete work experience to acquire professional skills in the field of psychological and pedagogical services, to study and gain experience in educational institutions. In our opinion, practice is an effective condition for the professional training of an pedagogue-psychologist as a specialist of helping professions. This is evidenced by numerous sources [132,p.11].

A. B. Nurgozhina in her works studied the influence of continuous pedagogical practice on the upbringing of professional and pedagogical activity, she emphasizes that pedagogical practice increases the effectiveness of the training of pedagogical personnel. According to the author, continuous pedagogical practice is, firstly, a model of preparation, since it serves as a form of connection with future production, and secondly, an activity model since it reproduces the structure of professional pedagogical activity. The effectiveness of future professional activities depends largely on the relevance of the model of specialist training, the model of the teacher's activities at the current stage. The author comes to the conclusion that a high level of training should be combined with the creation of an effective system of practical training [133].

According to A.B. Bekmanova, in the process of professional training of teachers, an important role is played by pedagogical practice, which is an essential component of general pedagogical teacher training, a link between theoretical training and independent pedagogical activity, designed to ensure the deepening and consolidation of the theoretical knowledge gained by students at the university. The author argues that the value of the practice is also in the fact that it contributes to more effective teaching of students, teaches them to creatively apply the received theoretical knowledge in practical activities. It is in practice that theoretical knowledge for students begins to acquire an effective character [134].

G.K. Sibagatova defines practical activity as a transformed reality related to the satisfaction of students' cognitive and practical needs, including the goal, means, process and result of the transformation, as well as the activity on the formation of a system of qualities [135].

The working curriculum in the direction of "Pedagogy and Psychology" (bachelor degree) provides educational programs (EP) - passing various types of practice (total credits: 21, 630 hours): training practice, work experience, pre-diploma practice [107].

Their systematic completion ensures the continuity of the practical training of the pedagogue-psychologist as a specialist of helping professions during the entire period of study at the university. It is known that The State Compulsory Educational Standard provides the basis for the development of model curricula and practice programs for a particular university. In this regard, we also analyzed the curricula and programs of practices of our university.

The undertaken analysis of university curricula in practice shows that they lack a certain purposeful, systematic work on vocational training, which undoubtedly affects its development. It is advisable to clarify and specify the goals and objectives, review the content of each type of practice according to the object of our study.

In general, we came to the following conclusion that the work experience program needs a certain adjustment, taking into account the specifics of the training of the pedagogue-psychologist as a specialist of helping professions, where a prominent place should be given to professional training.

An omission, in our opinion, can also be considered a small amount in the educational process of a university conducting of trainings on purposeful and

systematic improvement of professional training of a pedagogue-psychologist as a specialist of helping professions, which also affects its development. We consider it appropriate to emphasize that the lecture and practical classes conducted in basic and major disciplines do not sufficiently improve their professional training. In this regard, we propose to introduce in the educational process of the university a training that would contribute to vocational training. This will be the third pedagogical condition [136; 137].

The *last* pedagogical condition was highlighted by us on the basis of observations, which indicate that in the practice of training a pedagogue-psychologist as a specialist of helping professions, it is necessary to strengthen the educational work that includes a complex of extracurricular activities in pedagogy and psychology, social pedagogy, which has a professional orientation that promotes development professional interest among students, professional motivation, as well as the formation of a positive attitude towards the professions [109].

As the analysis of the literature on this issue shows, extracurricular work has great potential for developing interest in professions and forming a positive attitude towards it, and therefore has a positive effect on the improvement of vocational training, in particular, the motivational component of each component of vocational training of an pedagogue-psychologist as a specialist of helping professions [136; 137].

According to N.A. Goncharova, extracurricular activity is a necessary subsystem of an integrated system of professional training of future specialists (future music teachers), and is a public creative activity that has a certain content and organization; this is a field of activity in which certain qualities of the personality are formed, as well as the attitude of the future specialist to his professions, to his future professional activity [138].

In our study, we refer to the work of L.V. Kondrashova. In her opinion, the system of extracurricular work is a set of educational influences (of various forms and methods of educational influence) that ensure the purposefulness, systematicity, consistency, combination of pedagogical leadership with the initiative and amateur students [139].

We support the views of the author that the extracurricular work provides the highest results in shaping students' readiness for the psychological and pedagogical professions, if it is of a special, professionally oriented nature, versatile with other parties of university life.

After studying the list of forms of extracurricular work, which the author offers, we chose the most appropriate to the goal of our study. We believe that one of the most effective forms of extracurricular work in the professional training of a pedagogue-psychologist as a specialist of helping professions will be holding a week of the specialty "Pedagogue-psychologist as a specialist of helping professions". The week of the specialty "Pedagogue-psychologist as a specialist of helping professions" is a form of collective cognitive activity, a special form of cooperation between students, is of great importance in improving professional training, educating a pedagogue-psychologist as a specialist of helping professions of professional interest

in mastering their future profession, expanding horizons, in the development of professional thinking, in the formation of various professional and moral qualities of the individual.

When conducting a specialty week, the following requirements should be taken into account: the week is conducted on topical issues of pedagogical and psychological knowledge, devoted to various issues of psychology and pedagogy; an organizing committee is created, which makes a plan for the week; the plan defines the forms of extracurricular work; assigned responsible for their conduct, given specific tasks to student groups; The program of the week includes a variety of activities that are educational in nature.

Thus, the specialty week is a mass event, characterized as the result of extracurricular work on pedagogy and psychology that was done during the year.

One of the forms of extracurricular work is the Olympiad in Psychology and Pedagogy, which can be held on specialty weeks. The main goal of the Olympiad is to form a pedagogue-psychologist as a specialist of helping professions of moral and psychological readiness for professional activity.

The following form of extracurricular work is a round table discussion. It is a form of professional and moral education of the pedagogue-psychologist as a specialist of helping professions. The main goal pursued by a round-table discussion is acquaintance with certain information, understanding the practical experience of advanced teachers, psychologists, their professional training, and awareness of the possibilities and ways of developing their professional training. As a rule, this form of work is of a dialogical nature, which satisfies the principles of student-centered education and can act as one of the forms of innovative technologies.

Using the ketso method. Ketso is a technology for engaging and organizing group discussions. The main tasks of the used techniques are to create conditions for the emergence of a new group solution, where each team member makes a feasible, equal in status contribution to the creation of a new idea. Researchers working on group discussions have noted the following difficulties in reaching group solutions:

- 1) the creation of visual design for group discussion, contributing to the reduction of formalization and deviation from the predetermined normative answers;

- 2) achieving equal participation of all team members with the regulation of dominance and silence;

- 3) development of a ranking system for proposed solutions that provide for the systematization of the information received.

Ketso is based on a tree metaphor that organizes group thinking. The tree has branches, each of which corresponds to the direction under discussion. They can be, as set before the start of the discussion, or appear during it. Brown leaves denote the soil and are used to describe the resources already available, green ones are used to describe new ideas and opportunities, gray ones symbolize barriers and obstacles, and yellow ones are the main directions for solving problems. A dialogue was built in which the value of the joint work of the participants in the discussion was realized.

The next form of extracurricular work, also contributing to the professional training of a pedagogue-psychologist as a specialist of helping professions, is an

evening of rest on a psychological and pedagogical theme. The main advantage of evenings of this type is that it is a form of cooperation between students, allowing them to organize their free time and leisure time, to give their recreation a professional orientation, which contributes to broadening and deepening the horizons of the educational psychologist as a specialist of helping professions development of professional competence, and also contributes to the development of initiative, responsibility, independence, individuality, creativity, which is It is important for the future specialist in the work. The evenings are a complex, collective form of extracurricular work, combining the propaganda of psychological and pedagogical knowledge, modern experience with the organization of leisure students.

According to L.V. Kondrashov, the success of the evening depends on the preliminary preparation, well-thought-out and clear formulation of the goal, objectives, themes and content, determining the ways to implement the program [139,c.58].

Summarizing the above, we can conclude that extracurricular work can play a significant role in improving the professional training of the pedagogue-psychologist as a specialist of helping professions, provided that this work will necessarily relate to other aspects of the life of the training specialists and be an addition to the main types activities of students, in particular, to educational and practical activities. And we fully agree with L.V. Kondrashova.

Thus, as favorable pedagogical conditions of professional training of a pedagogue-psychologist as a specialist of helping professions, we have identified:

The general pedagogical condition that forms the basis for private conditions is psychological and pedagogical support for students during the entire period of study at the university, based on the principles of student-centered education using innovative technologies, that is, organizing the educational process based on innovative methods and forms of education.

Private pedagogical conditions:

- the introduction of the special course “Professional training of an pedagogue-psychologist as a specialist of helping professions”;
- carrying out practical training in the process of studying at a higher educational institution with clarification and concretization of goals, objectives and content;
- use of the “Practice for the training of specialists of helping professions”;
- carrying out extracurricular work on the training of specialists in helping professions, social pedagogy, psychology and pedagogy with professional orientation [109,p.154].

Based on the above, it can be concluded that the comprehensive implementation of the above pedagogical conditions will contribute to the improvement of professional training of the pedagogue-psychologist as a specialist of helping professions, which, in turn, is the basis of the effectiveness and success of professional activities.

1.3. The structural-content model for the improvement of professional training of a pedagogue-psychologist as a specialist of helping professions

The modern period in the history of sovereign Kazakhstan, which is characterized by profound sociopolitical, economic, and cultural-social changes, place increased demands on the scientific and educational process at the university and the creation of conditions that would ensure the quality level of professional training of an pedagogue-psychologist as a specialist of helping professions. The interest of the state in these processes is confirmed by the adopted and implemented conceptual documents: the Law of the Republic of Kazakhstan “On Education”, the State Program for the Development of Education in the Republic of Kazakhstan for 2016-2020, State Educational Standards, etc., which define the goals and objectives of the development of the educational system [140,2,107].

A necessary step for this is the creation of an updated system and the improvement of the quality of vocational education in training qualified specialists who meet the requirements of the development of modern society. The first President of the Republic of Kazakhstan, Leader of the nation N.A. Nazarbayev in the “100 concrete steps” program for the implementation of five institutional reforms pays special attention to the development of science and education. In this case, special emphasis was placed in the 79 step on increasing the competitiveness of the graduates and the growth of the export educational sector [141].

One of the six priorities of the development strategy of the Republic of Kazakhstan at the present stage is the national system of higher education. The democratic basis of reforms has determined the degree of development of higher education, which makes it possible to identify the degree of autonomy of universities, educational and personnel policy, to introduce a quality management system, new learning technologies. Strengthening the resource base, expanding the practical component of scientific educational activities, will require investment in the preservation and development of human capital, which is a 76th step in the “100 concrete steps” program to implement five institutional reforms [141].

The Concept of the state policy in the field of education of the Republic of Kazakhstan states that the strategic guideline for reforming the education sector should be the idea of forming a new generation of people with an innovative creative type of thinking, highly qualified professionals with a developed ideological culture and an ethically responsible attitude to the world. The provisions of the Concept should be understood as the need to train a future specialist, possessing knowledge, practical skills and abilities, able to work effectively and creatively and be competent in the completely new conditions of modern pedagogical reality [142].

Of great interest to our study is the concept of vocational training proposed by V.A. Slastenin. According to him, vocational training is the unity of the theoretical and practical readiness and ability of an individual to professionally carry out professional activity [85].

The systems approach, as one of the principles of our research, as applied to the improvement of professional training of pedagogue-psychologists, required

consideration and analysis of the system of preparation and psychological support of a pedagogue-psychologist [143,144,145,146,147,148,149,150]. It is obvious that the basis of this process is the idea of continuous education, taking into account the continuity between university and postgraduate education, but there is also a specificity in the training of a psychologist and professional support of these specialists in different countries.

The practice of training pedagogue-psychologists in countries with developed psychological services (USA, Australia and Israel) is such that each future psychologist must take a long-term special course of study. The specialist must be licensed to work as a school psychologist, go through the system of professional training, as well as practice in the field of specialization. In addition, in every European country there are professional communities, associations that promote the exchange of experience, maintain a high professional standard of specialist activity.

Programs focused on the training of psychologists in foreign universities (Princeton, Stockholm universities, Ben-Gurion University (Israel)) include the basic phase and the stage of special training. Psychological education in various countries is institutionalized, and psychologists are trained in certain areas [151].

The training of psychologists for the US education system has its own specifics: unlike in Europe, there are no school psychology programs for college and university students below the master's level. In this country, two points of view are presented on the training of school psychologists: supporters of the doctoral level of education want to see as a school psychologist the model of a practicing scientist, and representatives of the pre-doctoral level set more practical goals and see school psychologists as good performers and literature users [151].

In Italy, psychological faculties before the third year of study are conducted for all students in a uniform manner, and the third begins specialization in various branches of psychology. The program includes such courses as developmental psychology, educational psychology, age psychology, etc. [152].

In France, school psychologists are selected exclusively from teachers, and their training in the field of psychology is an addition to teacher education. Training is conducted in five specializations, depending on the future employment of the psychologist. There is also an annual advanced training system (for a 1-2-week session).

In England, the future pedagogue-psychologists at the end of their studies receive the title of master. All study programs are for one full calendar year, with the exception of two university programs that last two years. Traditionally, in England, the acquisition of the profession of a pedagogue-psychologist is based on one year of work as a teacher, a subsequent degree in psychology and further professional development [152, p.23].

The activities of the psychological service of the education system abroad are strictly regulated by legislation and various regulatory documents, current professional communities, and have state status. Multistage education of a psychologist is necessarily combined with practice in a chosen field of specialization (usually with supervision); Each stage of training ends with the assignment of a

certain qualification (degree) and is confirmed by a diploma or certificate. The control over the activities of practical psychologists is carried out by state authorities and professional associations.

Analysis of research on the problem of vocational training mainly belong to the scientists of the near abroad V.A. Adolf [153], Yu.V. Vardyanian [154], L.P. Kibardina [155], V.N. Vvedensky [156], T.M. Sorokin [157] and others.). As it turned out during the study of literature, Kazakhstani science also has research in this area. A number of Kazakhstani works are devoted to the problem of professional training of various specialists (A. B. Bekmanova [158], Sh. Kurmanalin [159], S. Zholdasbekova, V. Gryanikova [160], S.I. Ferkho [161], F.K. Shukanova [162], M.V. Semenova [163], G.A. Kolesnikova [164], M. B. Mukasheva [165], GK Kulzhanbekova [166], Sh.K. Zhantleuova [167], NR Shametov [168], etc.).

Vocational training is the basis for the effectiveness and success of the professional activity of a specialist, in particular, and a specialist of helping professions (V.V. Boluchevskaya [49], V.V. Milakova [169], N.M. Platonova [71], GF Nesterova [170] and others.).

Based on the analysis of the experience of training teachers, psychologists and educational psychologists from different countries, we offer the requirements of society due to modern sociocultural characteristics, the working concept of vocational training of a pedagogical-professional training of an pedagogue-psychologist as a specialist of helping professions is a process aimed at the formation of professional competencies, creative abilities and personal qualities of a specialist in the integral pedagogical process of a university.

In our understanding, professional training of an pedagogue-psychologist as a specialist of helping professions is a process aimed at the formation of professional competencies, creative abilities and personal qualities of a specialist in the integral pedagogical process of a university.

From the above definition, the components of the vocational training of a pedagogue-psychologist as a specialist of helping professions follow: special preparation, preparation for communication, individual and personal preparation. In the structure of each component of vocational training, we have identified four interrelated components: motivational, gnostic, procedural, evaluative-reflexive.

Vocational training is a continuous process, starting with admission to the specialty 6B010300(5B010300) "Pedagogy and Psychology" and ending with the termination of the active professional practice of the pedagogue-psychologist as a specialist of helping professions. At the same time, the goal of higher education is the formation of the professional competence of the future - a pedagogue-psychologist as a specialist of helping professions, which is necessary for its subsequent successful work.

Competence education is a result-oriented education, which is the formation of professionally significant personal qualities or competences that allow successfully solving of professional tasks [171], because the modern person needs not ready knowledge, but methods and technologies for obtaining them.

So, we found out that in the context of a competence-based approach, the goal of higher professional education is to train a qualified specialist of an appropriate level and profile with a certain set of competencies. The model of a university graduate must reflect the types of competencies that characterize him from the professional side as a specialist in a particular field of activity. Analysis of the research shows that the professional competence of the pedagogue-psychologist as a specialist of helping professions, in addition to knowledge and skills, includes:

- cognitive readiness - the ability at the activity level to learn new knowledge, new computer and information technologies, the ability to learn and teach;
- creative readiness - the ability to search and formulation of fundamentally new tasks in the professional sphere;
- understanding of the development trends of higher education in the state and the region as a whole in combination with social and economic processes;
- sustainable personal qualities: responsibility, dedication, determination, tolerance, rigor and self-criticism with a sufficiently high self-esteem;
- the formation of a sustainable motivation for improving training as a necessary prerequisite for occupying a decent position in society;
- fostering patriotism, awareness of one's own identity for the fatherland, its culture, vocational school.

The above competencies necessary for a student to succeed in professional activity were the basis for our development of a structural and informative model for improving the professional training of a pedagogue-psychologist as a specialist of helping professions.

Forming the model, we took the definition proposed by V.M. Polonsky: "A model is a system of objects or signs that reproduces some existing systems of the original. The model simplifies the structure of the original, is distracted from the irrelevant. It serves as a generalized reflection of a phenomenon, the result of an abstract generalization of practical experience, and not a direct result of an experiment "[172, p.74]. Such an interpretation of the model allowed us to focus our attention on the essential, most significant properties for the object being modeled.

A number of requirements are presented to the modeling process: it is based on an analysis of the current state of the object under study, its previous development and predicted state, based on the laws that determine the development of the object, taking into account the favorable and inhibiting processes, interrelationships in the development of the object.

The basis of building a structural and informative model was based on theoretical approaches to building a model, developed in psychological and pedagogical science, as well as the experience of practical pedagogical activity.

There are a lot of studies in the scientific literature on the use of the modeling method in the study of pedagogical phenomena (N.V. Kuzmina [17], V.A. Slastenin [85], A.K. Markova [16], V.I. Baidenko [171]], V. Bolotov, V. V. Serikov [172], V. D. Shadrikov [173], etc.). Modeling is considered as a method, a set of techniques or operations of practical or theoretical development of reality. With the help of

modeling, any phenomena, processes or systems of objects are investigated by constructing and studying their models.

It should be noted that the definition of its structural elements is of great importance for the creation of a model. In his study, E.M. Pavlyutenkov noted that the following structural components are important in the preparation of future teachers: operational and technical, need-motivational, self-knowledge, self-esteem of the personality and the results of its activities [174].

In developing a structurally informative model of future pedagogue-psychologists as specialists of helping professions, we tried to integrate a number of interrelated components. The integration process going into the field of vocational education is to a certain extent comprehended by pedagogical theory (V. A. Slastenin, V. D. Shadrikov, V. I. Baidenko, etc.) In characterizing integration, modern pedagogical theory identifies the following main features:

- the combination of any elements in unity with all the essential features inherent in this phenomenon (the inseparability of its components, the relative autonomy of the incoming components, the integrity of the interaction system, ensuring internal stability in changes);

- the unity of the diverse (the dialectical manifestation of common system features through the addition of the differentiated properties of integrable components of the system); the movement of the integrity of any, including educational systems.

Taking into account that the model is a created or selected system (V.A. Shtoff), under the model of development of professional abilities of students who are future teachers we understand the holistic system of developed on the basis of systematic activity and personality-oriented approaches to professional training in accordance with the identified psychological and pedagogical conditions; providing for the deep integration of disciplines of subject preparation and providing in the aggregate of all its components the effective development of the professional abilities of future teachers [175].

Thus, referring to this source, we proceed to the description of the proposed model (Figure 1).

The purpose of our model is to improve the professional training of the pedagogue-psychologist as a specialist in helping professions, which consists of three components (special preparation, preparation for communication, and individual and personal training).

The society needs trained, professionally competent specialists competitive in the labor market, able to meet the needs of Kazakhstan's entry into a new world educational level. This is a social order.

In order to implement the social order for training specialists, regulatory and legal documents of the Republic of Kazakhstan are being created in the field of education (the Law of the Republic of Kazakhstan "On Education" [140]; the State Program for the Development of Education in the Republic of Kazakhstan for 2016–2020 [2], etc.), the State Compulsory Standard of Higher Professional Education of the Republic of Kazakhstan which gives an indicative basis for the development of the content of education[107], which serves as the basis for building a model for

improving the professional training of a pedagogue-psychologist as a specialist of helping professions.

The structural and content model consists of three interconnected blocks: content, organizational-technological, and productive-criterion, the result of which is the effectiveness and success of the professional activity of the pedagogue-psychologist as a specialist of helping professions.

The content block of the model is represented by the competencies that are the basis of the professional training of the pedagogue-psychologist as a specialist of helping professions.

We have taken into account new approaches to the improvement of professional training of a pedagogue-psychologist as a specialist of helping professions based on the Bologna process and Dublin descriptors [176,107]. This is primarily a consideration of the competence approach, which is consistent with the results of training. Competences are dynamic combination of knowledge, understanding, skills and abilities. There are both general and specific (subject) competences for the direction of the specialties of the state educational institution “Education” [176].

There are three types for general and specific (subject) competences: instrumental, interpersonal and systemic. (перевести заново)

The instrumental general competencies include: cognitive abilities, the ability to understand and use ideas and considerations; methodological abilities, the ability to understand and manage the environment, organize time, build strategies for learning, decision making and problem solving; technological skills, skills associated with the use of technology, computer skills and information management skills.

Then, the subject instrumental competences include: the ability to analyze and synthesize; ability to organize and plan; basic general knowledge; basic knowledge of the profession; communication skills in the native language; communication skills in a foreign language; elementary computer skills; information management skills; the ability to extract and analyze information from various sources; ability to solve problems.

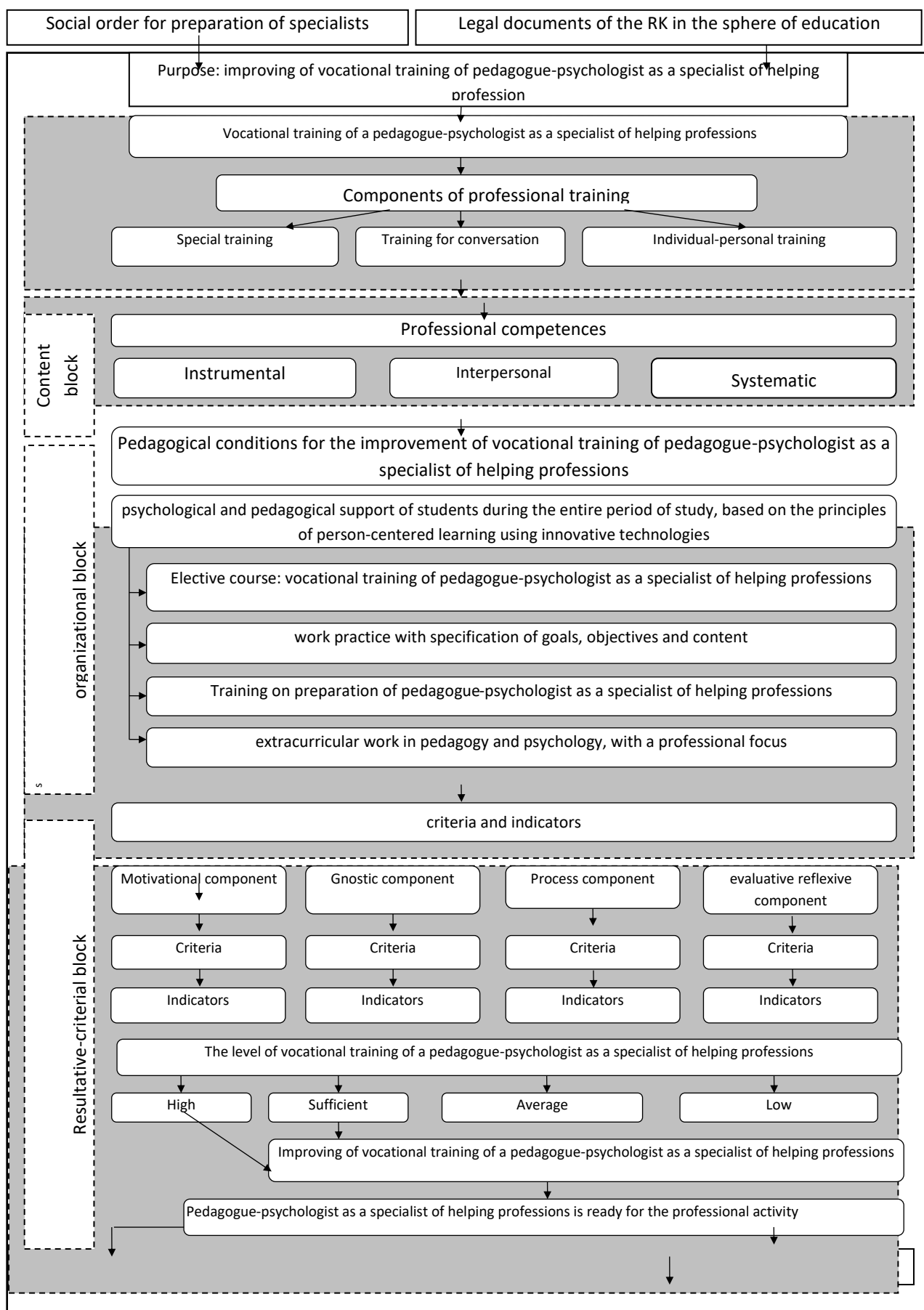


Figure 1 - Structural and content model of improving the professional training of a teacher-psychologist as a specialist in helping professions

Common interpersonal (or communicative) competences include: individual abilities related to the ability to express feelings and attitudes, critical thinking, the ability to self-criticism; social skills related to social interaction and collaboration processes; ability to work in groups, to take social and ethical obligations.

The subject interpersonal competences will be: the ability to criticize and self-criticism; ability to work in a team; interpersonal skills; ability to work in an interdisciplinary team; ability to interact with experts in other subject areas; ability to work in an international context; the ability to perceive diversity and intercultural differences; commitment to ethical values.

The general systemic competencies include: a combination of understanding, attitudes and knowledge, allowing to perceive how parts of a whole relate to each other and assess the place of each of the components in the system; the ability to plan changes to improve systems and design new systems.

System subject competences are; ability to apply knowledge in practice; ability to learn; research abilities; ability to creativity; ability to develop projects and their management; ability to adapt to new situations; leadership ability; ability to work autonomously; understanding of cultures and customs of other countries.

The second block of the model is an organizational-technological one.

Theoretical understanding of the studied problem turned our attention to the fact that it is possible to contribute to the improvement of professional training of a pedagogical psychologist as a specialist of helping professions when creating certain pedagogical conditions in a university. We identify as a general condition the psychological and pedagogical support of students during the entire period of study at the university, based on the principles of student-centered education with the use of innovative technologies. We defined the following conditions of the organizational and technological unit:

- the introduction of the elective course “Professional training of an pedagogue-psychologist as a specialist of helping professions”;
- conducting educational, industrial and graduate practice with clarification and concretization of goals, objectives and content;
- use of practice for the training of the pedagogue-psychologist as a specialist of helping professions;
- carrying out extracurricular work on pedagogy, psychology, with a professional focus.

The third block of the model of training a pedagogue-psychologist as a specialist of helping professions is an result-criterial block that creates prerequisites for a qualitative assessment of vocational training and, accordingly, the quality and effectiveness of the vocational training process.

Result- criterion block includes criteria, indicators and levels of training. Each component, in turn, implies a component composition (motivational, gnostic, procedural and evaluative-reflexive components), which served as the basis for determining criteria, indicators of special, individual and personal training and in pedagogical communication. In accordance with the selected criteria and indicators,

four levels of professional training were conditionally defined: low, medium, sufficient and high.

We believe that sufficient and high levels of special, individual and personal preparation and preparation for communication allow us to speak about the competence of the pedagogue-psychologist as a specialist of helping professions for professional activities. Such a specialist will be faster and easier to adapt to the psychological and educational activities, and his work will be efficient and successful.

When refining the professional competence of a pedagogue-psychologist as a specialist of helping professions, we proceeded from the fact that a competent pedagogue-psychologist as a specialist of helping professions should not only have knowledge of the problem, but also quickly solve it, effectively interacting with the client (child). Based on this, we have identified four main components of the professional competence of the pedagogue-psychologist as a specialist of helping professions: motivational, gnostic, procedural, evaluative-reflexive.

In addition, we should first clarify what content each component carries.

The motivational component of special training reflects the motivational and personal attitude to the development of professional activities and focus on professional activities. Indicators are: interest in professional activities; awareness of its significance and meaning; positive attitude towards her; propensity to psychological and educational activities; the need to increase their special training, the desire for self-education, the desire for professionalism (Figure 2).

The gnostic component assumes the presence of a certain awareness (knowledge-awareness) of the peculiarities of the professional activity of the pedagogue-psychologist as a specialist of helping professions. The following indicators are highlighted as indicators: knowledge of the psychological and pedagogical foundations of professional activity; knowledge of all sections of pedagogy and psychology in the system; knowledge of the boundaries of their professional activities (knowledge of official duties, rights, professional ethics, responsibility).

The procedural component is the mastery of the technology of professional activity and is characterized by the following indicators: the ability to design, model, plan, predict the upcoming professional activity: to set goals, tasks, use different methods and forms of work, select from them the most optimal to achieve results, control the progress and evaluate the result obtained, etc .; the ability to apply this knowledge in practice; experience in solving psychological and pedagogical problems. That is, this component is based on a set of technological skills required by a specialist helping professions for the effective and successful implementation of professional activities.

Evaluation-reflexive component involves the ability to conduct self-analysis and evaluation of their own professional actions, their correlation with the goals and results of their activities. Evaluated by the following indicators: professional self-esteem and professional reflection (self-esteem and reflection of professional activity).

Before proceeding with the consideration of the next component of vocational training which is preparation for communication, it is necessary to stop and interpret the concept underlying it, namely “professional communication”.

In our understanding, *the preparation for communication of a pedagogue-psychologist as a specialist of helping professions* represents the unity and interrelation of training in interpersonal communication, training in interpersonal interaction and training in interpersonal perception, determining readiness for professional communication and ensuring its success and effectiveness.

Let us consider the structure of preparation for communication of specialists of helping professions.

The motivational component of preparation for communication reflects the motivational and personal attitude to the development of professional communication and focus on professional communication. Indicators are: interest in professional communication; the need to communicate with people, with children; interest in children; the need to increase the preparation for communication.

The gnostic component assumes the presence of a certain awareness (knowledge-awareness) of the peculiarities of professional communication of a pedagogue-psychologist as a specialist of helping professions. The indicators are: knowledge of the psychological and pedagogical foundations of professional communication; knowledge of the sides of professional communication of a specialist of helping professions (communicative, interactive, perceptual).

The procedural component is represented by the skills required by the pedagogical psychologist as a specialist of helping professions for professional communication. Indicators are various communication skills: the ability to highlight information and content aspects of communication, proficiency in a professional language of communication, proper use of communication tools; ability to build a common strategy of interaction; the ability to perceive, listen and understand the interlocutor.

Evaluational- reflexive component implies the ability to conduct self-analysis and self-esteem of professional communication. Characterized by the following indicators: self-esteem and reflection of professional communication.

So, under the individual-personal training of the pedagogue-psychologist as a specialist of helping professions, we understand the totality of individual-personal characteristics that enable him to realize his potential when performing professional activities.

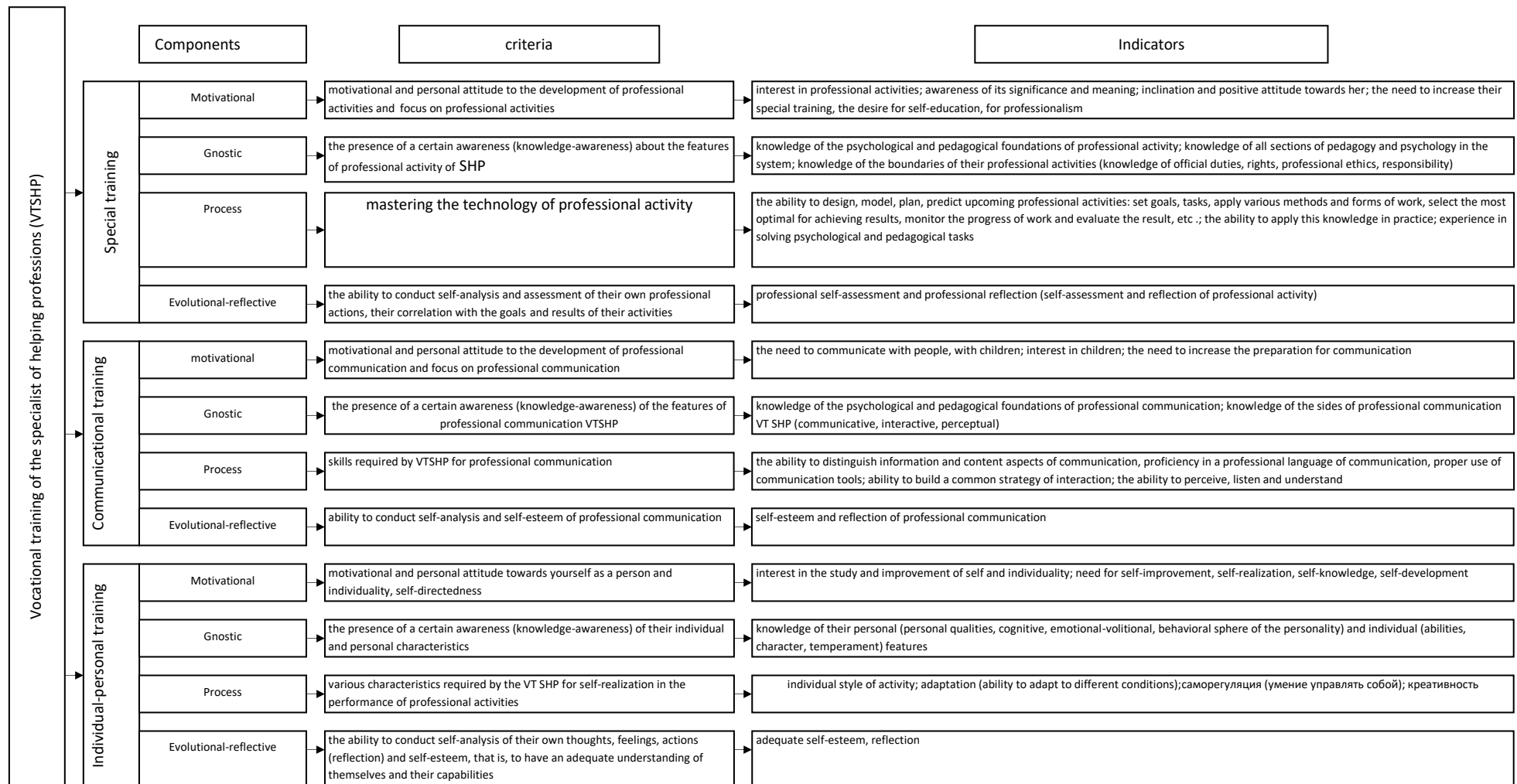


Figure 2 - Improving the vocational training of the pedagogue-psychologist as a specialist of helping professions

Let's see the structure of individual and personal training.

The motivational component of the individual-personal training of a pedagogue-psychologist as a specialist of helping professions implies a motivational-personal attitude towards oneself as a person and individuality, self-directed. Indicators of the motivational criterion of individual-personal training are: interest in the study and improvement of their own personality and individuality; the need for self-improvement, self-realization, self-knowledge, self-development.

The gnostic component presupposes the presence of a certain awareness (knowledge-awareness) of their individual personality characteristics. The indicators are: knowledge about their personal (personal qualities, cognitive, emotional-volitional, personal behavioral sphere) and individual (abilities, character, temperament) features.

The procedural component of the individual and personal training differs from the previous components of vocational training and is represented by various characteristics required by the pedagogue-psychologist as a specialist of helping professions for self-realization while performing professional activities, thanks to which the pedagogue-psychologist as a specialist of helping professions can easily and quickly adapt to professional activities, in the event of a tense situation, be able to control yourself, and also be able to express yourself and realize your creative potential in it, using your own individual style of activity. Indicators: individual style of activity; adaptation (ability to adapt to different conditions); self-regulation (ability to control yourself); creativity.

Let's stop and reveal in more detail each of the selected indicators.

According to V.S. Merlin, an individual style is determined by the peculiarity of the actions used to accomplish the goal, and it is understood not as a set of separate properties, but as an expedient system of interrelated actions, with the help of which a certain result of [177] is achieved. As indicated by K.M. Gurevich, individual style is a sign of personality, not limited to certain situations. In his opinion, the same style can be present in a person in different types of activities [178]. Thus, the individual style of activity is a peculiar and unique combination of the individual psychological characteristics of a person that take shape and manifest themselves in his work.

A. Maslow notes that creativity is a universal characteristic of all individuals and affects the personality itself rather than its achievements, and permeates all spheres of the individual's life [179]. V.N. Druzhinin points out that creativity is the main feature of a creative personality and is defined as the integrative quality of the human psyche, which provides productive transformations in the activities of the individual, allowing you to satisfy the need for research activity [180, p.121]. B.A. Ospanova defines creativity as an integrative, multilateral phenomenon that provides any kind of individual activity in its implementation, depending on the degree of understanding and understanding of the atypical situation, choice of sources and the level of sustainability of motives, ways of incorporating and realizing one's potential, allowing one to realize personal potential in the professional community [181].

The term "adaptation" (from the Latin. *Adaptare* - to adapt) refers to the process of effective, active interaction with the environment, the process of acquiring

knowledge, skills and abilities, competence and skill, as well as changes in the mental organization of a person — cognitive (sensory, perceptual, mnemonic, etc.). .) and personal (motivation, goal-setting, emotions, etc.) processes [182, p.122].

Self-regulation (lat. Regulare - to put in order, to adjust) - the process of managing a person's own psychological and physiological states, as well as actions [182, p.455].

Evaluational-reflective component involves the ability to conduct self-analysis of their own thoughts, feelings, actions (reflection) and self-esteem, that is, to have an adequate understanding of themselves, their capabilities. Characterized by the following indicators: adequate self-esteem, reflection.

Based on a set of criteria, indicators, we assumed that there are four possible levels of preparedness for each component of vocational training: low, medium, sufficient and high, in which there is a different ratio of indicators. Undoubtedly, each future pedagogue-psychologist as a specialist of helping professions is unique, individual, but in teaching practice we noticed certain groups of students who had experienced a certain level of preparedness of one or another component of vocational training.

The levels presented in our study are to a certain extent conditional, since this phenomenon is multidimensional in nature. For clarity, the level characteristic of each component of vocational training is presented in Table 4.

Table 4 - Characteristics of the levels of vocational training of a pedagogue-psychologist as a specialist of helping professions

Level	Vocational training of PP SHP	Component			
		Motivational	Gnostic	Procedural	Evaluation - reflective
1	2	3	4	5	6
Low level	Special training	Shows no interest in future professional activities. It has low professional motivation. Not aware of the significance and meaning of future professional activities. Negative (or neutral) refers to it. There is no need to increase their special training. There is no desire to engage in self-education. There is no desire for professionalism.	There is no system of professional knowledge: knowledge of all sections of pedagogy and psychology. Does not know the basics of the professional activity of the PP SPP He does not know the limits of his future professional activity: job duties, rights, professional ethics, responsibility.	Does not own the technology of professional activity. Can not apply this knowledge in practice. There is little (or no) experience in solving psychological and pedagogical problems. Or the solution of professional tasks requires a lot of time and effort.	He does not know how and cannot conduct reflection and self-assessment of his own professional actions.
	Communicational training	Does not show interest in professional communication, in communication with people, to children. There is no need to increase the preparation for communication.	There is no system of knowledge of the psychological and pedagogical aspects of professional communication. He does not know the side of professional communication (communicative, interactive, perceptual).	The following skills are not formed: they do not know how to distinguish informational and informative aspects when communicating, do not speak the professional language of communication, cannot correctly use various means of communication. There are no skills to build a common strategy of interaction, the ability to perceive, listen and understand the interlocutor.	He does not know how and cannot conduct self-assessment and reflection on professional communication.

Continuation of table 4

1	2	3	4	5	6
	Individual and personal training	Shows no interest in his personality. Needs, interests, motives are not formed. Does not strive for self-knowledge, self-improvement, self-realization.	He does not know his personal characteristics (personal qualities, cognitive, emotional-volitional, behavioral sphere of his personality), individual features (abilities, character, temperament).	An individual style of activity has not been formed, that is, there is no own individual style of activity or there is a simple copying of another's individual style of activity. He does not know how to adapt to various conditions, does not know how to control himself, does not have creativity.	Inadequate self-esteem. Not able to conduct self-analysis of their own thoughts, feelings, actions.
Average level	Special training	There is a weak interest in future professional activities. There is an unstable positive motivation to the profession. Mildly aware of the significance of their future professional activities. Attitude towards future professional activity is unstable positive. Predisposed to psychological and educational activities. The need to increase their special training is weak. There is a desire for professionalism, but it is weakly expressed.	He knows certain sections of pedagogy and psychology, but knowledge is not systematized and scattered. There is a superficial knowledge of the foundations of psychological and educational activities. He knows a little about official duties, rights, professional ethics, responsibility of specialists of helping professions.	Poorly owns the technology of professional activity. As required, apply the knowledge gained in practice. There is a lack of knowledge and skills in solving professional problems. There is some experience in solving psychological and pedagogical problems.	As required, he conducts reflection and self-assessment of his own professional actions.

Continuation of table 4

1	2	3	4	5	6
	Communicational training	There is a weak interest in professional communication, communication with children. The need to improve the preparation for communication is weak.	The system of knowledge of the psychological and pedagogical aspects of professional communication is poorly formed. There is a superficial knowledge of the sides of professional communication (communicative, interactive, perceptual).	The following skills are poorly developed: to an insignificant degree, it is able to single out informational and informative aspects when communicating, and poorly knows the professional language of communication. Often mistaken when using different means of communication. The skills to build a common strategy of interaction, the ability to perceive, listen and understand the interlocutor are poorly developed.	As required, conducts self-assessment and reflection of professional communication.
	Individual personal training	Interest in his personality (interest in himself) is expressed to a small extent. Weakly formed needs, interests, motives. There is a desire for self-knowledge, self-improvement, self-realization.	He has some idea of his personal characteristics (personal qualities, cognitive, emotional-volitional, behavioral spheres of a personality); about their individual characteristics (abilities, character, temperament).	Weakly formed an individual style of activity. There are some prerequisites for the formation of their own individual style of activity. In rare cases, there is copying someone else's individual style of activity. Poorly adapted to various conditions. Owns some self-regulation skills. Weakly expressed creative abilities.	Inadequate self-esteem. The ability to conduct self-analysis of their own thoughts, feelings, actions is poorly developed.

Continuation of table 4

1	2	3	4	5	6
Sufficient level	Special training	There is interest in future professional activities. There is a positive motivation for the profession. Aware of the importance of their future professional activity, there is a positive attitude towards it. There are tendencies to psychological and educational activities. There is a need to increase their special training. Striving for professionalism.	There is a good knowledge of individual sections of pedagogy and psychology, the foundations of psychological and educational activities, knowledge is systematized. He is well aware of the limits of his future professional psycho-pedagogical activity: official duties, rights, professional ethics, responsibility.	Well owned technology professional activity. Able to apply this knowledge in practice. There is experience in solving psychological and pedagogical problems.	Well developed professional reflection. Able to objectively evaluate and analyze their own professional actions.
	Communicational training	There is interest in professional communication, communication with children, people. There is a need to improve the preparation for communication.	There is a system of knowledge of the psychological and pedagogical aspects of professional communication. He knows well the sides of professional communication (communicative, interactive, perceptual).	The following skills are well formed: able to distinguish informational and informative aspects when communicating, fluent in professional language of communication. Can properly use various means of communication. The skills of building a common interaction strategy, the ability to perceive, listen and understand the interlocutor, as well as other communication skills are well developed.	On personal initiative, he conducts self-assessment and reflection on professional communication, and does it well.

Continuation of table 4

1	2	3	4	5	6
	Individual –personal training	There is an interest in his personality (interest in himself). Formed (but not completely) needs, interests, motives. Strives for self-knowledge, self-improvement, self-realization.	He knows his personality traits well (personality traits, cognitive, emotional-volitional, behavioral sphere of a personality); their individual characteristics (abilities, character, temperament).	Individual style of activity is formed. Adapts well to various conditions. Owns a variety of self-regulation skills. Well expressed creative abilities.	Possesses adequate self-esteem. Well developed reflection.
High level	Special training	There is a high interest in future professional activities. There is a steady positive motivation to the profession. Aware of the importance of their future professional activity, there is a positive attitude towards it. Prone to psychological and educational activities. There is a pronounced need to increase their special training. Striving for professionalism.	Deep knowledge in the field of pedagogy and psychology, the foundations of psychological and educational activities, knowledge systematized. He is very knowledgeable within the boundaries of his future professional psycho-pedagogical activity: official duties, rights, professional ethics, responsibility.	Very good at professional technology. He knows how to apply this knowledge in practice, it does very well. There is a wealth of experience in solving psychological and pedagogical problems. Suitable creatively to solve professional problems.	Very well developed professional reflection. Able to objectively evaluate and analyze their own professional actions.

Continuation of table 4

1	2	3	4	5	6
	Communicational training	There is a high interest in professional communication, communication with people (children). There is a clear need to improve the preparation for communication.	Has a deep knowledge of the psychological and pedagogical foundations of professional communication. He knows very well the aspects of professional communication (communicative, interactive, perceptual).	The following skills are very well formed: able to highlight information and content aspects when communicating, very good at professional language of communication. Able to properly use various means of communication. Very well developed skills to build a common strategy of interaction, the ability to perceive, listen and understand the interlocutor, as well as other communication skills.	On personal initiative, he conducts self-assessment and reflection on professional communication, does it very well.
	Individual-personal training	There is a high interest in his personality (interest in himself). Formed needs, interests, motives. Strives for self-knowledge, self-realization. Interest in self-improvement.	He knows his personal traits very well (personality traits, cognitive, emotional-volitional, behavioral sphere of a personality); their individual characteristics (abilities, character, temperament).	Formed its own individual style of activity, is distinguished by the diversity and uniqueness of professional actions. Adapts very well to various conditions. Owns a variety of self-regulation skills. Vividly manifest creative abilities.	Possesses adequate self-esteem. Very well developed reflection.

Thus, based on the conducted analysis of research, it can be concluded that the professional training of a pedagogue-psychologist as a specialist of helping professions is the basis of the effectiveness and success of his professional activity.

Along with the study of the professional activity of the pedagogue-psychologist as a specialist of the helping professions, there is the question of its effectiveness and success, which is the result of using the three blocks of the structural-substantive model in improving the training of the pedagogue-psychologist as a specialist of the helping professions.

Many authors approach the problem of the effectiveness and success of professional activities of specialists in different ways. Referring to the sources that reveal these concepts.

Before considering the concept of “success”, it is necessary to clarify the meaning of the concepts “success”, “successful”.

In the dictionary of the Russian language S.I. Ozhegov’s concept of “success” has a different meaning: on the one hand, success in achieving something; on the other hand, public recognition; on the third - good results in work and school [183, p.838].

Studying the problem of successful activity, S.L. Rubinstein distinguishes, on the one hand, objective success or failure, which lies in the effectiveness or inefficiency of the action itself, on the other hand, the success or failure, of the actor. The second, in his opinion, is understood differently, either “as a purely personal success, or as a success of a certain social affair,” the difference from the other is in the motivation of the activity [25, p.472].

The researchers identified various conditions affecting the success of the professional activities of specialists:

- prognostic judgment, the initial forecast recorded in the professiogram (I.A. Zhdanov) [184];

- direct performance indicators (quality and productivity); proficiency tests; administrative acts reflecting professional competence; staff turnover; expert and self-assessments of the effectiveness of activities, etc. (B.V. Kulagin) [185];

- the type of profession to which the employee belongs, in particular, the formation of professionally important qualities of a specialist (V.E. Gavrilov) [186];

- pedagogical abilities, which are integral components of pedagogical skills (Z.N. Kurlyand) [187];

- consciousness, or awareness of the specialists of their actions and states, leading to the proper functioning at each conscious moment of the system of transmission mechanisms from one reflex to another (A.K. Rysbaeva) [188];

- the level of formation of interpersonal (communicative) skills of the educational psychologist as a specialist in helping professions; the level of development of his project skills (or the force of influence on the behavior of other people); degree of anthropocentric orientation (integral sensitivity to the object, process and results of psychological activity) (N.A. Aminov and M.V. Molokanov) [189].

In addition to the concept of success, we need to analyze another concept - "efficiency", which is derived from the words "effect", "effective". Let's stop on them.

For example, in a large illustrated dictionary of foreign words, the concept of "effect" (from the Latin. Effectus) is interpreted, firstly, as an action, the result of something; secondly, the impression made on anyone by anyone, anything; thirdly, as a means, a device for creating a certain impression. Effective (from the Latin. Effectivus) - giving a certain effect, effective [190,p. 941].

In his study, Yu.N. Lysenko notes that the effectiveness of the professional activity of a specialist is determined by the activity of her subject, i.e. human factor, and highlights in the activity of the activity of two structural elements: the activity of the process of professional activity; the activity of the subject of professional activity (professionally significant psychological qualities, socio-psychological phenomena, working conditions, level of health, psycho-regulation, result). According to the author, the personal qualities of an employee are the main sources determining the success of an activity, the basis for increasing the efficiency of professional activity, and the optimization of social and psychological phenomena also contribute to an increase in the efficiency of professional activity [191].

According to A.N. Kapustin, the effectiveness of the professional activity of a specialist is determined by the personality's predisposition to this professional activity, the development of personal qualities specific to each profession, the social orientation of the individual to the chosen profession, and the complex interrelationships of the individual psychological and socio-psychological qualities of the individual [192].

R.V. Ovcharova, by the effectiveness of the professional activity of a psychologist, understands the maximum possible satisfaction of the needs of educational institutions that need psychological support at the lowest possible cost. The author notes that the effectiveness of professional activity is determined by the following criteria: work efficiency (compliance with the goal and the achieved result, activity of an organized system of action, successful solution of clients' problems, adequacy of costs and results, proximity of ideal and real achievements); the level of mastery of professional activity; specialist satisfaction with their work; customer satisfaction with communication with specialists; the correspondence of objective and subjective assessments of the activities of specialists in helping professions [80, pp.22-24].

The analysis of psychological and pedagogical literature on this issue showed that scientists approach this issue from different points of view. In turn, we believe that the basis for the effectiveness and success of the professional activity of the Pedagogue-psychologist as a specialist of helping professions can be professional training and competence.

The success of his professional activity depends on the quality of training of the pedagogue-psychologist as a specialist of helping professions. Only a trained,

competent specialist with high quality and responsibly will be able to approach its implementation. From here it follows that the pedagogue-psychologist as a specialist of the helping professions carries out his professional activity effectively and successfully, it is necessary to improve the professional training. Summarizing what has been said, it can be concluded that the main purpose of training a pedagogue-psychologist as a specialist of helping professions at a higher educational institution is to develop their professional competence.

Considering the above, we came to the conclusion that it is necessary to use in the educational process of the university a specially developed structural and informative model of professional training of a pedagogue-psychologist as a specialist of helping professions. In our opinion, the solution to this problem can be the introduction of the pedagogical conditions considered.

Summarizing the above, we state that the structurally informative model proposed by us for improving the professional training of a pedagogue-psychologist as a specialist of helping professions is considered in the context of the training of these specialists in the university.

Thus, having considered the existing psychological and pedagogical approaches to the study of the problem of professional training of a pedagogue-psychologist as a specialist of helping professions in the process of preparing them at an institution of higher education, the following conclusions can be drawn: the features of the professional activity of a pedagogue-psychologist as a specialist of helping professions the essence of the notion “professional activity of a pedagogue-psychologist as a specialist of helping professions” is clarified and specified, the structure is highlighted and its content is determined. It is theoretically substantiated that the basis for the effectiveness and success of the professional activity of the pedagogue-psychologist as a specialist of helping professions is vocational training. The essence, structure, content of professional training of a pedagogical psychologist as a specialist of helping professions are revealed. The pedagogical conditions of professional training of a pedagogue-psychologist as a specialist of helping professions are determined. Developed a structural and informative model of professional training of a pedagogue-psychologist as a specialist of helping professions, which includes three blocks: informative, organizational-technological, resultative-criterion. The result of successful and effective training will be sufficient and high levels of competence training.

Based on these findings, we built the concept of further research and determined its methodological support.

The development and verification of pedagogical conditions, the introduction of the proposed structural and informative model for the improvement of professional training of specialists of helping professions, the structure and content of experimental work are disclosed in the second section of our dissertation research.

2. EXPERIMENTAL WORK ON PROFESSIONAL TRAINING OF A PEDAGOGUE-PSYCHOLOGIST AS A SPECIALIST OF HELPING PROFESSIONS

2.1. Diagnosis of the initial level of professional training of the pedagogue-psychologist

To identify the initial level of professional training of pedagogue-psychologists as specialists of helping professions, an ascertaining and formative experiment was conducted, the basis of which was their diagnostics and the following tasks were solved:

- identifying the interest of pedagogue-psychologists, teachers and students of the university to the problem under study;
- determination of the initial level of vocational training (special, individual-personal preparation and preparation for communication) of students studying in the specialty 6B011 (5B010300) "Pedagogy and Psychology".

The following groups of respondents took part in the ascertaining experiment: students (bachelors) studying in the direction 5B010300 "Pedagogy and Psychology", teachers of the university, working psychologists in the secondary school.

The choice of the category of pedagogue-psychologists is explained by the fact that they are in direct contact with the pedagogical reality, that is, they carry out professional activities in the real pedagogical process. Therefore, this group of respondents can objectively highlight the difficulties of the work of the pedagogue-psychologist as a specialist of helping professions that graduates may have encountered at work. And it can also indicate what is necessary to focus on the training of such specialists at the university, so that graduates, having passed the period of adaptation without any particular difficulties, could successfully and effectively carry out professional activities.

The need to include teachers in the experiment is due to the fact that they observe the students for four years of their stay at the university and, accordingly, can give an objective assessment of the effectiveness of the current system of professional training of the pedagogue-psychologist as a specialist of helping professions at the university.

The tasks of the ascertaining experiment determined its directions and methods:

- 1) surveys and conversations aimed at identifying the interest of pedagogue-psychologists, teachers and students of university graduates to the problem under study;
- 2) four series of diagnostic methods aimed at identifying the initial level of professional training (special, individual-personal and communicational training) of students, enrolled in the specialty 6B011 (5B010300) "Pedagogy and Psychology".

To identify interest in the problem of improving the professional training of a pedagogue-psychologist as a specialist of helping professions, in the process of preparing them at the university, questioning was conducted with fourth-year students, pedagogue-psychologists working in educational institutions; conversations with university professors, leading the discipline of the psychological-pedagogical cycle.

The questionnaire consisted of six questions:

1) What do you mean by professional training of an pedagogue-psychologist as a specialist of helping professions?

2) When does professional training begin, in your opinion?

3) Does the current preparation contribute or not, in your opinion?

4) What, in your opinion, has a beneficial effect on the professional training of a pedagogue-psychologist as a specialist of helping professions (special course, practice, training, etc.)?

5) What recommendations would you suggest to improve the process of improving the professional training of a pedagogue-psychologist as a specialist of helping professions at a university?

6) Does the training, in your opinion, contribute to the successful and effective implementation of professional activities?

Analysis of the results of the survey showed that the majority (approximately 78% of the total number of respondents) showed an interest in the studied problem and took an active part in the survey.

On the first question, 84.8% of graduate students surveyed noted that the professional training of a pedagogue-psychologist is experience, knowledge, and professional skills. 6.5% believe that professionally important qualities are included in vocational training of an educational psychologist. The same number (6.5%) emphasized that vocational training is a professionally important quality of an educational psychologist. And 2.2% found it difficult to answer the first question and could not give a solid answer, their ideas about the professional training of a pedagogue-psychologist as a specialist of helping professions are poorly formed, vague.

Unlike students, educational psychologists were able to give more thorough, detailed and deep answers to the first question of the questionnaire. According to the majority - 90% of the surveyed psychologists, vocational training is the availability of knowledge, skills and experience in solving certain professional problems. And only an insignificant part of 5% of the surveyed pedagogue-psychologists pointed out that the professional training of specialists in helping professions is not reduced to a simple listing of any properties, but is a complex phenomenon that integrates many characteristics. However, 5% of the surveyed psychologists found it difficult to answer this question.

When answering the second question, the following was observed: 63.0% of graduate students noted that vocational training begins to take shape already at the university for 3-4 courses, when students gain experience during practical training, as well as when the completion of the full cycle of psychological and pedagogical

disciplines 23.9% of 4th year students surveyed believe that vocational training begins to take shape after graduating from university, when the whole system of knowledge about the teaching profession of psychologist is built and activated, and professional activities are carried out directly, and interaction with real subjects of the pedagogical process takes place gain experience in solving professional problems. A small part of the students surveyed 8.7% of university graduates believe that the formation and process of vocational training takes place outside the walls of the university, i.e. when attending various types of self-education courses, and stressed that university training provides only theoretical knowledge, and practical experience has to be acquired independently during attending practical courses, trainings or university practices. A separate group consisted of 4.4% of graduate students who believe that vocational training begins to take shape with the study of basic and majors from the first year, possibly from school.

We saw similar answers when analyzing the questionnaires of pedagogue-psychologists. However, we did not observe in the answers of this group of subjects that vocational training begins to develop after graduating from the university, but 5% of pedagogue-psychologists noted that at this stage, the stage of professional activity, it is being further developed and improved. 75% noted that the vocational training of the pedagogue-psychologist begins to take shape at the university, because when they come to work at an educational institution, the graduate has the same requirements as the pedagogue-psychologist with a long history of work. That is, he should already be competent. Therefore, as the respondents emphasized, from the first course it is necessary to improve professional training. According to the pedagogue-psychologist, vocational training is formed during practical training, studying the cycle of psychological and pedagogical disciplines, writing research projects (term papers, dissertations). As the surveyed psychologists noted, a professionally trained graduate will be able to more easily adapt to the working conditions, easily join the new team, and carry out their activities fruitfully. 15% of pedagogue-psychologists pointed out that vocational training begins to take shape during the attendance of courses, training seminars, which give rise to the very same training effect that is so lacking in university preparation. The advantage of training courses and seminars is that there is a working off of skills and abilities based on the knowledge gained and, accordingly, the acquisition of experience. In addition, there were also such answers that vocational training begins to take shape when students attend schools of psychological circles, clubs, and electives. Such students enrolled in a university are already competent in some areas of psychology and, consequently, in the university they develop further vocational training. This answer was indicated by 5% of educational psychologists. We received the following answers to the third question of the questionnaire. The vast majority of graduate students - 82.6% noted that the current training contributes little to vocational training, some innovations are needed. 10.9% of 4th year students are satisfied with their professional training and believe that the current training is quite conducive. And only 6.5% of this group of respondents found it difficult to answer.

The pedagogue-psychologists indicated that at the time when they were studying, the training program was completely different, and today they have to fill in the missing knowledge in refresher courses, self-education courses, and training seminars. In this regard, they expressed a 100% unanimous opinion that the training of a professionally competent specialist should be anticipatory and should be carried out systematically and systematically so that, after coming to an educational institution, yesterday's graduates did not have to re-learn for some time, acquire additional knowledge and skills. Since the adaptation period itself is difficult for a graduate, and if he owns outdated information, it will be even more difficult for him to restructure. In turn, this will lead to inefficiency of the work performed. But in the responses of educational psychologists, we observed the following: 75% of respondents were not satisfied with their training, 20% were satisfied and 5% noted that the existing system of training teachers of psychology for professional activity is needed to be restructured.

The fourth question of the questionnaire made it possible to find out the opinion of the respondents that they could contribute more to the professional training of pedagogue-psychologists. Graduate students argued their answers as follows: 30.4% - stressed that it is necessary to introduce an elective course that would be sent to the professional training of educational psychologists; 34.8% indicated that practice contributes more to the professional training of pedagogue-psychologists. Its value lies in the fact that it provides an opportunity to gain some work experience, to get in touch with the pedagogical reality, to see how the professional activity is carried out; 19.5% - noted that training, such training, in which there are elements simulating the real professional activity of a teacher-psychologist (games, situation analysis, etc.), will have the greatest impact on the professional training of educational psychologists. According to 10.9% of graduate students for the professional training of pedagogue-psychologists are encouraged by everything offered: elective course, practice, training. 2.2% of the 4th year students surveyed indicated that the elective course and training should take the leading role in vocational training; the same - 2.2% of graduate students noted an elective course and practice.

45% of pedagogue-psychologists noted that only in a complex these conditions contribute to the professional training of pedagogue-psychologists as specialists of helping professions. And the rest - 15% of pedagogue-psychologists considered to single out only the elective course, 20% - practice, 10% - training as the most effective condition for professional readiness.

The answers to the fifth question were as follows. The vast majority of graduate students - 13.1% recommended that innovative technologies be used (computer interactive programs, multimedia technologies); so that the classes were interesting, informative, gave the maximum learning effect, and the knowledge gained at the university, found their application in their professional activities. 34.9% of graduate students also noted that it is necessary to introduce an elective course in the educational process of the university, 19.5% - training, 19.5% - to expand the program of practice. A small part of the respondents - 10.9% of 4th

year students indicated that they should use all offered. And 2.2% of graduate students suggested an elective course and training as recommendations.

10% of pedagogue-psychologists suggested recommending a review of the program for training specialists and approaching the process of professional training of pedagogue-psychologists at the university using innovative technologies. For example, 15% of the surveyed psychologists believe that it is necessary to introduce a new elective course; 15% - suggest to conduct trainings with students; 30% of pedagogues-psychologists answered that more attention should be paid to practice, noting that it was not enough to go to university, 35% recommended that training of a teacher-psychologist at a university should be carried out comprehensively.

In the answers to the sixth questionnaire, almost all graduate students - 93.5% and 95% of the pedagogue-psychologists emphasized that vocational training contributes to the successful and effective performance of professional activity. 6.5% of graduate students and 5% of educational psychologists indicated that vocational training does not affect the success and effectiveness of professional activities.

As a result of the survey we conducted among pedagogue-psychologists, graduate students of the specialty "Pedagogy and Psychology", it was confirmed that the problem concerned is relevant today. Most respondents are not satisfied with their training, and believe that professional preparation was not given due attention. At the same time, a significant part of them takes an active interest in improving vocational training. Almost everyone noted that vocational training is the basis for the effectiveness and success of the professional work of pedagogue-psychologists. Consequently, the professional training of pedagogue-psychologists as specialists of helping professions should be formed at the stage of study at the university.

In conversations with teachers, they also discussed the problem of professional training of a pedagogue-psychologist as a specialist of helping professions in the process of preparing them at the university, as well as finding ways to improve the training of these specialists for professional activities. All teachers agree that this problem is relevant and requires a different approach to the professional training of a pedagogue-psychologist as a specialist of helping professions. Most teachers pointed out the importance of using innovative technologies in the preparation of a professionally competent specialist. In addition, the teachers noted the great potential of the practice as the most effective means of training the pedagogue-psychologist as a specialist of helping professions.

The urgency of the problem and the analysis of the survey data obtained, talks indicates the need for diagnostics in order to identify the initial level of professional training of a pedagogue-psychologist as a specialist of helping professions, which were determined by us in accordance with the developed criteria, indicators, levels. The characteristics of the criteria, indicators and levels

of professional training of the pedagogue-psychologist as a specialist of helping professions are presented in Section 1 of the research work.

Diagnosis of the initial level of professional training was carried out among students of 1-4 courses of the specialty “Pedagogy and Psychology” and took place in three stages:

1) preparatory stage (definition of the object of diagnosis, setting goals and objectives of diagnosis, selection of groups of subjects (control and experimental), preparation of a set of diagnostic methods (four series), test notebooks in accordance with the specified criteria, indicators, levels of professional training allocated on their basis ;

2) the main stage (instructing, motivating and directly conducting a series of diagnostic methods);

3) the final stage (collection, quantitative and qualitative processing of results, analysis and interpretation of data, the definition of further action plans).

The preparatory stage of diagnosis.

The object of the diagnosis of our research is the professional training of pedagogue-psychologists as specialists of helping professions and its components: special, individual and personal and communicational training. The purpose of the diagnosis is the qualitative and quantitative assessment of training. Diagnostic tasks:

- determination of the level of special training;
- determination of the level of preparation for communication;
- determination of the level of individual and personal training of pedagogue-psychologists.

For the diagnosis were selected two groups of subjects: the control and experimental.

In accordance with the purpose and objectives of the diagnosis, a set of techniques was selected, combined into four series.

The first series of diagnostic methods was aimed at the study of the motivational component of vocational training (special, individual-personal and communicational training). The first series included five methods: 1. Questionnaire, 2. Questionnaire to identify the level of focus on the psycho-pedagogical profession, 3. Methods of diagnosing educational motivation of students (A. A. Rean, V. A. Yakunin), N.Ts. Badmaeva, 4. Method “Self-assessment of professional motivation” (adapted by N.P. Fetiskin), 5. Method of “Determination of propensity for psycho-pedagogical activity”.

The second series allowed to investigate the gnostic component of each component of vocational training and consisted of two methods: 1. Test “Special training of a pedagogue-psychologist as a specialist of helping professions”, 2. Test “Preparing for communication of a pedagogue-psychologist as a specialist of helping professions” (Appendix B).

The third series was focused on the study of the procedural component of each component of training. The third series consisted of three methods: 1. Technique “Professionally important qualities of specialists helping professions”,

2. Technique “Self-evaluation of the direction of contact”, 3. Questionnaire “Self-regulation”.

The fourth series was intended for the study of the evaluation and reflexive component of each component of vocational training and included four methods: 1. Questionnaire “Professional self-assessment”, 2. Questionnaire “Professional reflection”, 3. Questionnaire “Professional Self-concept”, 4. Express-diagnostics of the level self-esteem.

On the basis of diagnostic methods, test notebooks were designed for the subjects, containing instructions for performing a particular technique (task), questions for them, and forms for answers.

The main stage of diagnostics was characterized as a stage of motivating students for the upcoming participation in the experiment and was a direct conduct of a series of diagnostic methods aimed at identifying the initial level of professional training of a pedagogue-psychologist as a specialist of helping professions. The subjects received a preliminary instruction, which indicated that they need to fill out test notebooks with tasks.

In the course of filling in the test notebooks, the experimenter explained the instructions for each assignment and answered the students’ questions. Students filled out test notebooks for several days. The total amount of time spent on diagnosis is 5-7 days.

In addition to conducting a series of diagnostic techniques, pedagogical observation of students was planned during practical exercises in psychological and pedagogical disciplines. The object of observation were the components of vocational training of the educational psychologist as a specialist in helping professions. In particular, special attention was paid to the study of the procedural component of each component of vocational training. In our opinion, it is impossible to fully explore it only using diagnostic methods. In connection with this, a pedagogical observation was carried out, which made it possible to directly record what they saw.

In psychology, observation refers to the purposeful and systematic perception of reality with the subsequent systematization of facts and the implementation of conclusions [193, p.76].

Pedagogical observation of students was characterized by the following features: in frequency - one-time (registration once); in terms of the scope of the object, it is not continuous (only indicators of the procedural criterion of each component of vocational training); according to the method of obtaining information, directly (registration of the facts directly observed during the observation).

Stages of preparation and conduct of pedagogical observation:

- 1) The choice of the object, setting goals and objectives of observation.
- 2) Obtaining permission to conduct observation.
- 3) Plan your observation.
- 4) Preparation of documents and surveillance equipment (instructions, protocols, equipment).

- 5) Collection of surveillance data (records, protocols, tables, etc.).
- 6) Registration of the results of observation.
- 7) Analysis of the results of observation.
- 8) Theoretical and practical conclusions of observation [193, p. 82].

In addition, diagnostic data, observations were supported by conversations with students of the control and experimental groups.

The final stage of the diagnosis involved the collection, quantitative and qualitative processing of its results, systematization, grouping, analyzing the results, determining a further plan of action.

To process and interpret the data, software technologies were created based on the SPSS_17 platform, which made it possible to maximally automate the diagnosis of students' professional training.

In the future, the introduction of the developed software will significantly reduce the time for carrying out, processing and interpreting diagnostic methods aimed at identifying the level of professional training of a pedagogue-psychologist as a specialist of helping professions in high school.

We will process the obtained quantitative and qualitative data as a result of diagnostics, observations and conversations in accordance with the criteria we have selected, the indicators of professional training of a pedagogue-psychologist as a specialist in helping professions (special, individual and personal training, preparation for communication).

As a result of the diagnostics, we did not detect a high level at all. A sufficient level was found in the study of the motivational component of each component of vocational training, the gnostic, procedural component - for the 3rd year. And only at the 4th course in various percentages a sufficient level was found for all four components.

However, it should be noted that many of the subjects have an interest and desire for professional training, this is evidenced by a sufficient level of motivation component of each component of professional training. The result obtained suggests that students aspire to become professionally trained specialists. Moreover, as observations show, interest in the profession increases from year to year, that is, the more students learn about their future professional activity, the more interest it causes.

The obtained diagnostic results suggest that the current training of a pedagogue-psychologist as a specialist of helping professions at a university does not contribute to vocational training, since the majority of graduate students do not have the competence of vocational training, therefore, they are not prepared for professional activities. In the end, all this will affect the effectiveness and success of their future professional activity.

In our opinion, low and medium levels of professional training of a pedagogue-psychologist as a specialist of helping professions are unacceptable for carrying out professional activities.

The analysis of the results of the ascertaining experiment allows us to conclude that it is necessary to have a purposeful professional training of the

pedagogue-psychologist as a specialist of helping professions in the process of university training.

Paragraph 2.2. is devoted to the development and implementation of effective pedagogical conditions of professional training, which constitute the organizational and technological unit of the model of professional training of specialists of helping professions.

2.2. Realization of pedagogical conditions for the training of the pedagogue-psychologist as a specialist of helping professions

In the first chapter, the pedagogical conditions of professional training of a pedagogue-psychologist as a specialist of helping professions are included in the organizational and technological unit of the developed model.

We have proposed the following pedagogical conditions:

- the introduction of the elective course “Professional training of a pedagogue-psychologist as a specialist in helping professions”;
- *carrying out work practices by clarifying and specifying goals, objectives and content;*
- *use of “Training for the preparation of pedagogue-psychologist as a specialist of helping professions”;*
- *carrying out extracurricular work in psychology and pedagogy with professional orientation [109, p.150].*

In the complex, the selected pedagogical conditions make up the psychological and pedagogical support of students - the training of a pedagogue-psychologist as a specialist of helping professions during the entire period of study at a higher educational institution, based on the principles of personality-oriented education using innovative technologies, that is, organizing the educational process based on innovative methods and forms of education.

Based on the conclusions of the theoretical part of the study and the results of the ascertaining experiment (diagnostics of the initial level of professional training), we organized a formative experiment.

In the framework of the formative experiment, the following tasks were solved:

- approbation of the developed structural and informative model of professional training of a pedagogue-psychologist as a specialist of helping professions;
- development, implementation of pedagogical conditions conducive to the improvement of professional training of a pedagogue-psychologist as a specialist of helping professions;
- experimental verification of the effectiveness of the allocated pedagogical conditions.

The tasks of the formative experiment determined the pedagogical working conditions and stages.

The preparatory stage envisaged the development of the program and content of the elective course “Professional training of a pedagogue-psychologist as a specialist of helping professions”; clarification and adjustment of the program of professional practice; the development of the program “Training on the training of the pedagogue-psychologist as a specialist of helping professions” and out-of-class work in pedagogy and psychology.

The main stage was aimed at improving vocational training and suggested experimental verification of selected pedagogical conditions: approbation of the elective course, work experience programs, introduction of training, and extracurricular work on pedagogy and psychology with students. At this stage of the experiment, the design and construction of the pedagogical process of the university took place, taking into account the selected pedagogical conditions.

The final stage was aimed at receiving feedback from students on the results of the formative experiment and was realized through conversation.

As the first pedagogical condition, we singled out the elective course “Professional training of a pedagogue-psychologist as a specialist of helping professions”. The developed elective course is included in the cycle of elective disciplines (elective courses). The proposed elective course, being a part of professional training of students-pedagogue-psychologist as a specialist of helping professions in high school, generalizes, systematizes, integrates the content units of previous psychological and pedagogical disciplines “Introduction to the psychological and pedagogical profession”, “Practical psychology”, “Pedagogical psychology”, “Psychology and human development”, “General principles of pedagogy”, “Didactics”, “Theory of education”, etc.) “Self-knowledge”, “Social pedagogy”, “Social psychology” and contributes to the improvement of vocational training.

Consider the elective course program in more detail.

The main purpose of the elective course is: the training of a pedagogue-psychologist as a specialist of helping professions for professional activity by improving his professional training.

The proposed elective course is designed to solve the following tasks:

- expansion and deepening of knowledge, reflecting the current level of understanding of vocational training;
- familiarization of students with the concept of “professional training of a pedagogue-psychologist as a specialist of helping professions”, its essence, with the main components of vocational training (special, individual and personal training, preparation for communication), disclosure of the structural components of each component of vocational training and their content;
- training of a pedagogue-psychologist as a specialist of helping professions in the educational process of a higher education institution;
- mastering the system of psychological and pedagogical knowledge that determines the basis of professional activity;

- disclosure of the content of the professional activities of specialists of helping professions;
- formation of a positive attitude of the student towards his future professions;
- creation of conditions for the professional development and development of the student's personality, the disclosure of the student's personal potential;
- the development of skills for the practical use of modern psychological and pedagogical knowledge in the process of professional activity;
- mastering practical skills, skills of analysis and decision, professional psychological and pedagogical tasks;
- providing the student with the opportunity to realize the importance of acquiring his professional skills;
- the development of the professionally important qualities of the student.

According to the general condition, the elective course is built on the principles of student-centered education using innovative technologies.

In accordance with the design algorithm of the elective course "Professional training of a pedagogue-psychologist as a specialist in helping professions", we identified principles for the selection and structuring of the content of training. The main principles for the selection of content and organization of training are as follows:

- the principle of science - the selection of the content of the material in accordance with the current level of development of pedagogical and psychological science;
- the principle of practice-orientedness - the selection of the content of the material, aimed at solving professional psychological and pedagogical problems, taking into account the modernization of modern education; organization of various practical activities in accordance with the nature of the knowledge gained;
- the principle of cultural conformity - selection of the content of the material, which will help solve professional problems in specific socio-cultural conditions;
- the principle of nature conformance - taking into account the age and individual characteristics of students;
- the principle of humanization - the dialogue of educational material, orienting students to the comparison of different points of view, respect for the personality of each student, the creation of a positive psychological climate;
- the principle of subjectivity - the awareness and acceptance by students of their "I" in relationships with other people, the creation of conditions for the manifestation and development by the personality of their own individuality.

The optimal forms and methods of training that are adequate to the goals are found. The leading form of the organization of lectures is the traditional and problem lectures. The organization of practical classes is based on the use of innovative methods and forms of learning: "brainstorming", "clusters" ("clusters"), "decision tree", "Ketso", etc., and also provides for the participation of students in collective-group work, in discussions, in the analysis of specific situations, in business, role-playing games, training exercises with subsequent reflection, the implementation of creative tasks. When conducting practical exercises, the needs

and interests of students are taken into account. The organization of independent work of students (IWS) involves the implementation of tasks, exercises; study of individual issues of the topic; writing essays, reports, essay; work with literature. Independent work of a student under the guidance of a teacher (IWST) implies extra-curricular work of a student with the participation of a teacher (consultation) on issues that require special attention.

It is assumed: current, boundary and final forms of quality control of learning. Current control is carried out by assessing the performance of tasks for independent work of students, tasks and exercises in practical classes. Tasks and exercises are a set of tasks that reflect the basic requirements of this course. Boundary control is to write students a test paper, essay, essay. The final control involves the exam and summarizes the scores on the current and mid-term controls. Table 9 presents the educational and thematic plan of the special course.

Table 9 - Thematic plan of the elective course “Professional training of a pedagogue-psychologist as a specialist of helping professions”

	Topic title	Number of hours				
		L	P	IWS	IWST	Total
1	Introduction to psychological and educational activities	1	2	3	3	9
2	Peculiarities of the professional activity of the pedagogue-psychologist as a specialist of helping professions	1	2	4	4	11
3	Psychological service in education	1	2	4	4	11
4	Professional training as a basis for the effectiveness and success of professional activities of specialists of helping professions	2	4	4	4	14
5	The problem of professional training of a pedagogue-psychologist as a specialist of helping professions in high school	2	4	4	4	14
6	Special training of specialists	1	2	4	4	11
7	Formation of special training PP SHP	1	2	3	3	9
8	Professional communicational training	1	2	3	3	9
9	Conflicts in the professional activities of professionals helping professions	1	2	3	3	9
10	Formation of communicational training	1	2	3	3	9
11	Individual and personal training	1	2	3	3	9
12	Ways of individual-personal training	1	2	4	4	11
13	Means of individual and personal training	1	2	3	3	9
	Total:	15	30	45	45	135

Course summary

Theme 1. Introduction to the psychological and educational activities (Lecture - 1 hour, practical classes -2 hours).

The objectives of the lecture: improving students' general understanding of the professional activities of the pedagogue-psychologist as a specialist of helping professions, familiarization with the specifics training specialists helping professions in the Republic of Kazakhstan; Formation of the student's positive attitude towards their future professions.

The first topic covers the following issues: general characteristics of the specialty "Pedagogy and Psychology"; general idea of the professional activity of the pedagogue-psychologist as a specialist of the helping professions, the content and organization of its preparation for the professional activity.

The objectives of the lecture are: mastering the system of psychological and pedagogical knowledge, which determine the foundations of the professional activity of a pedagogue-psychologist as a specialist of helping professions; acquaintance of students with the peculiarities of the professional activity of a specialist of helping professions and disclosure of its essence, structure, content; familiarization with regulatory and ethical bases (requirements imposed on the educational psychologist as a specialist in helping professions, job responsibilities, professional ethics, professionally important qualities), various models of professional activity, features of correctional pedagogy.

Theme 2. Features of the professional activity of the pedagogue-psychologist as a specialist of helping professions (Lecture - 1 hour, practical classes -2 hours).

The second topic discusses such issues as: the essence of the concept of "professional activity", "professional activity of a pedagogue-psychologist as a specialist of helping professions", "inclusive education"; "Correctional pedagogy", the structure and content of the professional activity of a pedagogue-psychologist as a specialist of helping professions (subjects, object, purpose, tasks, types (directions) of professional activity, professionally important qualities of a specialist of helping professions); discloses the legal and ethical foundations of professional activity; Various models of the professional activity of the pedagogue-psychologist as a specialist of helping professions are given.

Theme 3. Psychological and social service in education (Lecture - 1 hour, practical lessons - 2 hours).

The objectives of practical classes: the expansion and deepening of knowledge about the psychological and social services in education, its models, structure; mastering the methodological method of "discussion"; consolidation of knowledge on the topic "features of the professional activities of the pedagogue-psychologist as a specialist of helping professions."

The third topic focuses on such issues as: psychological and social service in education: the goal, objectives, principles, structure, content; models of the psychological and social service in education (according to H.T. Sheryazdanova, N.M. Platonova, Z.M. Balgimbaeva, R.T.Medalievoy, I.V. Dubrovina, M.R.Bitianova, R.V. Ovcharova , L.M. Fridman, I.V. Vachkov, G.F. Nestereva,

and others); main directions of psychological and social services in education (psychological and social prevention, psychological and social education, psychological and social diagnostics, psychological and social correction, psychological and social counseling, etc.); the legal status of the educational psychologist as a specialist in helping professions: rights, duties, responsibility; professional ethics of the educational psychologist as a specialist professions, the professional activity of the educational psychologist as a specialist in helping professions: goal, tasks, main types, content of the activity.

Theme 4. Vocational training as a basis for the success and effectiveness of the professional activity of the pedagogue-psychologist as a specialist of helping professions (Lecture - 2 hours, practical exercises - 4 hours).

The objectives of the lecture: the expansion and deepening of knowledge, reflecting the current level of understanding of professional training; students get a general understanding of the vocational training of the pedagogue-psychologist as a specialist of helping professions: the nature, structure, content; familiarization with the three components of vocational training; analysis of the current state of the problem of improving vocational training.

The fourth topic is devoted to such issues as: professional training in the understanding of various authors; professional training of a pedagogue-psychologist as a specialist of helping professions: the essence, structure, content; components of vocational training (special, individual and personal training, preparation for communication); the current state of the problem of professional training of an pedagogue-psychologist as a specialist of helping professions.

Theme 5. The problem of vocational training at the university (Lecture - 2 hours, practical classes - 4 hours).

The objectives of practical training: the expansion and deepening of knowledge on the problem of professional training of a pedagogue-psychologist as a specialist of helping professions in high school; mastering the method of brainstorming.

The fifth topic addresses the following issues: methods of professional training of a pedagogue-psychologist as a specialist of helping professions in the educational process of a higher education institution; training as one of the professional training methods of the pedagogue-psychologist as a specialist of helping professions.

Topic 6. Special training (Lecture - 1 hour, practical classes - 2 hours).

The purpose of the lecture: acquaintance with the essence of the concept of “special training”, structure, meaningful characteristics of the components.

The sixth topic reflects the questions: the essence of the concept of “special training of the pedagogue-psychologist as a specialist of helping professions”; structure and content characteristics of the components of special training.

Theme 7. Improvement of the special preparation of the PPP SHP (Lecture - 1 hour, practical classes - 2 hours).

The objectives of the practical training: the improvement of special training; development of the practical use of modern psychological and pedagogical

knowledge in the process of professional activity; mastering practical skills, skills of analysis and solving professional psychological and pedagogical tasks; providing an opportunity to realize the importance of acquiring professional skills; overcoming of current professional difficulties, as well as the development of effective ways to resolve them in the future; development of professional qualities of the student.

At the seventh lesson, exercises and games are conducted: the exercise “Self-assessment of vocational training”; role-playing game (goal: to teach students the skills of analysis and how to solve problem situations); exercise “Suitcase” (goal: to give students the opportunity to realize their strengths and weaknesses and to outline a plan for professional self-development); the exercise “Psychology Lesson at School” (goal: developing the lesson technique); the “Agreement” exercise (goal: to enable students to draw up a plan for the development of their professional training); the exercise “Constructive Problem Solving” (goal: to teach students analysis skills and ways to resolve conflict situations); the exercise “Planning Your Activities” (goal: developing the skill of planning and distribution over time); exercise “Problem” (goal: working out the ability of empathic understanding, the ability to see the problem through the eyes of another, the analysis of the problem).

Topic 8. Professional communicational training (Lecture - 1 hour, practical classes -2 hours).

The objectives of the lecture: acquaintance with the essence of the concept of “communicational training of the pedagogue-psychologist as a specialist of helping professions”, structure, informative characteristics of the components; with the peculiarities of the “professional communication” of the pedagogue-psychologist as a specialist in helping professions; with communicative qualities.

The eighth topic is aimed at studying the following questions: the essence of the concept of “communicational training”; structure and content characteristics of the components of the preparation for communication; professional communication as the main form of activity of specialists of helping professions; communicative qualities of the pedagogue-psychologist as a specialist of helping professions, necessary for the effective implementation of professional activities.

Theme 9. Conflicts in professional activities (Lecture - 1 hour, practical classes -2 hours).

The objectives of practical classes: familiarization, expansion and deepening of knowledge about conflicts: types, types, forms, causes, stages of development, ways of resolution; mastering the methodical technique of “decision tree”.

The ninth topic gives an overview of conflicts: the concept, types, types, forms; causes of its occurrence; the main stages of development; ways to resolve the conflict.

Topic 10. Improving the preparation for communication (Lecture - 1 hour, practical classes -2 hours).

The objectives of practical classes: Improving the preparation for communication of students; development of communication skills; improvement of

communicative skills, empathy, reflection; the formation of effective communication skills using verbal and non-verbal means; development of active listening skills; the development of sensory perception; the formation of the skill of correction of the emotional state of the partner; the formation of skills impact on another person; development of observation and ability to read the interlocutor's postures; contributing overcoming psychological barriers to communication; development of skills in joint activities, group work skills; mutual emotional support; training in analyzing and predicting the behavior of partners, communication skills; the formation of rhetoric skills (oratory); formation of goal setting and planning skills, decision making skills and completion of communication.

At the tenth lesson, exercises and games are held: the exercise “Feeling with which I came to class” (goal: developing the ability to express and recognize the different emotional states of another person); role-playing game “Discussion with hidden roles” (goal: the development of skills for inclusion in joint activities, group work skills); the exercise “Mood” (goal: the development of observation and the ability to read the poses of the interlocutor); the “Hearing” exercise (goal: developing effective listening skills; awareness of hearing barriers; memorizing the basic rules of good listening); exercise “Anabiosis” (goal: the formation of skills impact on another person with the help of facial expressions, gestures, empathy); the exercise “Interview-presentation of a partner” (goal: teaching effective communication skills, analyzing and planning communication, identifying communication barriers, and active listening skills); the “Mirror” exercise (goal: development of the ability to feel oneself in another, i.e. empathy, by transferring to oneself the external pattern of the partner’s behavior); the game “Phrase in a circle” (goal: the formation of group work skills, the improvement of speech skills); game “Sign Language” (goal: to demonstrate effective use of facial expressions and gestures in non-verbal communication, training in information transfer; detecting the most common mistakes made during non-verbal communication, eliminating them); exercise “Managing the Initiative” (goal: developing skills to influence another person, skills of active listening); Crocodile game (goal: demonstration of effective use of facial expressions and gestures in non-verbal communication, training in information transfer; detection of the most common mistakes, lowered by nonverbal communication, their elimination); exercise “My experience in overcoming barriers in communication (target: identifying experiences in overcoming communication barriers); exercise “Speech” (goal: training the ability to find an approach to a professional or special topic in any audience; training the ability to begin and end a speech; developing active listening skills, developing rhetoric (oratory) skills.

Theme 11. Individual and personal training (Lecture - 1 hour, practical classes -2 hours).

The objectives of the lecture study are: familiarization with the essence of the concept of “individual-personal training of a pedagogue-psychologist as a specialist of helping professions”, structure, and content characteristic of

components; with the peculiarities of the individual style of the activity of the pedagogue-psychologist as a specialist of helping professions, with the requirements imposed on his personality.

The eleventh topic covers the following questions: the essence of the concept of “individual-personal training”; structure and content characteristics of the components of individual and personal training; the requirements for the personality of the educational psychologist as a specialist in helping professions, the personal qualities of specialists necessary for the effective performance of professional activities; individual style of activity of specialists and its formation.

Theme 12. Ways to improve the individual and personal training (Lecture - 1 hour, practical classes -2 hours).

The objectives of the practical lesson are: the expansion and deepening of knowledge about the individual-personal training of a pedagogue-psychologist as a specialist of helping professions, on how to form an individual style of activity; mastering the methodical technique “clusters” (or “clusters”)

The twelfth topic is devoted to the following issues: individual and personal training of the pedagogue-psychologist as a specialist of helping professions: essence, structure and content; ways of developing individual and personal training of specialists at the university; perfection of the individual style of the activity of the pedagogical psychologist as a specialist of helping professions in the higher educational institution.

Theme 13. Means to improve the individual and personal training (Lecture - 1 hour, practical classes -2 hours).

The objectives of the practical training: the improvement of individual and personal training; promoting students’ personal growth; awareness and overcoming barriers to the manifestation and development of creative potential; promoting self-discovery, self-disclosure, self-expression of the students’ personality; self-regulation skills training; development of personal qualities (confidence, independence, responsibility, etc.), a sense of self-worth, adequate self-esteem.

At the thirteenth lesson, exercises and games are conducted: the exercise “The line of my life” (goal: the development of a sense of self-worth, a reflection of one’s actions, feelings, thoughts); the “Kinoprob” exercise (goal: the formation of adequate self-esteem, the development of personal qualities); the exercise “In the rays of the sun” (goal: determining their best qualities, using them as a resource in overcoming difficult situations, developing personal qualities, forming an adequate self-esteem); exercise “Approval of self-worth” (goal: the formation of adequate self-esteem, reflection of their actions, feelings, thoughts); the exercise “Surprise at the Door” (goal: the development of spontaneity, creativity, improvisation); role-playing game “Take me on an expedition!” (goal: to develop the ability to be flexible, natural at the interview, the ability to present yourself (self-presentation); to help overcome the “fear of the exam”, finding new ways to persuade; help to understand your own strengths and weaknesses); the “Driving the Blind” exercise (goal: determining the degree of trust in other people, readiness to take responsibility for yourself); the exercise “Buffet” (goal: the creation of conditions

for the realization of promising areas for further self-development, personal growth); the exercise “Find Changes” (goal: development of attention, observation, memory); exercise “Make a film” (goal: the development of imagination, organizational skills); the exercise “Joint composing of history” (goal: development of creative thinking, imagination, rhetoric skills); the exercise “Associations” (goal: the development of perception, associative thinking); exercise “Pictogram” (goal: the development of auditory mediated memory, the creation of conditions for obtaining feedback, identifying the level of development of associative, reproductive and creative thinking); exercise “Remember their names” (goal: the development of visual memory).

To conduct classes, the elective course “Professional training of a pedagogue-psychologist as a specialist of helping professions” has been developed. An electronic textbook has been created on the basis of a teaching guide.

In the educational-methodical manual presents the theoretical and practical material for the course “Professional training of the pedagogue-psychologist as a specialist in helping professions.”

The educational-methodical manual creates conditions for organizing independent work, gives students a basis for mastering the main issues of the course, orients them to active interaction with the teacher, search for additional information on the topics of the course, is a guide for the student and consists of content (table of contents); introduction; course content; thematic planning; methodical recommendations for classes; literature; glossary; applications.

The manual provides guidelines for conducting lectures and practical classes of the course: the objectives of studying the topic (lectures or practical classes), basic questions (lectures or practical classes), information material or exercises (games), questions for discussion, tasks for independent work, tasks to prepare for the practical lesson, the recommended literature for each topic.

Based on the foregoing, it can be concluded that the main integrating element is the main idea of the elective course - Improving the professional training of students in the specialty “Pedagogy and Psychology”, which is realized through a certain organization of lectures, practical classes, independent work of students, and teacher-student collaboration ;and also through consideration of the currently relevant problems: methods of vocational training, features of the professional activity of the teacher-psychologist as a specialist in helping professions, requirements for them, etc. The concentration of material around these problems contributes to the establishment of such a system of connections and relationships, which reveals the essence and content of professional training of a pedagogue-psychologist as a specialist of helping professions with the greatest depth and depth.

The logic of building the course allows the pedagogue-psychologist as a specialist of helping professions to independently come to a conscious understanding of the nature and content of vocational training and, accordingly, the choice of a further strategy for its improvement.

This approach to the content of the course meets modern requirements for the preparation of students, providing the prospective specialist with an indicative basis for a productive and effective professional activity.

The next pedagogical condition is practice: training, work experience and undergraduate in the process of learning at the university

Practice is an effective means of training specialists, it is a “bridge” between theoretical training and their practical independent activities in educational institutions. The practice, being an integral part of the professional training of pedagogue-psychologists, organically included in the educational process of the university, provides the student an opportunity to understand the specifics of future professional activities, see its features, consolidate theoretical knowledge, gain practical experience, identify gaps in knowledge, and also contribute to the formation professional competence, which is the basis of the effectiveness and success of professional activities.

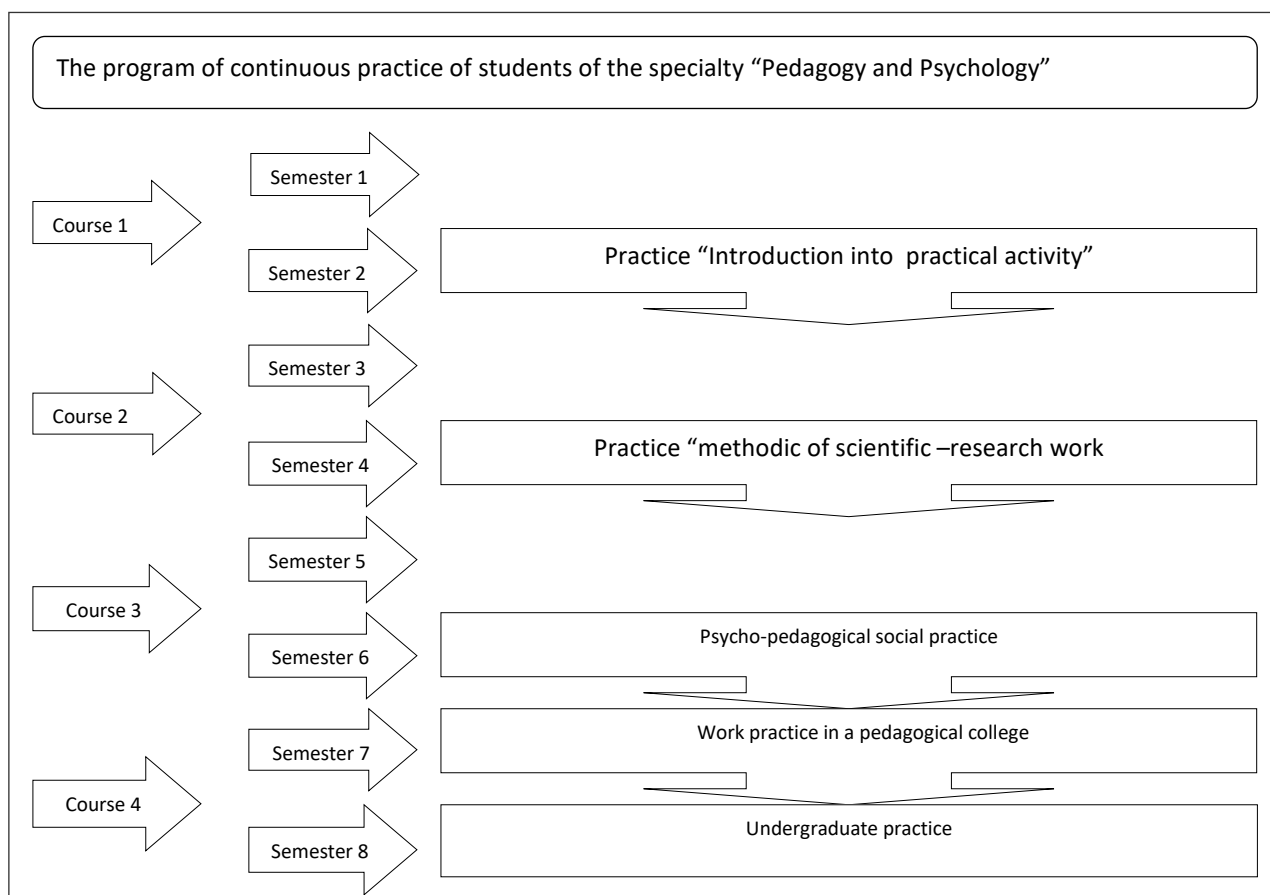


Figure 1 - The program of continuous practice of students enrolled in the specialty "Pedagogy and Psychology"

The program of continuous practice (Figure 1), is aimed at the formation of professional competence of students of pedagogue-psychologists and is a system of practices (of various types), starting from the first to the fourth courses:

- introduction to professional activities (1 course 2 semester);
- research methodology (2 course 4 semester);

- psychological and pedagogical social practice (3 course 6 semester);
- work practice in a pedagogical college (4 course 7 semester);
- undergraduate practice (4 course 8 semester).

Before the start of each practice, an orientation conference is held at which students are distributed to places of practice (educational institutions), get acquainted with the goals, objectives, content of practice and the procedure for issuing reporting documentation.

Practice is an effective means of training specialists, it is a “bridge” between theoretical training and their practical independent activities in educational institutions. The practice, being an integral part of the professional training of the pedagogue-psychologist as a specialist of helping professions, organically included in the educational process of the university, provides the student with the opportunity to understand the specifics of future professional activities, see its features, consolidate theoretical knowledge, gain practical experience, identify gaps in knowledge, and also contributes to the improvement of vocational training, which is the basis of the effectiveness and success of a professional activity.

Before the start of each practice, an orientation conference is held at which students are distributed to places of practice (educational institutions), get acquainted with the goals, objectives, content of practice and the procedure for issuing reporting documentation.

At the end of the practice, the students hand over the practical documentation to the practice supervisor. The form of the final control in practice is a differentiated assessment, the work of a student intern for the period of practical training is assessed by the pedagogue-psychologist of an educational institution, the final assessment is given by the head of practice - a teacher of the department. Analysis of the practice, reporting documentation, conditions of practice and grading are carried out within the framework of the final conference.

Thus, each type of practice takes place in three stages (Figure 2).

The first stage - the preparatory (organizational or introductory) stage, involves an orientation conference, an introduction to the practice program, its goals and objectives, content, and procedure for preparing the reporting documentation; drawing up an individual work plan for the period of practice. The first stage also includes acquaintance with an educational institution, acquaintance with the specifics of the professional activity of a pedagogue-psychologist: the purpose, tasks, content of professional activity, legal status, professional ethics, forms of accounting activities and reporting, with a list of documentation of a pedagogue-psychologist of an educational institution. At the preparatory stage, there is a distribution by classes (groups), acquaintance with class teachers (tutors, teachers); study and analysis of documentation (personal files, journals, medical books, state standards, work plans of educational psychologists), products of students' activities (various written, creative, examination papers, drawings, exercise books, etc.).

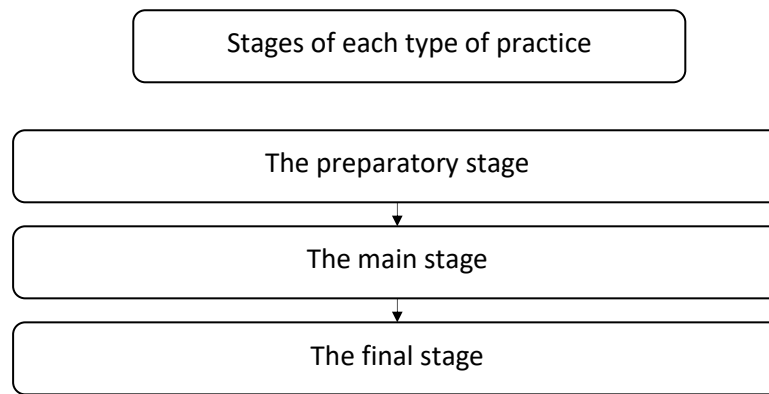


Figure 2 - Stages of each type of practice

The second - the main stage - the content of the practice reflects the activities of students in which they are included in the course of practice.

The third - the final stage - registration of reporting documentation, the final conference.

Each type of practice includes:

- explanatory note;
- goals and objectives of the practice;
- bases of practice (place of practice);
- organization and leadership practices;
- expected results of practice;
- criteria for evaluating practice;
- content of practice;
- reporting documentation and form of final control (figure 3).

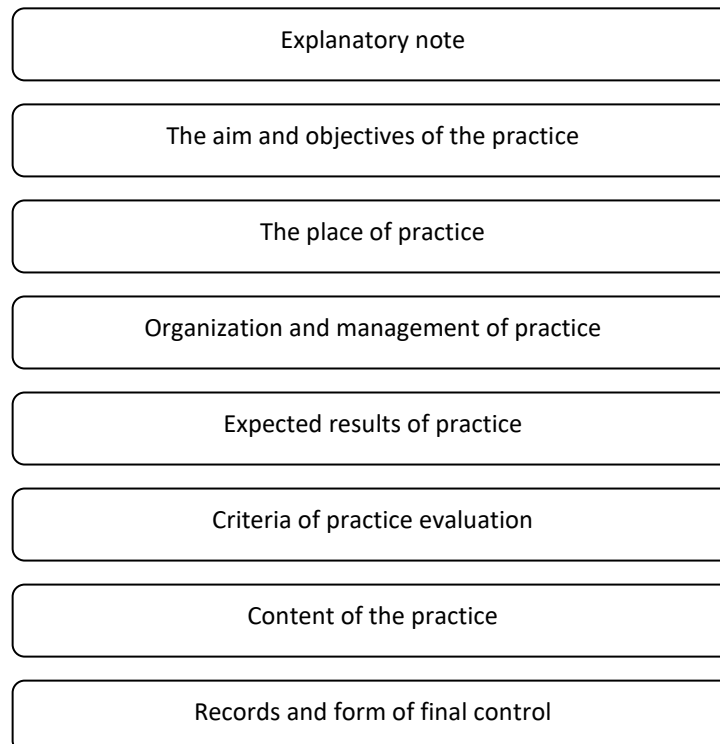


Figure 3 - Structure of each type of practice

Practice “Introduction to professional activity”

Explanatory note.

The work program of the practice in the specialty “Pedagogy and Psychology” was compiled in accordance with the State Compulsory Standard of Higher Professional Education of the Republic of Kazakhstan in the specialty “Pedagogy and Psychology”.

The practice “Introduction to Professional Activity” of first-year students is a practical addition to the disciplines “Introduction to the pedagogical specialty” and “Introduction to the psychological specialty” readable in the first semester. The introduction of this type of practice in the second semester is due to the fact that students have not fully and adequately formed ideas about the profession of a pedagogue-psychologist, the specifics of his professional activity. In addition, this practice in the early stages of study at the university allows you to determine the correctness of the choice of profession and contributes to the formation of positive motivation to master the profession. For this type of practice allocated 1 loan.

Aims and objectives of the practice.

The purpose of the practice is to form a general idea about the profession of a pedagogue-psychologist, about the specific features of professional activity.

In the process of practice the following tasks are solved:

- familiarization with educational institutions, with the activities of the administration, teachers (teachers or educators), their work system, planning the educational process of the educational institution;
- acquaintance with the psychological foundations of the pedagogical process and interpersonal relations of students (pupils) and the system “teacher - student (pupil)”;
- familiarity with the psychological foundations of individual and collective observation, with various types of observation;
- acquaintance with the goals, objectives, content of the activities of the teacher-psychologist, areas of work, features of the organization of professional activity; with forms of the account of activity and the reporting of the pedagogue-psychologist; with the list of documentation of the pedagogue-psychologist of the educational institution; with the legal status of the pedagogue-psychologist, the development of professional ethics;
- the introduction of students to the main types of professional activity of the pedagogue-psychologist;
- the formation of a positive attitude towards future professional activities, the development of a sustained interest in mastering the profession and the need for self-education activities;
- mastering the skills of professional reflection (introspection).

Place of practice

Practical institutions are educational institutions of Taldykorgan: pre-school, secondary general education, primary and secondary professional institutions with psychological service, full-time psychology teachers, and institutions with sufficient methodological, material and technical equipment. The bases of practice are

determined by the head of the department of developmental psychology and pedagogy in coordination with the head of the practical training department. For non-resident students the possibility of internship at the place of residence.

Organization and management of practices.

Directly the organization and management of students' work and control in practice are provided by group leaders (teachers of the department), as well as specialists from practice bases (educational psychologists) recommended by the administration of an educational institution.

Students-trainees have the right to contact the heads of the practice (teachers, administrations of educational institutions, pedagogue-psychologists) on all issues arising in the process of practice, make suggestions to improve the pedagogical process of the educational institution, participate in the work of teachers' councils, use the library, the office of the pedagogue-psychologist and educational literature in it.

The interns are subject to the rules of the internal routine of the educational institution, carry out the orders of the administration and the heads of the practice. In the case of non-compliance with the requirements for interns, managers can remove students from internship. Students who have been suspended from practice are assigned to repeat internships without interruption from studies at the university. This also applies to students whose work is recognized as unsatisfactory.

For the period of practice, students are subdivided into subgroups of 6-8 people, in each subgroup the elder is selected. The elder keeps a record of attendance by trainees of an educational institution, reports on consultations, and performs various assignments from the heads of internships.

In accordance with the curriculum, full-time practice is conducted in the first year in the second semester, for which one credit is provided.

The practice is organized in accordance with this Program under the guidance of group leaders from among university professors and heads of practice of educational institutions (practice bases).

At the end of the internship, students, within the prescribed period stipulated by the internship program, submit the report documentation for verification, and protect it during the interview. The final conference on the results of the practice is held at the university, students are given a differentiated assessment.

Expected results of practice.

The student-trainee as a result of the "Introducing professional activity" internship should know:

- the main regulatory documents governing the professional activities of the educational psychologist in educational institutions;
- features of the professional activity of the teacher-psychologist: the purpose, objectives, content, main activities (areas of work), legal status and professional ethics;
- forms of accounting activities and reporting, the list of documentation of the educational psychologist of an educational institution.

At the end of the practice, students should be able to:

- carry out various types of observations and draw up observation protocols;
- independently plan their work (develop an individual practice plan);
- conduct psychological and pedagogical analysis of the class (group);
- make psychological and pedagogical characteristics of the student (pupil);
- analyze the pedagogical process of an educational institution and interpersonal relations of students (pupils), “teacher - student (pupil)”;
- conduct professional reflection, analyze the work done, find strengths and weaknesses in it;
- summarize the data when writing a report.

Criteria for evaluating practice.

The mark “excellent” (A) is put to the student who fully mastered the content of the practice, performed at a high level all the tasks stipulated by the practice program, responsibly approached the practice, visited all days, was not late, observed discipline, showed activity, initiative, independence creative and research approach. Timely designed and handed over reporting documentation.

The mark “good” (B) is given to a student who has fully mastered the practice program, independently, with the initiative approached the fulfillment of the tasks of the practice program, but in carrying out certain types of activity made minor mistakes, there were two or three delays or passes for disrespectful reasons. In time issued and passed the reporting documentation.

The mark “satisfactory” (C, D) is received by a student who has completed the practice program, but has not shown activity, initiative, or independence. I was late, I missed classes for a disrespectful reason. He made mistakes in planning and carrying out certain types of work. This student constantly needed help from fellow students and practice leaders. Delivery of reporting documentation was carried out after the deadline.

The mark “unsatisfactory” (F) is set when the student has not completed the practice program and has not mastered its content. Irresponsibly approached the practice, did not take an active part, showed disrespect for the heads of the practice and for his classmates. There was no interest in the practice tasks, did not show a desire to attend the practice, did not ask for help from the practice leaders, did not consult with them. Did not pass reporting documentation. Or there is a plagiarism.

Content of practice.

Table 1 - The content of the practice “Introduction to professional activity”

Stages of practice	Main activities	Work form	Reporting form
1	2	3	4
Preparatory stage	Organizational work	Participation in the installation practice conference.	Discussion of organizational issues.
		Consultations with practice leaders (teachers and educational psychologists) throughout the entire period of practice on emerging issues.	Oral reports of students on the work done during the week,

			discussion of issues arising during the practice.
		Acquaintance with the educational institution, the study of documentation (State Standard, curriculum, work plans of teachers, etc.).	Characteristics of the educational institution.

Continuation of table 1

1	2	3	4
		<p>Acquaintance with the specifics of the professional activity of the pedagogue-psychologist: the purpose, tasks, content of the professional activity, with the legal status, with professional ethics.</p> <p>Acquaintance with the forms of accounting activities and reporting (quantitative data on the work carried out during the year; the main problems that were addressed to the psychologist or to the relevant department of the psychological service; scientific and methodological tools used in the work; qualitative characteristics of the work done); with the list of documentation of the pedagogue-psychologist of an educational institution (annual work plan approved by the head of the educational institution; a log book of the work done; work schedule for the week; programs and methods of various types of work; analytical report on the work done for the year, approved by the head of the educational institution).</p> <p>What model of psychological service is an educational institution guided by?</p>	A diary.
		Drawing up an individual work plan for a student for the period of internship based on the work plan of the pedagogue-psychologist.	Individual work plan trainee.
		Distribution into classes (groups), familiarity with the class (group), class teacher (tutor), the study of documentation (personal files, journals, medical books). Consolidation of the trainee (pupil) with the purpose of monitoring him and writing characteristics.	Characteristics of the class (group), the characteristics of the student (pupil).

Main stage	Observation	Observation of the pedagogical process of the assigned class (group); for interpersonal relations of the system “teacher - student (pupil)”, students (pupils); observation of one student (pupil).	Observation Protocols A diary. General characteristics of the class (group). Characteristics of the student (pupil).
	Main activities		
	Psychodiagnostic	An adjective with goals, tasks, involving psychodiagnostic behavior, with basic diagnostic methods, which apply the teacher-psychologist in his work. Monitoring the psychodiagnostic examination of the process, assisting the teacher-psychologist in updating the protocols, reviewing and interpreting techniques, writing the recommendations. Interviewed by a pedagogue-psychologist on the issues of concern, a method of choice.	A diary

1	2	3	4
	Correctional-development	Acquaintance with the goal, objectives, content of correctional and developmental activities, with the main correctional and developmental techniques that are used in their work by the pedagogue-psychologist, by the program that guides them. Monitoring the process of implementation of correctional activities. Assistance to the pedagogue-psychologist in organizing and conducting this type of activity. Conversations with the pedagogue-psychologist on emerging issues, the exchange of experience in the choice of correctional and developing methods and forms of work.	
	Consulting	Acquaintance with the goal, objectives, content of the advisory activity, with the main approaches (theories), methods, techniques used by the pedagogue-psychologist. Monitoring the consultation process (with the permission of the client and the pedagogue-psychologist himself). Helping the pedagogue-psychologist in maintaining records, filling out protocols. Conversations with the educational psychologist on emerging issues of counseling, exchange of experience.	
	Prophylactic	Acquaintance with the purpose, objectives, content of preventive activities, with the main forms and methods used by the pedagogue-psychologist to carry out this type of activity. Monitoring the process of organizing and conducting preventive activities. Assistance to the pedagogue-psychologist in organizing and conducting this type of activity. Conversations with the pedagogue-psychologist on emerging issues, the exchange of experience in the choice of methods and forms of work.	

	Enlightenment	Acquaintance with the goal, objectives, content of educational activities, with the main forms and methods used by the educational psychologist to carry out this type of activity (lectures, seminars, conversations, conferences, exhibitions of literature, open days, participation in parent meetings, speeches at the pedagogical and methodical councils). Monitoring the process of organizing and conducting educational activities. Assistance to the educational psychologist in organizing and conducting this type of activity. Conversations with the educational psychologist on emerging issues, the exchange of experience in the choice of methods and forms of work.	
	Additional activities		

Continuation of table 1

1	2	3	4
	Teaching staff	Acquaintance with the purpose, objectives, content of teaching, with the main forms and methods used by the educational psychologist for the implementation of this type of activity (visiting psychology lessons, elective courses, circles). Monitoring the process of organizing and conducting teaching activities. Assistance to the educational psychologist in organizing and conducting this type of activity. Conversations with the educational psychologist on emerging issues, the exchange of experience in the choice of methods and forms of work.	Дневник.
	Career guidance	Acquaintance with the purpose, objectives, content of career guidance activities, with the main forms and methods used by the educational psychologist to carry out this type of activity (psychological tests, trainings, conversations, extracurricular activities, games, etc.). Monitoring the process of organizing and conducting career guidance activities. Assistance to the pedagogue-psychologist in organizing and conducting this type of activity. Conversations with the pedagogue-psychologist on emerging issues, the exchange of experience in the choice of methods and forms of work.	

	Scientific and methodical	Acquaintance with the purpose, objectives, content of scientific and methodological activities, with the main forms and methods used by the pedagogue-psychologist for the implementation of this type of activity (introduction of new educational technologies, guidelines for optimizing the pedagogical process, identifying, disseminating psychological and pedagogical experience, promoting scientific psychological and pedagogical research among the teaching staff and parents, documentation, planning their work, the formation of their own of this “bank” of diagnostic and correctional-developmental techniques, creation of methodological equipment, participation in scientific and practical conferences, seminars, etc.). Monitoring the process of organizing and conducting scientific and methodological activities. Assistance to the educational psychologist in organizing and conducting this type of activity. Conversations with the pedagogue-psychologist on emerging issues, the exchange of experience in the choice of methods and forms of work.	
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Continuation of table 1

1	2	3	4
	Socio-pedagogical	Acquaintance with the goal, objectives, content of social and pedagogical activity, with the main forms and methods used by the educational psychologist for the implementation of this type of activity (social and psychological training, round-table discussions on the problems of socialization, education). Monitoring the process of organizing and conducting this type of activity. Involvement in the organization and conduct of social and educational activities. Conversations with the educational psychologist on emerging issues, the exchange of experience in the choice of methods and forms of work.	
	Upbringing	Acquaintance with the goal, objectives, content of educational activities, with the main forms and methods used by the pedagogue-psychologist to carry out this type of activity (seminars, lectures, conversations, parent meetings, trainings, etc.). Monitoring the process of organizing and conducting this type of activity. Assistance to the pedagogue-psychologist in organizing and conducting educational activities. Conversations with the pedagogue-psychologist on emerging issues, the exchange of experience in the choice of methods and forms of work.	

	Managerial	Acquaintance with the purpose, tasks, content of management activities, with the main forms and methods used by the educational psychologist for the implementation of this type of activity (interviews, trainings for the teaching staff and administration, seminars, lectures, etc.). Monitoring the process of organizing and conducting this type of activity. Assistance to the pedagogue-psychologist in organizing and conducting management activities. Conversations with the pedagogue-psychologist on emerging issues, the exchange of experience in the choice of methods and forms of work.	
The final stage	Reflective activity	Registration of reporting documentation, analysis of the work done during the period of practice. Speech at the final conference with a report on the work done.	Practice Report; characteristic with the assessment of the trainee.

Records and form of final control

At the end of the practice, students provide practitioners (teachers and pedagogue-psychologists) with a report on the work done in the practice provided for in the internship program. In the course of the discussion of the results of the work, a differentiated assessment is issued, which is approved at the final conference in defense of the results of the students' practice. Allow students to the final conference after the leaders check the reporting documentation.

The list of reporting documentation includes:

- diary;
- individual work plan for the intern for the period of internship;
- observation protocols;
- general characteristics of the educational institution;
- psychological and pedagogical characteristics of the class (group);
- psychological and pedagogical characteristics per student (pupil);
- practice report;
- a characteristic with an assessment of the trainee's activities, certified by the signature and stamp of the head of the educational institution, the educational psychologist.

Practice “Methodology of scientific-research work”

Explanatory note.

The work program of the practice in the specialty “Pedagogy and Psychology” is compiled in accordance with the working curriculum in the specialty “Pedagogy and Psychology”.

The practice of students “Methodology of research work” is a practical addition to the discipline “Experimental Psychology” readable in the fourth semester and is conducted in the second year in the fourth semester with a volume of 5 credits.

Goals and objectives of the practice.

The purpose of the practice is to master the methodology of research.

In the process of practice the following tasks are solved:

- formation of interest in psychological and pedagogical research;
- consolidation, deepening of theoretical knowledge obtained in the process of learning at the university and their practical application in the conditions of independent research activities;
- development of skills for planning, organizing and conducting research;
- mastering theoretical and empirical research methods;
- implementation of the skills of building a psychological and pedagogical experiment;
- development of skills for analyzing the results of the study

Base practice (place of practice).

Practical institutions are educational institutions of Taldykorgan: pre-school, secondary general education, primary and secondary professional institutions with psychological service, full-time psychology teachers, and institutions with sufficient methodological, material and technical equipment. The bases of practice are determined by the head of the department of developmental psychology and pedagogy in coordination with the head of the practical training department. For non-resident students the possibility of internship at the place of residence.

Organization and leadership practices.

Directly the organization and management of students' work and control in practice are provided by group leaders (teachers of the department), as well as specialists from practice bases (educational psychologists) recommended by the administration of an educational institution.

Students-trainees have the right to contact the heads of the practice (teachers, administrations of educational institutions, pedagogue-psychologists) on all issues arising in the process of practice, make suggestions to improve the pedagogical process of the educational institution, participate in the work of teachers' councils, use the library, the office of the teacher-psychologist and educational literature in it.

Students-interns are daily in an educational institution for at least 6 hours, performing all types of work provided for in the internship program. The interns are subject to the rules of the internal routine of the educational institution, carry out the orders of the administration and the heads of the practice. In the case of non-compliance with the requirements for interns, managers can remove students from internship. Students who have been suspended from practice are assigned to repeat the practice without interruption from studies at the university. This also applies to students whose work is recognized as unsatisfactory.

For the period of practice, students are subdivided into subgroups of 6-8 people, in each subgroup the elder is selected. The elder keeps a record of attendance by trainees of an educational institution, reports on consultations, and performs various assignments from the heads of internships.

In accordance with the curriculum, full-time practice is conducted in the second year in the fourth semester, for which 5 credits are provided.

The practice is organized in accordance with this Program under the guidance of group leaders from among university professors and heads of practice of educational institutions (practice bases).

At the end of the internship, students, within the prescribed period stipulated by the internship program, submit the report documentation for verification, and protect it during the interview. The final conference on the results of the practice is held at the university, students are given a differentiated assessment.

Expected results of practice.

The student intern as a result of internship must know the stages of the research work, the methodology of the research.

At the end of the practice, students should be able to:

- master the methodology of research work;
- apply the received theoretical knowledge in conditions of independent research activities;
- plan, organize and conduct research work;
- to build a psychological and pedagogical experiment (select a topic and define a research problem; select and analyze literature; clarify a problem, hypothesis, research task; select, develop and test psychodiagnostic and research methods; select a scheme for organizing and conducting an experiment; prepare and conduct an experiment; process and analyze the results of the study; formulate conclusions and practical recommendations based on the obtained data).

Criteria for evaluating practice.

The mark “excellent” (A) is put to the student who fully mastered the content of the practice, performed at a high level all the tasks stipulated by the practice program, responsibly approached the practice, visited all days, was not late, observed discipline, showed activity, initiative, independence creative and research approach. Timely designed and handed over reporting documentation.

The mark “good” (B) is given to a student who has fully mastered the practice program, independently, with the initiative approached the fulfillment of the tasks of the practice program, but in carrying out certain types of activity made minor mistakes, there were two or three delays or passes for disrespectful reasons. In time issued and passed the reporting documentation.

The mark “satisfactory” (C, D) is received by a student who has completed the practice program, but has not shown activity, initiative, or independence. I was late, I missed classes for a disrespectful reason. He made mistakes in planning and carrying out certain types of work. This student constantly needed help from fellow students and practice leaders. Delivery of reporting documentation was carried out after the deadline.

The mark “unsatisfactory” (F) is set when the student has not completed the practice program and has not mastered its content. Irresponsibly approached the practice, did not take an active part, showed disrespect for the heads of the practice

and for his classmates. There was no interest in the practice tasks, did not show a desire to attend the practice, did not ask for help from the practice leaders, did not consult with them. Did not pass reporting documentation. Or there is a plagiarism.

Content of practice.

Table 2 - The content of the practice “Methods of scientific-research activity”

Stages of practice	The main activities of the trainee	Work form	Reporting form
1	2	3	4
Preparatory stage	Organizational work	Participation in the installation conference.	Discussion of organizational issues.
		Consultations with practice leaders (teachers and educational psychologists) throughout the entire period of practice on emerging issues.	Oral reports of students on the work done during the week, discussion of issues arising during the practice.
		Familiarization with the educational institution, the study of documentation (State Standard, curriculum, work plans of teachers, educational psychologists, etc.).	A diary.
		Drawing up an individual student work plan for the period of internship.	Individual work plan trainee.
Main stage	Writing the theoretical part of the study	Research Planning. Making a plan-map of the study. Highlighting the topic and a preliminary definition of the research problem. Selection and analysis of the literature (compilation of files on the research topic). Spelling out works on their problem (at least 15-20). Clarification of the problem, hypotheses and research objectives. Writing the theoretical part of the study.	A diary. The theoretical part of the study.

Continuation of table 2

1	2	3	4
	Writing the practical part of the study	Test experiment	<p>A diary.</p> <p>Protocols of observations and conducting various diagnostic methods (interviews, questionnaires, tests, interviews, etc.) and methods of the formative experiment.</p> <p>Diagnostic methods and techniques of the forming experiment with the application of stimulus material (provided only for testing, remain at home).</p> <p>The practical part of the study.</p>
		<p>The distribution of classes (groups) for research. Acquaintance with the class (group), class teacher (tutor), the study of documentation (personal files, journals, medical books), products of activities (various written, creative, examinations, drawings, notebooks of students (pupils).</p> <p>Attendance, observation of the pedagogical process of the class (group). Selection, development and testing of diagnostic methods for the research problem (tests, questionnaires, interview plans, observation programs, interviews, etc.). The selection of several subjects for the trial (pilot) experiment (at least five people) by specially selected methods.</p> <p>The choice of the scheme of organization and conduct of the experiment. Preparing for the experiment.</p>	
		<p>Conducting an ascertaining experiment with selected test subjects using selected validated diagnostic methods. Filling survey protocols for each method (can be on each subject). Interpretation, systematization, grouping of the obtained quantitative and qualitative data during primary processing. The use of mathematical methods. Presentation of research results in tables, graphs, charts. Conclusions and search for solutions to this problem.</p>	
		<p>Conducting a formative experiment. Selection of methods (didactic material, visual aids, etc.) or a set of methods (correctional, developmental, preventive, educational, etc.) necessary for conducting experimental work on the subject of their research. Filling survey reports. Conducting an intermediate slice, comparing data, adjusting the progress of experimental work.</p>	

Continuation of table 2

1	2	3	4
	Control experiment	Conduct a control experiment (control slice). Implementation of quantitative and qualitative analysis of experimental work, the use of mathematical methods. Formulation based on experimental findings and practical recommendations. Analysis of the results of the study.	
The final stage	Reflective activity	Registration of reporting documentation, analysis of the work done during the period of practice. Preparation of a problem report and presentation with a message to teachers and students at the final conference.	Report on the passage of practice. Report on the problem of research (article or report).

Note. When writing the main stage of the practice was used literature: Nemov R.S. Psychology: Textbook. for stud. higher ped. institutions: In 3rd book. - M.: Humanit. ed. Center VLADOS, 2003. - Vol. 3: Psychodiagnostics. Introduction to scientific psychological research with elements of mathematical statistics. - 640 s.

Reporting documentation and form of final control

At the end of the practice, students provide practitioners (teachers and pedagogue-psychologists) with a report on the work done in the practice provided for in the internship program. In the course of the discussion of the results of the work, a differentiated assessment is issued, which is approved at the final conference in defense of the results of the students' practice. Allow students to the final conference after the leaders check the reporting documentation.

The list of reporting documentation includes:

- diary;
- individual work plan for the intern for the period of internship;
- diagnostic methods (tests, questionnaires, interview plans, interviews, observation programs, etc.); techniques used in the formative experiment with the application of stimulus material (provided only for testing, remain with the students);
- protocols of observations and techniques;
- report on a research problem (report or article);
- practice report.

Psycho-pedagogical social practice

Explanatory note.

The work program of the practice in the specialty "Pedagogy and Psychology" was compiled in accordance with the State Compulsory Standard of Higher Professional Education of the Republic of Kazakhstan in the specialty "Pedagogy and Psychology". Psycho-pedagogical social practice is a practical addition to the disciplines read in the third semester: "Developmental Psychology", "Psychological Management", "Psychological-Pedagogical Diagnosis of

Personality”, in the fifth semester - “Practical Psychology”, in the sixth semester - “Social Psychology” , “Social pedagogy”, “Theory and technology of profile education”. Psycho-pedagogical social practice is conducted in the third year in the sixth semester in the amount of 5 credits.

Goals and objectives of the practice.

The purpose of the practice is to familiarize with the sociological environment of education, the inclusion in the professional activities of the pedagogue-psychologist (as an assistant) and the formation of professional competence of the future specialist.

In the process of practice, various tasks are solved: familiarization with educational institutions and the current state of psychological and pedagogical work in them; with the psychological foundations of observation of the relationship “teacher - student (pupil)”, “student (pupil) - student (pupil)”, “parent - teacher - student (pupil)”; features of psychological and pedagogical relations in small groups, with basic parameters and sociometric structure of a small group.

In addition, this practice also solves the problem of forming the components of professional competence. Tasks for the formation of special competence:

- formation of professional orientation; interest in future professional activities; positive attitude to the profession; the need to increase their special competence;

- creating an installation for students on self-education;

- actualization and practical application of theoretical knowledge obtained in the course of studying basic and major disciplines;

- formation of an integrated system of knowledge about the professional activity of the teacher-psychologist: the goal, objectives, content (areas of work), features of the organization of professional activity;

- familiarization with the regulatory documents governing the professional activities of the educational psychologist of an educational institution (with legal status, professional ethics, forms of business accounting and reporting, a list of documentation);

- mastering the technology of professional activity (development of skills to design, model, plan, predict upcoming professional activities: set a goal, formulate tasks, find and apply various methods and forms of work, select them most optimal for achieving a result, monitor the progress of work and evaluate the result and etc.);

- further development and improvement of skills and abilities in various types of professional activities of a pedagogue-psychologist (psychodiagnostic, correctional, developmental, advisory, preventive, educational, etc.);

- gaining experience in solving psychological and pedagogical tasks;

- the formation of psychological readiness for professional activities;

- development of skills of self-esteem and reflection of professional activity in practice;

- development of professionally important qualities.

Tasks for the formation of competence in communication:

- the formation of interest in professional communication with the administration of the educational institution, the teaching staff, students (pupils) and their parents;

- formation of the need for increased competence in communication;

- the formation of an integrated system of knowledge of the basics of professional communication (professional communication sides: communicative, interactive, perceptual);

- the formation of skills to highlight information and content aspects of communication, to own a professional language of communication, the correct use of means of communication; ability to build a common strategy of interaction; the ability to perceive, listen and understand the interlocutor;

- development of reflection skills and self-esteem of professional communication in practice.

Tasks for the formation of individual personal competence:

- formation of interest in their personality and individuality; needs for self-improvement, self-realization, self-knowledge, self-development;

- the formation of an integrated system of knowledge about their individual and personal characteristics;

- the formation of their own individual style of activity;

- development of skills to adapt to various conditions (adaptation), control oneself (self-regulation), creativity;

- the formation of a positive adequate self-esteem and reflection skills.

Base practice (place of practice).

Practical institutions are educational institutions of Taldykorgan: pre-school, secondary general education, primary and secondary professional institutions with psychological service, full-time psychology teachers, and institutions with sufficient methodological, material and technical equipment. The bases of practice are determined by the head of the department of developmental psychology and pedagogy in coordination with the head of the practical training department. For non-resident students the possibility of internship at the place of residence.

Organization and leadership practices.

The general management of the practice is provided by the production practice department of ZHSU named after. I.Zhansugurova and head of the department of developmental psychology and pedagogy. Directly the organization and management of students' work and control in practice are provided by group leaders (teachers of the department), as well as specialists from practice bases (pedagogical psychologists) recommended by the administration of an educational institution.

Students-trainees have the right to contact the heads of the practice (teachers, administrations of educational institutions, teachers-psychologists) on all issues arising in the process of practice, make suggestions to improve the pedagogical process of the educational institution, participate in the work of teachers' councils, use the library, the office of the teacher-psychologist and educational literature in it.

Students-interns are daily in an educational institution for at least 6 hours, performing all types of work provided for in the internship program. The interns are subject to the rules of the internal routine of the educational institution, carry out the orders of the administration and the heads of the practice. In the case of non-compliance with the requirements for interns, managers can remove students from internship. Students who have been suspended from practice are assigned to repeat the practice without interruption from studies at the university. This also applies to students whose work is recognized as unsatisfactory.

For the period of practice, students are subdivided into subgroups of 6-8 people, in each subgroup the elder is selected. The elder keeps a record of attendance by trainees of an educational institution, reports on consultations, and performs various assignments from the heads of internships.

In accordance with the curriculum, full-time practice is conducted in the third year in the sixth semester, for which 5 credits are provided (225 hours).

The practice is organized in accordance with this Program under the guidance of group leaders from among university professors and heads of practice of educational institutions (practice bases).

At the end of the internship, students, within the prescribed period stipulated by the internship program, submit the report documentation for verification, and protect it during the interview. The final conference on the results of the practice is held at the university, students are given a differentiated assessment.

Expected results of practice.

As a result of the internship, a student-trainee must understand the nature and purpose of the teaching profession of a psychologist, and should also know:

- the specifics of the professional activity of the pedagogue-psychologist: the purpose, objectives, content, main activities (areas of work), legal status and professional ethics;
- the main regulatory documents governing the professional activities of the pedagogue-psychologist in educational institutions; (forms of accounting activities and reporting, the list of documentation);
- features of professional communication pedagogue-psychologist;
- individual psychological characteristics of their own personality.

At the end of the practice, students should:

- to observe the relationship "teacher - student (pupil)", "student (pupil) - student (pupil)", "parent - teacher - student (pupil)";
- be able to study the characteristics of psychological and pedagogical relations in small groups, its sociometric structure and basic parameters;
- be able to apply the obtained theoretical knowledge in practice;
- master the technology of professional activity and professional communication: be able to design, model, plan, forecast future professional activities (set a goal, formulate tasks, find and apply various methods and forms of work, select them most optimal for achieving a result, monitor the progress and evaluate result);
- to be able to navigate in various types of professional activities of the pedagogue-psychologist, to be able to organize and carry out various activities of the pedagogue-psychologist;
- be able to distinguish informational and informative aspects when communicating, own a professional language of communication, use the means of communication correctly; be able to build a common interaction strategy; be able to perceive, listen and understand the interlocutor;
- gain experience in solving psychological and pedagogical tasks;
- conduct scientific and practical research in the field of professional activity;
- to carry out reflection and self-assessment of professional activity, professional communication, self;
- define and develop your own individual style of activity;
- be able to adapt to different conditions, learn to control yourself, approach your professional activity based on creativity;
- identify ways of their professional development.

Criteria for evaluating practice.

The mark "excellent" (A) is put to the student who fully mastered the content of the practice, performed at a high level all the tasks stipulated by the practice program, responsibly approached the practice, visited all days, was not late, observed discipline, showed activity, initiative, independence creative and research approach. Timely designed and handed over reporting documentation.

The mark "good" (B) is given to a student who has fully mastered the practice program, independently, with the initiative approached the fulfillment of the tasks of the practice program, but in carrying out certain types of activity made minor mistakes, there were two or three delays or passes for disrespectful reasons. In time issued and passed the reporting documentation.

The mark "satisfactory" (C, D) is received by a student who has completed the practice program, but has not shown activity, initiative, or independence. I was

late, I missed classes for a disrespectful reason. He made mistakes in planning and carrying out certain types of work. This student constantly needed help from fellow students and practice leaders. Delivery of reporting documentation was carried out after the deadline.

The mark “unsatisfactory” (F) is set when the student has not completed the practice program and has not mastered its content. Irresponsibly approached the practice, did not take an active part, showed disrespect for the heads of the practice and for his classmates. There was no interest in the practice tasks, did not show a desire to attend the practice, did not ask for help from the practice leaders, did not consult with them. Did not pass reporting documentation. Or there is a plagiarism.

Content of practice.

Table 3 - Content of psychological and pedagogical social practice

Stages of practice	Main activities	Form of work	Reporting form
1	2	3	4
Preparatory stage	Organizational work	Participation in the installation practice conference.	Discussion of organizational issues.
		Consultations with practice leaders (teachers and pedagogue-psychologists) throughout the entire period of practice on emerging issues.	Oral reports of students on the work done during the week, discussion of issues arising during the practice.

Continuation of table 3

1	2	3	4
		Acquaintance with the educational institution, the study of documentation (State Standard, curriculum, work plans of teachers, etc.).	Characteristics of the educational institution.
		<p>Acquaintance with the specifics of the professional activity of the pedagogue-psychologist: the purpose, tasks, content of the professional activity, with the legal status, with professional ethics.</p> <p>Acquaintance with the forms of accounting activities and reporting of the pedagogue-psychologist (quantitative data on the work carried out during the year; main problems for which they turned to a psychologist or to the relevant department of the psychological service; scientific and methodological tools used in the work; qualitative characteristics of the work carried out); with the list of documentation of the pedagogue-psychologist of an educational institution (annual work plan approved by the head of the educational institution; a log book of the work done; work schedule for the week; programs and methods of various types of work; analytical report on the work done for the year, approved by the head of the educational institution).</p> <p>What model of psychological service is an educational institution guided by?</p> <p>Conversation with the educational psychologist to identify the psychological and pedagogical problems of the educational institution, a particular class (group).</p>	A diary.
		Drawing up an individual work plan for the student for the period of internship based on the work plan of the pedagogue-psychologist and the problem of the educational institution identified during the interview.	Individual work plan trainee.

Continuation of table 3

1	2	3	4
		Assigning a class (group) to an intern in which it is necessary to identify a psychological and pedagogical problem. Acquaintance with class (group), class teacher (tutor).	
Main stage	Psychodiagnostic activity	<p>The study of practical inquiry, the formulation of the psychological problem, the formulation of hypotheses about the causes of the observed phenomena:</p> <p>1) the study and analysis of the documentation of the class (group) (personal files, journals, medical books), products of activities (various written, creative, examinations, drawings, students' notebooks (pupils)</p> <p>2) observation of the pedagogical process of the assigned class (group); for interpersonal relations of a small group (the system of relations “teacher – student (pupil)”, students (pupils), “parent – student (pupil) - teacher”);</p> <p>3) pilot psychodiagnostic examination in order to identify the most relevant psychological and educational problems of the class (group).</p>	<p>A diary.</p> <p>Characteristics of the class (group).</p> <p>Observation</p> <p>Protocols</p> <p>Protocols of trial psychodiagnostic methods.</p>
		The choice of research methods and their use (selection of a complex psychodiagnostic methods).	<p>Psychodiagnostic methods.</p> <p>Protocols of techniques.</p> <p>Conclusion techniques.</p>
		<p>The formulation of the psychological diagnosis (forecast of further development).</p> <p>Development of recommendations.</p>	<p>The general conclusion about the identified psychological and pedagogical problem.</p> <p>Recommendations.</p>

Continuation of table 3

1	2	3	4
		Conducting conversations with teachers, class teachers (tutors); parent meetings with parents to discuss the psychological and educational problems of the class (group) and methods of correctional and developmental work.	Summaries of conversations with teachers, parent meetings.

	Correctional development activities	Development of a program of correctional and developmental work, consisting of: a clear statement of the purpose of remedial work; determine the range of tasks; determine the methodology and content of the program; choice of strategy and tactics of correctional development work; form work definitions; selection of methods and techniques for working with the client; determine the total time and schedule of meetings; equipment preparation; determine the criteria for the effectiveness of remedial development measures.	Correctional development program.
		Implementation of the correctional development program, control over its implementation.	Protocols for each class and their self-analysis.
		Conducting conversations with teachers, class teachers (tutors); parent meetings with parents to discuss the results of psychodiagnostic examination and ongoing correctional and developmental work. Speech at the psychological and pedagogical consilium with the identified problem.	Summaries of conversations with teachers, parent meetings, speeches at the psychological and pedagogical consultation.
	Psychodiagnostic activity	Conducting a final psychodiagnostic examination in order to trace the dynamics of corrected properties, to assess the effectiveness of correctional and developmental work in a class (group).	Protocols of techniques. Conclusion techniques.
	Preventive activities	Conducting lectures or seminars with teachers, parents in order to prevent similar problems in the future.	Summaries of lectures, seminars, speeches at parental meetings.
	Advisory activities	Consultations with children, teachers, parents (additionally, if necessary).	Summary of consultations. Protocols.

Continuation of table 3

1	2	3	4
	Educational activities	Conducting lectures, conversations, seminars, etc. with the aim of in-depth study and analysis of such problems (in addition, if necessary).	Summaries of conversations, lectures, seminars, etc. Minutes.

The final stage	Reflective activity	Registration of reporting documentation, analysis of the work done during the period of practice. Preparation of the report and presentation with a message to teachers and students at the final conference.	Report on the passage of practice. Characteristic with the assessment of the trainee.
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Note: when writing the main stage of psychological and pedagogical social practice, the following literature was used:

1. Practical psychology of education: Textbook for universities. / Ed. I.V. Dubrovina. - M.: Education, 2003. - 480 p.
2. Ovcharova R.V. Practical psychology of education: A manual for students. psychol. a fact universities. - M.: Izdat. Center "Academy", 2003. - 448 p.

Reporting documentation and form of final control

At the end of the practice, students provide practitioners (teachers and teachers-psychologists) with a report on the work done in the practice provided for in the internship program. In the course of the discussion of the results of the work, a differentiated assessment is issued, which is approved at the final conference in defense of the results of the students' practice. Allow students to the final conference after the leaders check the reporting documentation.

The list of reporting documentation includes:

- characteristics of the educational institution;
- individual work plan for the intern for the period of internship;
- diary;
- psychological and pedagogical characteristics of the class (group);
- observation protocols;
- protocols of trial, planned, final psychodiagnostic methods;
- psychodiagnostic methods;
- conclusion of techniques;
- general conclusion on the identified psychological and pedagogical problem;
- recommendations;
- correctional development program (detailed version), protocols for each class and their self-analysis;
- summaries of conversations, lectures (or seminars) with teachers, parents; speeches at parental meetings, psychological and pedagogical consultation;
- summaries and consultation protocols (if applicable);
- summaries and protocols of conducting conversations, lectures, etc. for the purpose of enlightenment (if conducted);

- practice report;
- a characteristic with an assessment of the trainee's activities, certified by the signature and stamp of the head of the educational institution, the educational psychologist.

Work practice in a pedagogical college (secondary school)

Explanatory note.

The work program of the practice in the specialty “Pedagogy and Psychology” was compiled in accordance with the State Compulsory Standard of Higher Professional Education of the Republic of Kazakhstan in the specialty “Pedagogy and Psychology”.

Work experience in a pedagogical college is a practical addition to the disciplines “Methods of teaching psychology”, “Methods of teaching pedagogy”, which are read in the fifth semester, and is held in the fourth year in the seventh semester in 5 credits.

Goals and objectives of the practice.

Purpose practice is the mastery of teaching methods of psychological and pedagogical disciplines, methods of organizing and conducting educational activities with a professional focus.

In the process of practice the following tasks are *solved*:

- familiarization with the secondary specialized vocational educational institution (pedagogical college, comprehensive school), with the activities of the administration, teachers, teachers, their work system, planning of the educational process;
- familiarization with the state standard, curriculum, schedule of the educational process, with typical workers, educational programs in psychological and pedagogical disciplines;
- consolidation of theoretical knowledge obtained in the course of studying the disciplines “Methods of teaching psychology”, “Methods of teaching pedagogy”, their practical implementation;
- the development of skills in teaching psychology and pedagogy in the pedagogical college;
- development of skills to carry out student-centered learning, to disclose the creativity of students and to indicate the development of their creative potential;

- the formation of a positive attitude towards future professional activities, the development of a sustained interest in mastering the profession and the need for self-education activities
- development of professionally important qualities;
- mastering the skills of professional reflection (introspection).

Base practice (place of practice).

The bases of practice are pedagogical colleges of Taldykorgan, which has sufficient methodological, material and technical equipment of the institution. The bases of practice are determined by the head of the department of age-related psychology and pedagogy in coordination with the head of the practical training department.

Organization and leadership practices.

Directly organizing and guiding the work of students and monitoring in practice are provided by group leaders - teachers of the department, as well as specialists from the practice bases - teachers of the pedagogical college.

Students-trainees have the right to contact the heads of the practice (university teachers, administrations and teachers of the pedagogical college) on all issues arising in the course of the practice, make suggestions for improving the pedagogical process of the pedagogical college, use the library.

Student trainees are in the pedagogical college every day for at least 6 hours, performing all types of work envisaged by the internship program. The interns are subject to the internal regulations of the pedagogical college, carry out the orders of the administration and the heads of the practice. In the case of non-compliance with the requirements for interns, managers can remove students from internship. Students who have been suspended from practice are assigned to repeat the practice without interruption from studies at the university. This also applies to students whose work is recognized as unsatisfactory.

For the period of practice, students are subdivided into subgroups of 6-8 people, in each subgroup the elder is selected. The elder keeps a record of the attendance of trainees, reports on consultations, and performs various assignments for practitioners.

In accordance with the curriculum, full-time practice is conducted in the fourth year in the seventh semester, for which 5 credits are provided.

The practice is organized in accordance with this Program under the guidance of group leaders from among the university teachers and the leaders of the practice of the pedagogical college (practice bases).

At the end of the internship, students, within the prescribed period stipulated by the internship program, submit the report documentation for verification, and

protect it during the interview. The final conference on the results of the practice is held at the university, students are given a differentiated assessment.

Expected results of practice.

A student-trainee as a result of internship at a teacher training college should know:

- the main regulatory documents governing the activities of the pedagogical college: the charter, the system of organization and planning of the educational work of the pedagogical college, the state standard, the curriculum, the schedule of the educational process, model workers, curricula in psychological and pedagogical disciplines, etc .;

- methods of teaching psychological and pedagogical disciplines;

- theoretical foundations of student-centered learning.

- At the end of the practice, students should be able to:

- independently plan their work (develop an individual practice plan);

- teach psychological and pedagogical disciplines;

- organize and conduct educational activities of professional orientation;

- apply creative and research approaches to the teaching of psycho-pedagogical disciplines;

- implement learner-centered learning;

- analyze the pedagogical process of the pedagogical college;

- conduct professional reflection, analyze the work done, find strengths and weaknesses in it;

- summarize the data when writing a report.

Criteria for evaluating practice.

The mark “excellent” (A) is put to the student who fully mastered the content of the practice, performed at a high level all the tasks stipulated by the practice program, responsibly approached the practice, visited all days, was not late, observed discipline, showed activity, initiative, independence creative and research approach. Timely designed and handed over reporting documentation.

The mark “good” (B) is given to a student who has fully mastered the practice program, independently, with the initiative approached the fulfillment of the tasks of the practice program, but in carrying out certain types of activity made minor mistakes, there were two or three delays or passes for disrespectful reasons. In time issued and passed the reporting documentation.

The mark “satisfactory” (C, D) is received by a student who has completed the practice program, but has not shown activity, initiative, or independence. I was late, I missed classes for a disrespectful reason. He made mistakes in planning and carrying out certain types of work. This student constantly needed

help from fellow students and practice leaders. Delivery of reporting documentation was carried out after the deadline.

The mark “unsatisfactory” (F) is set when the student has not completed the practice program and has not mastered its content. Irresponsibly approached the practice, did not take an active part, showed disrespect for the heads of the practice and for his classmates. There was no interest in the practice tasks, did not show a desire to attend the practice, did not ask for help from the practice leaders, did not consult with them. Did not pass reporting documentation. Or there is a plagiarism.

Content of practice.

Table 4 - the content of practical training in a teacher's college

Stages of practice	The main activities of the trainee	Work form	Reporting form
1	2	3	4
Preparatory stage	Organizational work	Participation in the installation conference.	Discussion of organizational issues
		Consultations with practice leaders (university and college teachers) throughout the entire period of practice on emerging issues	Oral reports of students on the work done during the week, discussion of issues arising during the practice
		Acquaintance with the pedagogical college, the study of documentation (State Standard, curriculum, work plans for teachers, etc.).	A diary. General characteristics of the pedagogical college.
		Drawing up an individual work plan for the student for the period of internship based on the work plan of the teacher (s), the lead (s) psychological and pedagogical disciplines	Individual work plan trainee.
Main stage	Educational activities	Attendance and analysis of the classes of college teachers, leading psychological and pedagogical disciplines.	A diary. Analysis of teachers' classes. Summaries of lessons on the

		Development and conduct of pilot training sessions on psychological and pedagogical disciplines	trial and open classes. Self-analysis of the trial and open classes.
		Development and conduct of open training sessions on psychological and pedagogical disciplines. Their introspection.	
	Educational activities	Attendance and analysis of educational activities of the college.	A diary. Analysis of educational activities. Summaries and scenarios for the conducted trial and open educational activities. Self-analysis of the trial and open educational activities.
		Development and implementation of pilot educational events	
		Developing and conducting open educational events of various kinds, including professional ones. Their introspection	

Continuation of table 4

1	2	3	4
	Methodical activity	<p>Paperwork, planning your work. Participation in pedagogical councils, methodical associations. Acquaintance with the experience of the best teachers of the pedagogical college, conversations and consultations with them on various issues. Work with the methodical, educational and methodical literature.</p> <p>Accumulation of abstracts of classes in psychological and pedagogical disciplines.</p> <p>Equipment, design office. Creation of methodological equipment (selection of methodical and educational literature, production of didactic, visual, handouts, writing assignments for independent and control work, etc.).</p> <p>Summarizing the results of their work</p>	A diary.

The final stage	Reflective activity	Registration of reporting documentation, analysis of the work done during the period of practice. Preparation of the report and presentation with a message to teachers and students at the final conference	Report on the passage of practice. Characteristics with the assessment of the trainee
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Reporting documentation and form of final control

At the end of the practice, students provide practitioners (teachers and pedagogues-psychologists) with a report on the work done in the practice provided for in the internship program. In the course of the discussion of the results of the work, a differentiated assessment is issued, which is approved at the final conference in defense of the results of the students' practice. Allow students to the final conference after the leaders check the reporting documentation.

The list of reporting documentation includes:

- diary;
- individual work plan for the intern for the period of internship;
- general characteristics of the pedagogical college;
- a brief description of the legal documents that guide the pedagogical college;
- analysis of teachers' classes, educational activities attended by the trainee;
- summaries of classes on conducted trial and open classes (pedagogy and psychology), their self-analysis;
- summaries and scenarios of conducted trial and open educational activities, their self-analysis;
- practice report;
- Characteristic with the assessment of the trainee's activities, certified by the signature and stamp of the head of the educational institution, the teacher-psychologist

Undergraduate practice

Explanatory note.

The work program of the practice in the direction of "Pedagogy and Psychology" was drawn up in accordance with the working curriculum in the specialty "Pedagogy and Psychology".

Undergraduate practice is organized to conduct experimental work on the topic of the graduate research and is conducted in the fourth year in the eighth semester of 5 credits.

Goals and objectives of the practice.

The purpose of the pre-diploma practice is to complete the collection of experimental material on the topic of the graduate study, clarify the scientific apparatus and check the theoretical positions of work in real practice.

In the process of practice the following tasks are solved:

- conducting experimental work on the topic of the graduate study;

-consolidation, deepening of theoretical knowledge obtained in the process of learning at the university and their practical application in the conditions of independent research activities;

- the formation of a creative research approach to professional activity;
- formation of interest in psychological and pedagogical research;
- Formation of skills for planning, organizing and conducting research
- implementation of the skills of building a psychological and pedagogical experiment;
- mastering empirical research methods;
- development of professionally important qualities;
- the formation of skills to analyze the results of the study;
- mastering the skills of professional reflection (introspection);
- the formation of professional competence.

Base practice (place of practice).

Practical institutions are educational institutions of Taldykorgan: pre-school, secondary general education, primary and secondary professional institutions with psychological service, full-time psychology teachers, and institutions with sufficient methodological, material and technical equipment. The bases of practice are determined by the head of the department of age-related psychology and pedagogy in coordination with the head of the practical training department. For non-resident students the possibility of internship at the place of residence.

Organization and leadership practices.

Directly the organization and management of students' work and control in practice are provided by group leaders (teachers of the department), as well as specialists from practice bases (educational psychologists) recommended by the administration of an educational institution.

Students-trainees have the right to contact the heads of the practice (teachers, administrations of educational institutions, teachers-psychologists) on all issues arising in the process of practice, use the library, the office of the teacher-psychologist and teaching and methodical literature located in it.

In accordance with the curriculum, full-time practice is conducted in the fourth year in the eighth semester, for which 4 credits are provided (180 hours).

The practice is organized in accordance with this Program under the guidance of group leaders from among the university teachers and the leaders of the practice of educational institutions (practice bases).

At the end of the internship, students, within the prescribed period stipulated by the internship program, submit the report documentation for verification, and protect it during the interview. The final conference on the results of the practice is held at the university.

Expected results of practice.

The student intern as a result of internship must know the stages of the research work, the methodology of the research.

At the end of the practice, students should be able to:

- master the methodology of research work;

-apply the received theoretical knowledge in conditions of independent research activities;

-plan, organize and conduct research work on the topic of the thesis;

- to build a psychological and pedagogical experiment (select a topic and define a research problem; select and analyze literature; clarify a problem, hypothesis, research task; select, develop and test psychodiagnostic and research methods; select a scheme for organizing and conducting an experiment; prepare and conduct an experiment; process and analyze the results of the study; form conclusions and practical recommendations based on the obtained data).

Content of practice.

Table 5 - the content of pre-diploma practice

Stages of practice	The main activities of the trainee	Work form	Reporting form
1	2	3	4
Preparatory stage	Organizational work	Participation in the installation conference	Discussion of organizational issues.
		Consultations with practice leaders (teachers and pedagogues-psychologists) throughout the entire period of practice on emerging issues	Oral reports of students on the work done during the week, discussion of issues arising during the practice.
		Familiarization with the educational institution, the study of documentation (State Standard, curriculum, work plans of teachers, educational psychologists, etc.).	A diary.
		Drawing up an individual student work plan for the period of internship.	Individual trainee work plan

Main stage	Writing an experimental part of the research on the topic of the thesis	testexperiment	The distribution of classes (groups) for research on the topic of the thesis. Acquaintance with the class (group), class teacher (tutor), the study of documentation (personal files, journals, medical books), products of activities (various written, creative, examinations, drawings, notebooks of students (pupils).	A diary. Protocols of observations and conducting various diagnostic methods (interviews, questionnaires, tests, interviews, etc.) and methods of the formative experiment. Diagnostic methods and techniques of the forming experiment with the application of stimulus material (provided only for testing, remain at home). Experimental part of research on the topic of the thesis
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Continuation of table 5

1	2	3	4
		Attendance, observation of the pedagogical process of the class (group). Selection, development and testing of diagnostic methods for the research problem (tests, questionnaires, interview plans, observation programs, interviews, etc.). Selection of subjects for a pilot (pilot) experiment by specially selected methods. The choice of the scheme of organization and conduct of the experiment. Preparing for the experiment	
	Stating experiment	Conducting an ascertaining experiment with selected test subjects using selected validated diagnostic methods. Filling survey protocols for each method. Interpretation, systematization, grouping of the obtained quantitative and qualitative data during primary processing. The use of mathematical methods. Presentation of research results in tables, graphs, charts. Conclusions and search for solutions to this problem	

		Formative experiment	Conducting a formative experiment. Selection of methods (didactic material, visual aids, etc.) or a set of methods (correctional, developmental, preventive, educational, etc.) necessary for the experimental part of the research on the thesis. Filling survey reports. Conducting an intermediate slice, data comparison, adjustment of the course of experimental work	
		Control experiment	Conduct a control experiment (control slice). Implementation of quantitative and qualitative analysis of experimental work, the use of mathematical methods. Formulation based on experimental findings and practical recommendations. Analysis of the results of the study.	

Continuation of table 5

1	2	3	4
The final stage	Reflective activity	Registration of reporting documentation, analysis of the work done during the period of practice. Preparation of the experimental part of the research on the topic of the thesis. Presentation of the report on the internship before teachers and students at the final conference.	Report on the passage of practice. Experimental part of the research on the thesis.

Note. When writing the main stage of the practice was used literature: Nemov RS Psychology: Textbook. for stud. higher ped. studies. Institutions: In 3 kN. - M.: Humanit. ed. Center VLADOS, 2003. - Vol. 3: Psychodiagnostics. Introduction to scientific psychological research with elements of mathematical statistics. - 640 s.

Reporting documentation and form of final control

At the end of the practice, students provide practitioners (teachers and pedagogue-psychologists) with a report on the work done in the practice provided for in the internship program. Allow students to the final conference after the leaders check the reporting documentation.

The list of reporting documentation includes:

- diary;
- individual work plan for the intern for the period of internship;
- diagnostic methods (tests, questionnaires, interview plans, interviews, observation programs, etc.); techniques used in the formative experiment with the application of stimulus material (provided only for testing, remain with the students);
- protocols of observations and techniques;
- experimental part of research on the topic of the thesis;

-practice report.

Thus, practical training takes place in three stages.

The first stage - the preparatory (organizational or introductory) stage, involves an orientation conference, an introduction to the practice program, its goals and objectives, content, and procedure for preparing the reporting documentation; drawing up an individual work plan for the period of practice. The first stage also includes acquaintance with an educational institution, acquaintance with the specifics of the professional activity of a pedagogue-psychologist as a specialist of helping professions: purpose, tasks, content of professional activity, legal status, professional ethics, forms of accounting activities and reporting, with a list of teacher documentation - psychologist as a specialist in helping professions of an educational institution. At the preparatory stage, there is a distribution into classes (groups), acquaintance with class teachers (tutors, teachers); study and analysis of documentation (personal files, journals, medical books, state standards, work plans of specialists of helping professions), products of students' activities (various written, creative, test papers, drawings, notebooks, etc.).

The second - the main stage - the content of the practice reflects the activities of students in which they are included in the course of practice.

The third - the final stage - registration of reporting documentation, the final conference

Each type of practice includes: an explanatory note; goals and objectives of the practice; bases of practice (place of practice); organization and leadership practices; expected results of practice; criteria for evaluating practice; content of practice; reporting documentation and form of final control.

We will reveal the goals, objectives and set out a brief content of each type of practice.

The aim of the industrial practice is mastering the methodology of teaching psychological and pedagogical disciplines, the methodology of organizing and conducting educational activities with a professional orientation.

In the process of practice the following tasks are solved:

- familiarization with the secondary educational institution, with the activities of the administration, teachers, teachers, their work system, planning of the educational process;

- familiarization with the state standard, curriculum, schedule of the educational process, with typical workers, educational programs in psychological and pedagogical disciplines;

- consolidation of theoretical knowledge obtained in the course of studying the disciplines "Methods of teaching psychology", "Methods of teaching pedagogy", their practical implementation;

- the formation of the skills of teaching psychology and pedagogy in the pedagogical college;

- development of skills to carry out student-centered learning, to disclose the creativity of students and to indicate the development of their creative potential;

- the formation of a positive attitude towards future professional activities, the development of a sustained interest in mastering the profession and the need for self-education activities;

- development of professionally important qualities;

- mastering the skills of professional reflection (introspection).

The content of industrial practice in educational institutions includes

1. Educational activities. Attendance and analysis of classes for teachers of educational institutions, leading psychological and pedagogical disciplines, classes in subjects. Development and conduct of pilot training sessions on psychological and pedagogical disciplines. Development and conduct of open training sessions on psychological and pedagogical disciplines. Their introspection.

2. Educational activities. Attendance and analysis of educational activities of the school, college. Development and implementation of pilot educational activities. Developing and conducting open educational events of various kinds, including professional ones. Their introspection.

3. Methodical activity. Paperwork, planning your work. Participation in pedagogical councils, methodical associations. Acquaintance with the experience of the best teachers of the pedagogical school, conversations and consultations with them on various issues. Work with the methodical, educational and methodical literature. Accumulation of abstracts of classes in psychological and pedagogical disciplines. Assistance in the equipment, design office of the educational psychologist as a specialist helping professions. Creation of methodological equipment (selection of methodical and educational literature, production of didactic, visual, handouts, writing assignments for independent and control work, etc.). Summarizing the results of their work.

We believe that work experience in the preparation of a pedagogue-psychologist as a specialist in helping professions at a higher education institution is an activity to improve his professional training, consolidate and apply theoretical knowledge obtained in lectures and practical classes, gain experience, familiarity with the features of future professional activities, formation of interest in it. Work practice is that it is held in the fourth year. Requirements for the level of professional training of students are increasing.

Training - as a pedagogical condition for the vocational training of a pedagogue-psychologist

Training is one of the innovative technologies for training specialists, which is not limited to the transfer of knowledge and skills, but creates the possibility of direct contact with the reality under study, learning through the acquisition and comprehension of life and professional experience, modeled in group interaction of people. Such modeling is carried out with the help of various innovative forms and methods of training - mini-lectures, group discussions, analysis of situations, business and role-playing games, exercises to develop the necessary skills. Their combination contributes to the fact that the training materials are absorbed much more efficiently than in traditional occupations.

The main goal of the training presented by us is the improvement of the professional training of a pedagogue-psychologist as a specialist of helping professions at a higher educational institution.

Training objectives: special, individual and personal preparation and preparation for communication.

Before proceeding to the training program, you should focus on some organizational, substantive issues.

Organizational aspects of the training program. Number of participants - 12-18 people. A group of 12-18 people is optimal because it provides an opportunity to present different points of view and allows couples to perform exercises and games. The duration of one lesson is 1.5-2 hours per week, the duration of group work is 10 lessons. The classroom must be spacious enough and isolated so that it can be used for outdoor games and exercises. Classes are held in a circle. Chairs should be comfortable, not fastened to each other, and their number is equal to the number of participants. The room should have a board or stand for placing posters, tables (interactive board). Participants need handouts prepared in advance. You will need a bell, which will help to give signals of the beginning and end of a certain type of task, a ball (a soft toy), a tape recorder, drawing supplies, a pack of writing paper.

Before starting work, it is necessary to discuss with the participants such questions: "What do you expect from the training?", "Do you want to work in the training group?", "Do you have any wishes regarding the direction of work and questions which we have to discuss?"

When forming a group, it is necessary to take into account the professional interests of the participants. Materials of mini-lectures, games and exercises must be selected taking into account the interests of the participants and the specifics of their future professional activity. This will increase the interest of each participant and help him resolve a number of issues related to his future practice.

Content aspects of the training program.

The training program consists of 10 sessions. The first lesson is an introductory one and is aimed at improving the general understanding of the vocational training of the pedagogue-psychologist as a specialist of helping professions. The remaining nine classes are divided into three interconnected thematic blocks: the first block is devoted to the improvement of the special training of specialists in helping professions (the second to fourth classes); the second block is aimed at preparing for communication (fifth - seventh classes); the third block is focused on the improvement of individual and personal training (the eighth - tenth lesson (tenth lesson is the final).

Each lesson includes the following steps (elements):

1. Acquaintance. In subsequent classes - a greeting (time limit: 3-5 minutes).
2. Introduction of group rules. In subsequent classes: checking homework, questioning the state of health and readiness for the lesson (3-5 minutes).
3. Warm up (3-5 minutes).

4. The main part (mini-lectures, exercises, games, discussions, etc.) (60-80 minutes).

5. Reflection lessons (3-5 minutes).

6. Summarizing the presenter (if necessary) (1-2 minutes).

7. Farewell (in the last lesson - the completion of group work) (3-5 minutes).

8. Homework (in the last lesson is absent) (1-2 minutes).

The main methods of work in conducting classes are mini-lectures, exercises, role-playing, business games, discussions, conversations, analysis of psychological and pedagogical situations, visualization, etc. This allows you to both get acquainted with the theoretical material on this topic, and to work out some practical skills. It is advisable to alternate the basic exercises with the psychogymnastic ones for activating the work, or for psychological and emotional relaxation after the main exercises.

The content of the training program.

The first lesson is devoted to improving the general understanding of the professional training of a pedagogue-psychologist as a specialist of helping professions among the participants of the training.

Objective: to improve the general understanding of the professional training of an pedagogue-psychologist as a specialist of helping professions.

The first lesson solves the following tasks: acquaintance and establishing contact with the participants of the training, the formation of the first impressions of each other; the creation of favorable conditions (calm, friendly environment) for work in a group; creating a positive motivation for the upcoming classes and the formation of the installation for mutual understanding, interaction; informing group members about the content of the work, the goals and objectives of the training, the duration and schedule of classes; inclusion in the work, the definition of further areas of work; familiarization with the basic principles (rules) of work in the training group and their establishment; development of the skill of reflection.

The main part of the first lesson includes: a mini-lecture "Professional training of a pedagogue-psychologist as a specialist of helping professions" (goal: familiarization with the concept of professional training of specialists in helping professions with its main components); Role-playing game "Look, who has come!" (goal: to find out the opinion of various specialists on the professions of a pedagogue-psychologist as a specialist of helping professions); conversation "What influenced your choice of professions" (goal: to determine professional orientation (professional motives, professional interests, values); exercise "Portrait of an ideal job" (goal: to promote awareness of the priorities in the choice of a specialist job and the needs that she needs will satisfy).

The second, third and fourth classes are combined in the first block of the training program, focused on the formation of a special training of specialists of helping professions.

The purpose of the first block of the training program: the formation of special training of specialists helping professions.

The objectives of the first block of the training program: improving the professional orientation of the participants; formation of interest in future professional activities; providing participants with the opportunity to realize the significance and meaning of their future professions, as well as the formation of a positive attitude towards it; formation of the need to increase their special training; the formation of an integrated system of knowledge of the foundations of the professional activity of the educational psychologist as a specialist in helping professions; knowledge of official duties, rights, professional ethics, responsibility; mastering the technology of professional activity (development of skills to design, model, plan, predict upcoming professional activities: set goals, tasks, apply various methods and forms of work, select them most optimal for achieving results, monitor the progress of work and evaluate the result, etc. .) development of the ability to apply this knowledge in practice; gaining experience in solving psychological and pedagogical tasks; development of self-esteem skills and professional reflection.

In the main part of the second lesson, there are: a mini-lecture “Special training of the pedagogue-psychologist as a specialist of helping professions” (goal: acquaintance of the training participants with the first component of vocational training - special training, its structural components); the exercise “Map of my life” (goal: to help participants explore the spheres of their life and their relationship; promote the harmonization of life priorities: family, study (work), friends, hobbies, etc.); mini-lecture “Features of the professional activity of the educational psychologist as a specialist in helping professions” (goal: acquaintance with the features of the professional activity of a specialist in helping professions, essence, structure, content); role-playing game “Integrated Approach” (goal: providing participants with the opportunity to realize that only coordinated, purposeful and systematic work of all professionals and parents gives positive results); mini-lecture “Psychodiagnostic activity” (goal: acquaintance with the features of psychodiagnostic activity of specialists of helping professions); the exercise “Psychodiagnostic Activity” (goal: to teach to select appropriate methods for collecting and processing psychological data, to make a diagnosis, to develop recommendations, to plan further work).

In the main part of the third lesson there are: a mini-lecture “Consultative activity” (goal: acquaintance with the peculiarities of the counseling activity of the educational psychologist as a specialist in helping professions); the business game “Counseling” (goal: acquainting participants with the rules of conducting consultations, practicing the skills of conducting consultations); mini-lecture “Correctional and developing activity” (goal: acquaintance with the features of the correctional and developmental activities of the educational psychologist as a specialist in helping professions); the exercise “Correctional Development Activity” (goal: development of skills for conducting correctional development activity).

The fourth lesson includes: a mini-lecture on “Preventive, educational, teaching, vocational guidance, scientific and methodological, socio-pedagogical,

educational, management activities” (goal: familiarization with the features of preventive, educational, teaching, vocational, scientific, methodical, social and pedagogical, educational, managerial activities); exercise (goal: the formation of skills in various types of professional activities of the educational psychologist as a specialist in helping professions); generalizing exercise “Technology of professional activities of a pedagogue-psychologist as a specialist in helping professions” (goal: development of skills to design future activities, simulate, plan, predict, monitor the progress of work and evaluate the result).

The fifth, sixth and seventh classes represent the second block of the training program, aimed at improving the preparation for communication of the educational psychologist as a specialist in helping professions.

The purpose of the second block of the training program: improving the preparation for communication of the pedagogue-psychologist as a specialist of helping professions.

The objectives of the second block of the training program: the formation of interest in professional communication; the need to communicate with people, with children; formation of the need for increased training in communication; the formation of an integrated system of knowledge of the basics of professional communication (the sides of professional communication: communicative, interactive, perceptual); the formation of skills to highlight information and content aspects of communication, to own a professional language of communication, the correct use of means of communication; ability to build a common strategy of interaction; the ability to perceive, listen and understand the interlocutor; development of reflection skills and self-esteem of professional communication.

Let us reveal the content of the second block of the training program. In the fifth lesson, there are: a mini-lecture “Preparation for the communication of the educational psychologist as a specialist in helping professions” (purpose: familiarization with the next component of vocational training - preparation for communication, its structural components); the exercise “Blind Hearing” (goal: learning to effectively transfer information without feedback); exercise “Guest” (goal: to create in the group an atmosphere of emotional freedom, openness, friendliness and trust towards each other, to introduce into the collective understanding of the group readiness to talk about emotions and feelings, develop the ability of effective verbal communication and transfer of experienced emotions); the exercise “Foreigner and Translator” (goal: the formation and development of skills of active listening, acquaintance with the main techniques of active listening); exercise “Event” (goal: the formation and development of skills of active listening, familiarity with the basic techniques of active listening); the exercise “Three qualities of listening” (goal: developing the ability to listen, developing the skills of effective verbal and non-verbal communication).

In the sixth lesson in the main part: the exercise “Contact with a group” (goal: learning the skill of establishing contact with a group); exercise “Drawing in a pair” (goal: the formation of interactive competence; actualization, expression and awareness of feelings; the development of interpersonal competence and skills of

inclusion in joint activities; awareness of common problems and experience and achievement of mutual understanding; strengthening of self and personal boundaries; rendering mutual emotional support; research of own values, needs and attitudes; updating and awareness of maladaptive patterns of behavior and thinking in interpersonal contacts, as well as latent needs, roles and personality traits, disclosure of creative abilities. The use of this technique in a group contributes to the self-disclosure of participants and their convergence); role-playing game "Contact-1" (goal: learning the skill to start a conversation with strangers); the "Contact-2" exercise (goal: development of non-verbal communication skills); exercise "Carousel" (goal: the development of skills to establish and end of contact); the "Contact-3" exercise (goal: developing non-verbal communication skills); the exercise "Location in contact" (goal: to show the importance of equality of positions in communication); the exercise "Working out the removal of emotional stress in couples" (goal: the formation and development of skills to reduce emotional stress in a partner).

In the main part of the seventh lesson are conducted: the exercise "Information" (goal: to determine the ability of students to put themselves not the place of another, to understand his feelings, the development of empathy); the exercise "The first test of the role" (goal: the development of social perception skills); "Promotional video" exercise (goal: development of social perception skills); exercise "My portrait" (goal: awareness of the characteristics of self-perception and self-perception of others, the development of skills of social perception); "Support" exercise (goal: developing the ability to put oneself in the place of another person).

The eighth, ninth and tenth classes form the third block of the training program dedicated to the improvement of the individual and personal training of the educational psychologist as a specialist in helping professions.

The purpose of the third block of the training program: individual and personal training of the educational psychologist as a specialist in helping professions.

The objectives of the third block of the training program: the formation of interest in their personality and the disclosure of their individuality; needs for self-improvement, self-realization, self-knowledge, self-development; the formation of an integrated system of knowledge about their individual and personal characteristics; the formation of their own individual style of activity; development of skills to adapt to various conditions (adaptation), control oneself (self-regulation), creativity; the formation of a positive adequate self-esteem and reflection skills.

Let us present the description of the lessons of the third block of the training program. In the main part of the eighth lesson, the following exercises are held: the exercise "Looking at oneself through the eyes of a man in love" (the purpose of the exercise: showing interest in one's personality, individuality, recreation of adequate self-esteem, positive attitude towards oneself); mini-lecture "Individual-personal training of a pedagogue-psychologist as a specialist of helping

professions” (goal: familiarity with the last component of professional readiness - individual-personal training, its structural components); the “Mask” exercise (the purpose of the exercise: integration by the participants of their own “I” image; self-assessment through self-assessment and evaluation of others) mini-lecture “Individual style of activity” (goal: acquaintance with the concept of “individual style of activity”, with the ways of its formation); exercise “Situation-1” (goal: to identify and develop their own individual style of activity); the exercise “Situation-2” (goal: to identify and develop its own individual style of activity); mini-lecture “Adaptation” (goal: acquaintance with the concept of “adaptation”, with its species); the exercise “My first working day” (goal: development of the ability to adapt to the social environment; explore behavioral strategies, feelings, value judgments in an unaccustomed social situation); Exercise “International Scientific and Practical Conference of Professionals Helping Professions” (goal: to contribute to the participant's awareness of their role repertoire and behavioral manifestations of different roles, to investigate the degree of preparedness of different roles, development of adaptation skills, generalization of theoretical material, exchange of experience).

The main part of the ninth lesson includes: a mini-lecture and exercises “Self-regulation” (goal: acquaintance with various methods of self-regulation); exercise “Photo Fact” (goal: to promote the adoption of their own appearance, to develop a positive attitude to the body, face, learn to make compliments and accept them; transform a sense of shame and embarrassment towards positive experiences); exercise “Ocean” (goal: to facilitate the removal of emotional stress, access to the resource state, to develop the ability to look at the situation from the side).

The tenth lesson is final and solves the following tasks: the formation of interest in their personality and individuality; needs for self-improvement, self-realization, self-knowledge, self-development; development of creativity; the formation of positive adequate self-esteem and reflection skills; summarizing group work; receiving feedback; creating a goodbye atmosphere.

The main part includes: a mini-lecture “Creativity” (goal: acquaintance with the notion “creativity”); the exercise “Monologue of Things” (goal: the development of creativity); the exercise “Obstacle Map” (goal: developing the ability to solve problems based on creativity. Learning to reformulate problems into goals: to move from thinking about what causes difficulties, does not suit, creates obstacles, to setting goals and finding ways to overcome obstacles); exercise “Life Path” (goal: the exercise contributes to the formation of a more meaningful attitude to planning your own life path. It gives reason to think about which events are most important and where are the sources of resources you can rely on when performing “directing your own life”, achieving your goals and overcoming obstacles).

At the last lesson, a brief review is made of the content of each lesson and a survey is conducted of the participants, what was the most memorable of the lessons and what they learned from them; the group work is completed, the words about the path traveled by each participant and moderator are pronounced.

Completion of group work includes certain tasks: summarizing group work; providing each class member with the opportunity to receive feedback from the rest of the group; identification of tasks that participants should work on.

Thus, the proposed training is one of the effective conditions for the improvement of each component of the professional training of a pedagogue-psychologist as a specialist in helping professions in high school.

Extracurricular work in pedagogy and psychology

Out-of-class work in pedagogy and psychology, one of the forms of which is holding a week of the specialty of a pedagogue-psychologist, specialization of a pedagogue-psychologist as a specialist of helping professions.

The week of the specialty is held in order to popularize the specialty “Specialists of helping professions”. When conducting the Specialty Week, the following tasks are solved: improvement of professional orientation (formation of a positive attitude towards future professional activities, development of a sustained interest in mastering the profession and the need for self-education activities); development of activity, independence, responsibility, initiative, creativity; systematization, actualization and practical application of theoretical knowledge obtained in the course of studying basic and major disciplines; the expansion and deepening of knowledge on current problems of pedagogy and psychology, about the profession of a specialist in helping professions; promoting professional training; development of students of professionally important qualities.

The general management of the “Week of specialty” is carried out by the Department of Pedagogy and Psychology. The direct holding of the “Specialty Week” is assigned to the initiative group of 4th year students of the specialty “Pedagogy and Psychology”. Students of 1-4 courses of the specialty “Pedagogy and Psychology” take part in the “Specialty Week”.

During the week of the specialty various events of a professional orientation are held: the opening of the “Week of the specialty” Olympiad in Pedagogy and Psychology (1-2 round) for students of the Faculty of Pedagogy and Psychology; Brain-ring on the topic: “Professional training of the pedagogue-psychologist as a specialist of helping professions”; Round-table discussion on the theme: “The role of the “Portfolio” in improving the professional training of a pedagogue-psychologist as a specialist of helping professions”; evening of rest on the topic: “Journey to the country of Pedagogy and Psychology” with the subsequent closing of the “Specialty Week”.

Briefly describe the events held in the specialty week

The main purpose of the opening week of the specialty “Pedagogy and Psychology” is to promote the specialty “pedagogue-psychologist as a specialist of helping professions”. Objectives: to familiarize students with the history of the emergence of the specialty “Specialists in helping professions” at the Faculty of Pedagogy and Psychology of the Zhetysu State University named after I. Zhansugurov; the provision of the program “Specialty Week”.

The Olympiad in Pedagogy and Psychology is held at the faculty among students of the specialties “Pedagogy and Psychology” and contributes to: identifying gifted students in the field of pedagogy and psychology; identifying and improving the quality of training for professional activities, future specialists (first of all, specialists of helping professions); determining the level of preparedness of future specialists for professional activities; determining the level of each component of vocational training (special, individual-personal preparation and preparation for communication); increasing the prestige of the specialty “Pedagogy and Psychology”, and in general the prestige of psychological and pedagogical specialties.

The Olympiad solves the tasks: consolidation, deepening and practical application of knowledge gained in the process of studying the disciplines of the psychological-pedagogical cycle; creation of conditions for creative self-expression, self-improvement, self-realization; stimulation of professional growth, self-education; expansion of professional outlook; facilitating the acquisition of professional experience; improvement of professional orientation: a positive attitude towards future professional activities, the development of a sustained interest in mastering the profession; development of activity, independence, responsibility, initiative, creativity; to contribute to the improvement of vocational training and the development of a competitive specialist; development of professionally important qualities.

The Olympiad is an in-person competition involving the performance of specific competitive tasks. Participants must demonstrate their professional competence, theoretical and practical training (the ability to apply their knowledge in practice), show activity and creativity, and share experience.

The preparation and holding of the Olympiad is carried out by the organizing committee (teachers, 4th year students). For the competitions, the organizing committee approves the composition of the jury, its chairman, and an expert group for the development of the olympiad tasks. The jury consists of teachers of psychological and pedagogical disciplines, 4th year students (honors pupils, awardees of olympiads). The function of the jury is to check and evaluate the work of participants in the competition. The expert group is developing the content of the Olympiad tasks. The expert group includes teachers of psychological and pedagogical disciplines, 4th year students (honors pupils, awardees of olympiads).

The Olympiad is held over two days and consists of three stages:

The first stage (first day) is testing. All participants are tested, which includes two blocks: 20 questions on psychology and 20 - on pedagogy. For each correct answer the participant receives 1 point. Participants who score less than 50% of correct answers (less than 20 points) are not allowed to the next stage. Time to complete the task - 60 minutes.

The second stage (first day) is the solution of psychological and pedagogical situations (analysis of a problem situation). Participants are given two psychological and pedagogical situations. The task is performed in writing. Time to complete the task - 60 minutes. Evaluation criteria: proficiency in pedagogical,

psychological terminology, theoretical literacy; knowledge and understanding of the problem, the ability to apply theoretical knowledge to solve practical problems; the ability to offer a constructive way to solve it, the ability to systematically and variably approach the decision; the ability to reasonably, reasonably, logically express their point of view on the solution of this problem; a plan for further action to eliminate this problem. The maximum score for each criterion is 2 points. Participants who scored 12 points or less were not allowed to the third stage.

The third stage (second day) is the presentation of the microproject "Psychological and Pedagogical Service of the Future". The development of the project is offered to the participants as homework (for two weeks). The participant is given 5-7 minutes for the presentation of his project. Evaluation criteria: novelty and originality of the idea, creative approach, public speaking, argumentativeness, scientific character, accessibility, substantial fullness, design (colorfulness), use of computer, multimedia and other visual aids. The maximum score for each criterion is 2 points.

The jury checks all the works of participants, based on the established number of points in accordance with the evaluation criteria prepared for each stage. As a result of competitive tasks, the jury determines the winners of the Olympiad (1, 2 and 3 places).

The next event, which is held during the week of the specialty, is a brain-ring for students of the specialty "Pedagogy and Psychology" on the topic: "A professionally trained pedagogue-psychologist as a specialist of helping professions".

The purpose of the brain-ring: improving ideas about the professional training of the educational psychologist as a specialist in helping professions. The tasks of the brain-ring: developing an understanding of the value and importance of their training for the successful and effective implementation of professional activities; Expansion and deepening of knowledge, reflecting the current level of understanding of the professional training of specialists in helping professions; Formation of a positive attitude of the student towards his future professions.

Brain-ring questions are prepared by 4th year students and include 16 questions regarding the professional training of specialists in helping professions. Answers are assessed according to the following criteria: substantial fullness, depth, scientific character, reasoning, accessibility, clarity, clarity, correctness, objectivity.

During the week of the specialty, there is also a round-table discussion on the topic: "The role of the "Portfolio" in the professional training of a pedagogue-psychologist as a specialist of helping professions".

The choice of this topic is not accidental, since it is well known that a round table discussion should address topical issues of pedagogical and psychological theory and practice, which should be consonant with students' interests and need clarification from experienced and professionally trained competent specialists.

The purpose of the conversation is to develop an understanding of the importance of creating and maintaining a “Portfolio” in improving its professional training for the successful and effective implementation of professional activities.

The tasks of the round table discussion: updating knowledge about the professional training of a teacher-psychologist as a specialist in helping professions; promoting vocational training; professional orientation, namely the formation of a positive attitude towards future professional activities, the development of a sustained interest in mastering the profession; formation of the need for self-education activities; development of activity, independence, responsibility, initiative, creativity; development of students of professionally important qualities.

During the conversation the following questions are discussed: What is a “Portfolio”? What problems does Portfolio solve? The main types of “Portfolio”. What is the role of the “Portfolio” in the professional training of the educational psychologist as a specialist in helping professions? Examples of “Portfolio” (presentation of several "Portfolio" of 4th year students).

During the conversation, the organizers (4th year students) make a short message on each issue. After each question, all participants in turn exchange views, knowledge and experience, make suggestions on the problem under discussion, offer recommendations. Students of the 4th course share their experience in managing the “Portfolio” and demonstrate them to the participants. At the end of the conversation summarizes.

The week of the specialty ends with an evening of rest on the theme: “Journey to the country of Pedagogy and Psychology”. The purpose of the evening is to improve the professional orientation of the educational psychologist as a specialist in helping professions.

Tasks that are solved in the process of the evening: popularization of the specialty “Pedagogy and Psychology”; the formation of a positive attitude towards future professional activities, the development of a sustained interest in mastering the profession, nurturing a love of the profession; the expansion and deepening of knowledge about the profession of the educational psychologist as a specialist in helping professions; formation of the need for self-education; development of activity, independence, responsibility, initiative, creativity; systematization, actualization and practical application of theoretical knowledge obtained in the course of studying basic and major disciplines; development of students of professionally important qualities; promoting professional training.

The evening is held in the form of a trip to the country “Pedagogy and Psychology” in the main areas of activity of the pedagogue-psychologist as a specialist of helping professions, which are conventionally called cities. Main actors: a leading guide who leads the evening, citizens of each city (each line of professional activity of specialists of helping professions), tourists (guests: students and teachers), prince-Pedagogy and princess-Psychology

The main role of citizens (representatives of a particular direction) is to inform tourists (teachers and students) about the main purpose of the city

(direction). Visiting each city, tourists get acquainted with its sights (the purposes, tasks of each direction) and surely participate in any competition. The first city visited by tourists is the city “Psychological Diagnostics”. Guests perform psychogeometric test, which aims to study the personality. The next city is “Psychological Correction”, the participants are invited to perform the exercise “Carousel”, aimed at developing the skills of establishing and ending contact. The third city visited by tourists is “Psychological Counseling”. Participants perform the “Family of Psychologists” assignment to determine psychological approaches (psychological theories or schools) that are used in their advisory activities by a pedagogue-psychologist. In the penultimate city “Psychological education of the pedagogue-psychologist as a specialist of helping professions” guests expect to participate in a quiz on knowledge of various issues from the course of pedagogy and psychology. Staying in the last city “Psychological prevention” tourists perform the exercise “Success.” This exercise strengthens confidence in the ability to achieve success, gives optimism, and is also carried out in order to prevent possible nervous breakdowns, depression, etc. At the end of the evening, tourists find themselves at the coronation of princesses. The coronation is held so that students can understand the unity and interrelation of the pedagogical and psychological sciences. The final part of the evening is devoted to awarding active participants and closing the week of the specialty.

Thus, a special role in conducting extracurricular work is given to the professional orientation of students, the development of interest in communicating with people, to their individual and personal characteristics, students’ desire for self-knowledge, self-realization, self-improvement, which is the motivational component of professional training of a pedagogue-psychologist as a specialist of helping professions .

The implementation of pedagogical conditions in the complex made it possible to carry out psychological and pedagogical support for students - a pedagogue-psychologist as a specialist of helping professions during the entire period of study at the university, based on the principles of personality-oriented education using innovative technologies.

CONCLUSION

In conclusion, summarize the work done. This work is devoted to finding ways in developing the concept of professional training of pedagogue-psychologists as specialists of helping the profession.

Currently, the preparation of a professionally competent specialist is one of the priorities of the system of higher vocational education of the Republic of Kazakhstan. In this regard, the process of training a pedagogue-psychologist as a specialist of helping professions at a higher educational institution should be directed to vocational training, which ensures the success and effectiveness of professional activity. A completed study outlines one of the possible solutions to this problem.

The study of various approaches to the professional training of an pedagogue-psychologist as a specialist of the helping professions of the higher educational institution made it possible to draw the following conclusions:

1. The pedagogue-psychologist as a specialist of helping professions is a specialist and equal member of the teaching staff, ready and able to creatively perform their professional duties, possessing professional competencies and personal qualities. As components of the professional training of an pedagogue-psychologist as a specialist of helping professions, we highlight: special training, communicational training, individual and personal training.

2. On the basis of studying and diversifying theoretical analysis and analysis of practice on the topic of study, the problem of professional training of a pedagogue-psychologist as a specialist of helping professions is theoretically justified:

- the theoretical and methodological foundations of the research problem are substantiated;

- the essence of the professional activity of the pedagogue-psychologist as a specialist of helping professions is revealed;

- The pedagogical conditions for the improvement of professional training of a pedagogue-psychologist as a specialist of helping professions have been revealed;

- a structural and informative model was developed to improve the professional training of a pedagogue-psychologist as a specialist of helping professions;

3. The components of vocational training of an educational psychologist as a specialist in helping professions, which consists of:

- special training (unity of theoretical and practical readiness for the implementation of professional activities);

- preparation for communication (unity and interrelation of preparation in interpersonal communication, preparation in interpersonal interaction and preparation in interpersonal perception, determining readiness for professional communication and ensuring its success and effectiveness);

- individual-personal training (set of individual-personal characteristics, allowing to realize the potential opportunities in the performance of professional activities).

Selected components of vocational training may not coincide in one person and have different level characteristics.

4. Each component of vocational training contains four interrelated components:

- motivational;
- Gnostic;
- procedural;
- evaluative-reflexive.

Based on the component composition, criteria and indicators for each component of vocational training are determined. Based on a set of criteria and indicators, four possible levels of professional training were proposed: low, medium, sufficient and high.

5. Developed and proposed a structural-content model for improving the professional training of a pedagogue-psychologist as a specialist of helping professions.

Presented a structural and informative model of professional training of a pedagogical psychologist as a specialist of helping professions consists of three interconnected blocks: meaningful, organizational, technological and productive-criterion.

The content block of the model consists of professional competencies: general and specific.

The organizational and technological unit is represented by a set of pedagogical conditions aimed at the professional training of a pedagogue-psychologist as a specialist of helping professions.

The resultative-criterion block of the structural-content model includes criteria, indicators, levels of components of each component of vocational training: low, average, sufficient and high.

6. Identified and recommended ways to implement the methodology of professional training of a pedagogue-psychologist as a specialist of helping professions in high school.

To this end, a diagnosis was made of the initial level of professional training of students enrolled in the specialty “Pedagogy and Psychology”, which showed its inadequate level: medium, low, and only an insignificant number of graduate students had an adequate level.

A quantitative and qualitative analysis of the results of the ascertaining experiment made it possible to conclude that it is necessary to purposefully improve the professional training of the pedagogue-psychologist as a specialist of helping professions in the process of preparing them at the university.

7. The pedagogical conditions for the improvement of professional training of a pedagogue-psychologist as a specialist of helping professions are indicated:

- introduction to the educational process of the elective course “Professional training of a pedagogue-psychologist as a specialist in helping professions”;
- educational, research practice, psychological and pedagogical social practice, production and pre-diploma practice specified and supplemented;
- “Training for the vocational training of the pedagogue-psychologist as a specialist of helping professions”;
- extracurricular work on pedagogy and psychology.

The basis of the selected pedagogical conditions is psychological and pedagogical support for students during the entire period of study at the university, based on the principles of student-centered education using innovative technologies, where the organization of the educational process is based on innovative methods and forms of education.

8. A methodology has been developed and recommended for the implementation of the pedagogical conditions of vocational training of a pedagogue-psychologist as a specialist of helping professions in the process of teaching in a higher educational institution.

- it is advisable to carry out the professional training of a pedagogue-psychologist as a specialist of helping professions purposefully, systematically, in stages, from the first to the fourth courses;

- motivation has a positive effect in improving vocational training, so building a training system for a pedagogue-psychologist as a specialist of helping professions in a higher education institution should begin with studying the motivational component of each component of vocational training and maximally promote their development;

- the process of training a pedagogue-psychologist as a specialist of helping professions at a higher education institution should be based on the principles of student-centered education, due to which the process of vocational training will proceed much faster and more efficiently.

At the same time, it should be noted that the conducted research does not exhaust the whole variety of the problem of professional training of a pedagogue-psychologist as a specialist of helping professions in the process of preparing them at the university. Prospects for research may consist in the development of new works in the field of improving the training of specialists in psycho-pedagogical profile; in a different approach to the problem of professional training of the pedagogue-psychologist as a specialist of helping professions and highlighting its components; in the application of innovative learning technologies in vocational training, etc

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