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### PEDAGOGICAL CONDITIONS FOR THE FORMATION OF INFORMATION AND COMMUNICATION COMPETENCE OF FUTURE EDUCATIONAL PSYCHOLOGISTS

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*The article considers the pedagogical conditions for the formation of information and communication competence of future educational psychologists. Such as is updating the principles of consistency and complexity, mastering educational disciplines that are significant for the formation of information and communication competence and carrying out of training on the basis of educational technology for the formation of information and communication competence.*

**Key words:** *information and communication competence, conditions, complexity, technology.*

Мақалада Болашақ психолог-педагогтардың ақпараттық-коммуникативтік құзыреттілігін қалыптастырудың педагогикалық шарттары қарастырылады. Жүйелілік пен кешенділік қағидаттарын өзектендіру, ақпараттық-коммуникативтік құзыреттілікті қалыптастыру үшін маңызды оқу пәндерін меңгеру және оқыту ақпараттық-коммуникативтік құзыреттілікті қалыптастырудың білім беру технологиялары негізінде жүргізу.

**Тірек сөздер:** ақпараттық-коммуникативтік құзыреттілік, шарттар, күрделілік, технология.

В статье рассматриваются педагогические условия формирования информационно-коммуникативной компетентности будущих психологов-педагогов. Таких, как актуализация принципов системности и комплексности, овладение учебными дисциплинами, значимыми для формирования информационно-коммуникативной компетенции и проведение обучения на основе образовательных технологий формирования информационно-коммуникативной компетенции.

**Ключевые слова:** информационно-коммуникативная компетентность, условия, сложность, технология.

The modern education system in the Republic of Kazakhstan is undergoing serious changes associated with the modernization of the learning process. As the basis for the design of the State educational standard of higher professional education of a new generation, a competence-based approach was chosen, which implies a transition from the knowledge paradigm of education to the achievement of a certain level of competence by the subjects of education. At the moment, there

is an intensive development of the concept of professional competence, its content, types, stages of formation are being determined. According to modern concepts, professional competence is a combination of key, basic and special competence.

The implementation in practice of the optimal model of psychological service, effective methods of providing psychological assistance to subjects of education inevitably leads to the use of information and communication technologies in the professional activities of a teacher-psychologist. However, at the moment, the areas of application of information and communication technologies in the activities of a teacher-psychologist have not been determined, there are only separate works devoted to the specifics of computer psychological testing, the possibilities of computer games in correctional and developmental work, the prospects for virtual counseling of teachers.

Recently, there has been an active search for new forms and methods of training specialists who are able to competently use a computer in their professional activities.

V.P.Bespalko [1], E.I.Kuznetsov [2], N.V.Makarova [3], V.A. Slastenin [4], M.V.Shvetskoy [5] and others, investigating the problem of preparing a person for the use of ICT in their activities, pay special attention to modeling the functions and nature of a specialist's activity through his professionogram.

The study of B.S. Gershunsky [6], L.I.Doliner [7], O.A. Ershova, Yu.M. Zybareva, V.S.Diev [8,9], E.G. Skibitsky [10] and others. In his doctoral dissertation, E.I.Kuznetsov [11] offers an integrated approach to teacher training based on the model of teacher activity. In the work of Yu.S. Branovsky [12] proposed a system of teaching students of non-physical and mathematical specialties in the structure of multilevel pedagogical education.

Having considered the approaches to determining the content of professional training, in which the formation of IC competence is carried out, we came to the conclusion that usually the basis for the selection of content is the directions of using ICT in the teacher's activities. So, I.V.Robert [13] proposes a classification of ICT tools according to the way they are used in the teacher's activity. Yu.S. Branovsky [12], considering the training of students of non-physical and mathematical specialties in the field of ICT, offers the content of training, focused on the methodological aspects of using ICT tools. The principle of building a course based on areas of use of ICT tools is also used by a team led by N.I. Pak [14], A.B. Mogiliev [15].

However, the approaches proposed in the scientific and methodological literature do not relate to the formation of special IC competence of a teacher-psychologist. Thus, we state the fact of insufficient theoretical and practical elaboration of the content of the formation of special IC competence in the course of studying the disciplines of subject training.

In this regard, the remark of G. Berulova and L. Bershedova that “full-fledged training of educational psychologists ... can be carried out only on the basis of the psychological faculties of higher educational institutions is true. The originality of the professional activity of a practical psychologist, special criteria for its effectiveness determine the originality of his multilateral professional training, including a wide range of professional knowledge, skills, abilities and personal qualities ”[16, p. 169].

The effectiveness of any process depends on the conditions in which it operates. Not only the indicators of individual pedagogical results, but also the quality of education in general, largely depends on the adequate choice of conditions. The identification of pedagogical conditions conducive to the effective formation of the special IC competence of future pedagogical psychologists was carried out by us proceeding from the peculiarities of the construction of the educational process.

From the point of view of I.A. Vishnyakov, “the educational conditions for training a specialist in the higher education system is a phenomenon of the educational process that is carried out in higher education. The function of educational conditions is that, being refracted in them, educational influences change their effectiveness. Educational influences on a future specialist always take place in some real conditions, the characteristics of which either increase the effectiveness of the impact, or reduce it ”[17]. Thus, the conditions are the circumstances of the educational process at the university, on which the effectiveness of the formation of competence depends.

The criteria and indicators, with the help of which it is possible to study the formation of special IC competence, allow us to move on to determining the conditions of professional training in which the formation of special IC competence takes place.

We substantiate the first condition for the formation of special IC competence among educational psychologists, which consists in updating the principles of consistency and complexity of the formation of IC competence in the subject and practical training of future psychologists according to the state educational standard.

The model of professional competence, presented in the form of curricula and programs, predicts the graduate's adherence to the model of successful professional activity. Training of teaching staff is carried out in accordance with the State Educational Standard of Higher Professional Education for Pedagogical Specialties. Therefore, we will consider the State educational standard of higher professional education in the specialty of Pedagogy and Psychology. It assumes that a graduate of this qualification "... must be ready to carry out professional activities aimed at psychological support of the educational process, personal and social development of students". At the same time, it is quite natural that professional activity itself in an information society presupposes possession of modern technologies, and personal and social development of a person takes place in an information civilization. At the same time, the training of a specialist teacher-psychologist does not sufficiently take into account the changes in modern society.

The second condition for the formation of special IC competence of a future educational psychologist: mastering educational disciplines that are significant for the formation of special IC competence in accordance with the logic of students' movement in basic forms of activity: symbolic - in disciplines of specialized training, modeling - when passing a psychological and pedagogical workshop, projective - in the process of complex psychological and pedagogical practice.

In order for the student to be ready to apply the acquired knowledge and skills in practice, to be able to carry out any activity, it is necessary to ask him it as the content of the activity. Such, in the opinion of Professor A.S. Sharov [18], is modeling activity. Students carry out modeling of the professional activity of a specialist during the passage of a psychological and pedagogical workshop, determined by the State Educational Standard of Higher Professional Education 2005 in the amount of 92 hours. It provides an excellent opportunity for modeling the professional activity of a teacher-psychologist while mastering the following didactic units: "Solving psychological and pedagogical problems, designing various forms of psychological and pedagogical activity, modeling educational and pedagogical situations. Designing psychological and pedagogical research in order to solve educational problems".

The above stages of professional training must be filled with content. The assurance of the result, clarity in the definition of the goal, stages, assessment methods are characteristic of the technology. Therefore, as part of the described conditions, we have developed a technology for the formation of special ICT competence, which is the third condition for the formation of special ICT competence. It is formulated as follows: training is carried out on the basis of educational technology for the formation of special IC competence, including analytical, motivational, organizational, activity, reflective stages.

The term "teaching technology" in pedagogical science has a large number of definitions. This is due to the fact that personality development is so individual and depends on the confluence of life circumstances that it is difficult to imagine a formalized description of specific pedagogical technologies. In UNESCO documents, teaching technology is considered as a systematic method of creating, applying and defining the entire process of teaching and assimilating knowledge, taking into account technical and human resources and their interaction, which aims to optimize the forms of education. From the point of view of A.Ya.Saveliev, teaching technology is "a way of implementing the content of education provided for by curricula, representing a system of forms, methods and teaching aids that ensure the most effective achievement of the set goals" [19]. The presence of feedback in the implementation of learning technologies is their essential characteristic. Any teaching technology should be mobile, that is, mobile, capable of rapid changes, and adaptive to the requirements of students, teachers and, in general, to practical life.

Thus, we came to the conclusion that in the process of professional training it is necessary to create pedagogical conditions that will lead to the formation of special IC competence of future educational psychologists. These conditions include: actualization of the principles of consistency and complexity of the formation of IC competence in the subject and practical training of future pedagogical psychologists in the EPD and DPP blocks of the State Educational Institution of Higher Professional Education; the development of academic disciplines that are significant for the formation of special IC competence is carried out in accordance with the logic of students' movement in the basic forms of activity: symbolic - in the disciplines of specialized training, modeling - during the passage of a psychological and pedagogical workshop, project - in the process of complex psychological and pedagogical practice; training is carried out on the basis of educational technology for the formation of special IC competence, including analytical, motivational, organizational, activity, reflective stages.

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## БІЛІМ ЖҮЙЕСІНІҢ ЖАҒДАЙЫНДА LESSON STUDY ӘДІСІН БІЛІМ САПАСЫН ЖОҒАРЫЛАТУ ТЕТІГІ РЕТІНДЕ ҚАРАСТЫРУ

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*Мақалада қазіргі оқыту теориясы мен білім берудің маңыздылығы мен оның тарихи дамуы жайында ақпарат келтірілген. Сонымен қатар мұғалімдерге тиімді болып келетін Жапон әдісі Lesson study-дің пайда болуы, дамуы және тиімділігі туралы мәліметтер жинақталған.*

**Тірек сөздер:** оқыту, оқыту теориясы, білім беру, Lesson Study.

*Статья содержит информацию о теории современной теории обучения и важности образования и его исторического развития. Также есть информация о появлении, развитии и эффективности японского метода Lesson Study, который эффективен для учителей.*

**Ключевые слова:** преподавание, теория преподавания, образование, Lesson Study.

*The article contains information about the theory of modern learning theory and the importance of education and its historical development. There is also information about the emergence, development and effectiveness of the Japanese Lesson Study method, which is effective for teachers.*

**Key words:** teaching, theory of teaching, education, Lesson Study.

Адамдар оқудың аса маңыздылығымен келіскенімен, оның себептерін, процесін, салдарларын түрліше түсіндіреді. Теоретиктер, зерттеушілер мен практик-мамандар үшін оқытудың ортақ анықтамасы жоқ. Олар оқытудың нақты сипатына қатысты ортақ пікірге келе алмағанымен, оқулықтың танымдық бағытымен сәйкес келетін және білім саласының көптеген кәсіби мамандары қабылдайтын ортақ межені сипаттайтын анықтаманы назарға ұсынғым келеді:

*Оқыту дегеніміз – қайталаулардың немесе тәжірибенің нәтижесінде адамның мінез-құлқы мен жүріс-тұрыс ерекшелігінде орын алатын, ұзақ уақытқа созылатын өзгеріс.*

Қазіргі оқыту теориясы ерте кезден бастау алады. Зерттеушілерді толғандырып отырған сұрақтар мен мәселелер енді ғана пайда болған жоқ, керісінше, адамдардың өздерін, басқаларды және өздері өмір сүретін әлемді түсінуге деген талпынысынан туындап отыр.

Теориялар мен зерттеу нәтижелері білім саласын алға жылжытқанымен, олардың негізгі мақсаты – білім беру процесіне үлес қосу. Бір қызығы, тарихқа көз жүгіртсек, оқыту мен білім беру арасында сәйкестік мүлдем жоқ деуге болады. Оның бір себебі аталған салаларда түрлі көзқарасты ұстанушылардың көптеп қызмет етуі болса керек. Оқыту теоретиктері мен зерттеушілерінің көбі психологтар болды. Бұрынғы зерттеулердің