

**LITERATURE:**

1. Psychological stability: how to be ready for everything [Electornical resource: <https://4brain.ru/blog/%D0%BF%D1%81%D0%B8%D1%85%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F-%D1%83%D1%81%D1%82%D0%BE%D0%B9%D1%87%D0%B8%D0%B2%D0%BE%D1%81%D1%82%D1%8C/>]
2. Schneider L.B. Fundamentals of family psychology: textbook. M., 2006.
3. С.П. Иванова, ВНЕШНИЕ ФАКТОРЫ ПСИХОЛОГИЧЕСКОЙ УСТОЙЧИВОСТИ
1. Личности в ранней юности и молодости [Electornical resource: [https://pskgu.ru/projects/pgu/storage/ppn/wgpgpu09/wgpgpu\\_09\\_18.pdf](https://pskgu.ru/projects/pgu/storage/ppn/wgpgpu09/wgpgpu_09_18.pdf)]
4. [Electornical resource]: <https://www.dissercat.com/content/psikhologo-pedagogicheskaya-kontseptsiya-formirovaniya-psikhologicheskoi-ustoichivosti-lichn>
5. Mudrik A.V. Human socialization. M., 2004.
6. Ryzhov, V.V. Personal potential as a basis for the development of professionalism Text. / V.V.Ryzhov // Actual problems of science and humanities education. Issue 9. Moscow: RAKHI, 2006. - pp. 8-16.

UDC 378.371

<https://doi.org/10.53355/l5660-4035-4666-e>

**PROFESSIONAL TRAINING OF THE TEACHER-PSYCHOLOGIST IN THE  
PROCESS OF LEARNING A FOREIGN LANGUAGE CULTURE**

**Sapargaliyeva A.Zh.**, Phd, associated professor

**Shayakhmet A.**, Master student 2nd year

**Berkinbayeva K.**, Master student 2nd year

*Zhetysu University named after I.Zhansugurov*

E-mail: [zhanageldinova@inbox.ru](mailto:zhanageldinova@inbox.ru) , [karimka85@mail.ru](mailto:karimka85@mail.ru), [Aizhan\\_sapargaliyeva@mail.ru](mailto:Aizhan_sapargaliyeva@mail.ru)

*The article considers the professional training of the teacher-psychologist in the process of learning a foreign language. The main features of the professional training of a teacher-psychologist in modern education are outlined. Anthropological and cultural approaches are allocated as the most important condition for the training of future teacher-psychologists.*

**Key words:** professional training, teacher-psychologist, foreign language, conditions, approaches.

*Мақалада шет тілін оқыту үдерісінде педагог-психологтың кәсіби дайындығы қарастырылған. Қазіргі білім берудегі педагог-психологтың кәсіби дайындығының негізгі ерекшеліктері көрсетілген. Болашақ педагогикалық психологтарды дайындаудың маңызды шарты ретінде антропологиялық және мәдени тәсілдер айқындалды.*

**Түйінді сөздер:** кәсіби дайындық, педагог-психолог, шет тілі, шарттары, тәсілдері.

*В статье рассматривается профессиональная подготовка педагога-психолога в процессе изучения иностранного языка. Обозначены основные особенности профессиональной подготовки педагога-психолога в современном образовании. Антропологический и культурологический подходы выделяются как важнейшее условие подготовки будущих педагогов-психологов.*

**Ключевые слова:** кәсіби дайындық, педагог-психолог, шет тілі, шарттар, тәсілдер.

The relevance of the study is due to the fact that at the present stage of development of the education system, such qualities of a teacher-psychologist as high professional mobility, level of culture, spirituality, psychological resistance to stress and conflicts, creative activity, sociability, readiness for continuous self-education, self-education, are of great importance. self-development. In this regard, in modern society, interest in the phenomenon of professional training of specialists at a university has sharply increased by the aggregate means of all academic subjects. An important place in this process is given to the development of foreign language culture by teachers-psychologists. This is due to the social order of society for the training of specialists who speak a foreign language, both in the field of their professional activities and in their personal life.

The teacher-psychologist, as an equal member of the teaching staff, is responsible for the mental development of children, their intellectual, emotional, communicative, motivational and need-based development, as well as for the spiritual health of students. Therefore, as never before, the role of culture and spirituality as the leading components of the professional training of future specialists is growing at the present stage.

Each academic subject at the university carries an element of universal human culture. This tendency also applies to the subject of "foreign language". In the modern methodology of teaching it, it is generally recognized that the study of a foreign language is inseparable from familiarization with the culture of the country of the target language, its history, socio-cultural traditions, and the peculiarities of the national vision of the world by the native-speaker of the language. In this regard, the content of the academic subject "foreign language" is understood by us as the mastery of the foreign language culture of the country of the target language.

Many well-known psychologists, educators, methodologists, teachers paid attention to the issues of studying foreign language culture. Among scientists J.W. Berry[1], S. Bochner[2], V.S.G.Ter-Minasova [3]; engaged in communicative teaching of foreign language culture, G.G.Khantseva[4], H.Hammerly[5], who are considering issues of linguistic and cultural studies, S.G. Ter-Minasova and her school, whose representatives put forward the problem of studying the "world" of a foreign language, intercultural communication, etc. Questions of theory and methods of teaching a foreign language in professional educational institutions are reflected in the works of such specialists as I.M. Berman[6], R.A. Kuznetsova[7], A.A. Mirolyubov[8], A.V.Parakhina[9], S.A. Tylkina[10] and others. The goals and criteria of teaching a foreign language are considered in the studies of GI Baturina, LV Mikhaleva, OI Moskalskaya, NNTrubnikova, VS Tsetlin, ZM Tsvetkova and others.

In the context of the problem being developed, a number of dissertation studies have been carried out, in which such a direction as the connection between teaching a foreign language in a non-linguistic university and professional training of specialists has been reflected (V.P. Kuzovlev, A.S. Belyaeva, O.A. Kalashnikova, G. P. Savchenko, T. M. Saltykova, E. V. Tarasova, L.N.Chauraskaya, G. G. Khantseva, G. G. Kharisova and others). The dissertation research of M.E.Bagdasaryan, L.I.Bogatikova, A.Ya. Gaisina, L.I.Demina, M.G. Devina, M.G. Kochneva, T.V. Kuchma, A.K. Operenko, T.Yu. Polyakova, I.V. Samoylyukevich, V.M. Selezneva, N.D.Solovieva, E.V. Tarasova, L.V. Shilak and others. The issues of the formation of professionally important qualities of a specialist in foreign language classes are considered in V.F. Tenischeva's dissertation, personal approach - in L.N. Komarova's dissertations, The development of the pedagogical culture of a future teacher in foreign language classes is analyzed in the dissertation research Komar HA, teaching discussion communication - in the work of S.A.Miloradov. Attention is paid to the psychological study of the abilities for a foreign language in the dissertation research of O.I. Bondarevskaya.

First of all, we focus on what is meant by professional higher education, let us consider what requirements modern society imposes on the professional training of specialists with higher education, including higher psychological and pedagogical education.

Higher professional education is considered as the stage of design, design, testing, production, technology, the stage of mastering the logical structure of science and academic

discipline, the stage of transition to the sphere of professional activity, either in the field of fundamental science, or in the sphere of administrative management.

It would be appropriate to cite here the qualification characteristics of a graduate-teacher-psychologist, since a teacher of any academic subject at a university in his work is guided, first of all, by its basic requirements. The future teacher-psychologist, as noted in the state educational standard of higher professional education (Specialty 01101 Pedagogy and Psychology), "must be ready to carry out professional activities aimed at psychological support of the educational process, personal and social development of students; promote socialization and the formation of a holistic culture of the individual, conscious choice and development of educational programs; to promote the protection of individual rights in accordance with the Convention on the Rights of the Child; contribute to the harmonization of the social sphere of an educational institution; take measures to form the psychological culture of students, teachers and parents; develop developmental and correctional programs of educational activities, taking into account the characteristics of the individual; to carry out psychological diagnostics of various profiles and purposes and the necessary psychological and pedagogical correction; provide psychological support to creatively gifted students ". From our point of view, it is necessary to add to this characteristic that one of the main tasks of a teacher-psychologist is to help "cure" our society from evil and violence, drug addiction and permissiveness, to return the ideals of goodness and justice that we almost lost. "To achieve this result, it is necessary that the teacher-psychologist, leaving the university, has not only solid knowledge of his subject, but also good general cultural training, possesses the necessary set of personal qualities, not forgetting that the spiritual in a person self-manifests, thanks to his "Growing" into the culture. "

As our work experience shows, any area of activity of a teacher-psychologist can be included in the content of teaching a foreign language and implemented in foreign language training classes for psychology students.

However, analyzing the literature on the professional training of teacher-psychologists, we found that the problem of the formation of the professional culture of these specialists, the formation and development of their personal and professional qualities in foreign language classes is extremely poorly disclosed, and, from the point of view of the dissertation candidate, requires its further comprehension. and development. According to the applicant, the professional and creative orientation of teaching a foreign language at a university is one of the main didactic principles of a foreign language teacher. This ensures, in our opinion, high-quality mastering of this discipline, effective use of the acquired knowledge of a foreign language in future professional activities. At the same time, the main task of a foreign language teacher is to focus on the true interests of students - to become in the future a competitive highly qualified specialist. Ultimately, this will determine not only the fate of students, but also the future of our country.

Thus, the main features and features of the professional training of a teacher-psychologist in modern education are quite clearly outlined, namely:

- the main task of higher professional pedagogical education is to train competitive highly qualified specialists with a high level of culture;
- the role of a teacher-psychologist in educational institutions of various types is increasing, which is due to the urgent need to provide psychological, pedagogical and medical and social assistance to a large group of children of all age groups experiencing difficulties both in everyday communication and in mastering educational programs;
- the current state of professional training of a teacher-psychologist at a university does not fully comply with the requirements that the new millennium has set for it, so that this training becomes urgent, aimed at developing the individuality, spirituality of the future specialist;

The most common and main problems of the modern period of development of the higher professional school include the transition from the traditional to the spiritually oriented model of education; the rapid obsolescence of curricula; discrepancy between the knowledge, skills and abilities of graduates of pedagogical universities to the requirements of the new millennium for a

professionally trained, creative, cultural, spiritually enriched, holistic personality of a specialist who has the skills of self-control, self-development, self-education.

The focus of the learning process at school and university is on the student, the declaration of the development of a holistic personality as the goal of all academic subjects, the prevention of problems and conflicts, and not consultation after them, attention to the young person as an individual, attempts to maximize his creative inner potential, drawing attention to personal and interpersonal problems of students, as well as resistance to evil, aggression, drug addiction, alcoholism and other negative phenomena of our time, confirm the need to introduce the position of a teacher-psychologist in schools, universities and other educational institutions, as a "healer" of human souls.

Anthropological and cultural approaches are the most important condition for the training of future educational psychologists, the preparation of curricula and programs for all academic subjects. The Latin term "culture" means "cultivation", the improvement of something. With regard to a student-psychologist, this is the cultivation, improvement, formation of his image of a future professional.

The level of culture of an era (and of an individual) is determined by the attitude towards language as a component of an integral culture. Therefore, the main goal of education is to form in the younger generation a responsible attitude towards both native and foreign

language, to the preservation and enrichment of cultural values. Foreign language culture occupies a worthy place in this process among the subjects of the humanitarian cycle.

It acquaints future psychologists with the achievements of modern psychological science, the latest technologies, with the latest psychological literature, as well as with the pedagogical systems of upbringing and education, theories and methods of foreign countries. By means of a foreign language, you can educate a patriot of your homeland, your region, your university, introducing psychology students to the traditions, customs, folk pedagogy, the art of the country of the language being studied and your country.

The need to systematize the process of teaching a foreign language determines the relevance of creating a comprehensive model of professional training of a teacher-psychologist in the process of foreign language training of students-psychologists, the basis of which is universal anthropological ideas, spiritually-oriented relationships, as well as a psychological component. the introduction of which is due to the fact that at present, when a significant part of the spiritual forces of society is aimed at finding a way out of various kinds of crisis situations, it becomes obvious that the basis, the center of control and decision-making is within the student himself, and not in his environment. The psychological component is of great importance in the foreign language training of educational psychologists, due to the fact that foreign language teachers quite often face problems that students have with this subject.

#### REFERENCES:

1. Berry J.W. Psychology of acculturation. - In J.Berman (Ed.) Cross-Cultural Perspectives... - Lincoln, 1990.
2. Bochner S. The social psychology of cross-cultural relations// Cultures in Contact: Studies in Cross-Cultural Interaction/Ed.Cochner S.-Oxford,1982.
3. Ter-Minasova S.G. Language and intercultural communication: (Textbook) - M.: Slovo / Slovo, 2000. – 624p,
4. Khantseva G.G. Formation of the professional orientation of students in the process of learning a foreign language (on the example of a technical university): Abstract of thesis ... candidate of pedagogical sciences. - Novosibirsk, 2000. – 17p.
5. Hammerly H. Synthesis in Second Language Teaching // Second Language Publications, 1982.
6. Berman I.M. English teaching methodology. language at a non-linguistic university. - M., 1970. -229p.

- 
7. Kuznetsova P.A. Studying a foreign language in a non-linguistic university. - Kazan, 1979. - 112 p.
  8. Mirolyubov A.A. General methods of teaching a foreign language in secondary schools. - M., 1984.
  9. Parakhina A.B. Methodology for teaching students of technical schools to read literature in their specialty (on the material of English): Abstract of thesis ...cand.ped.sciences. - M., 1974.
  10. Tytkina S.A. and others. Manual in English for medical schools and pharmaceutical schools. ~ M.: Higher school, 1979. - 172 p.

UDC 378.371

<https://doi.org/10.53355/y8888-4382-7799-n>

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

**Sapargaliyeva A.Zh.**, Phd, associated professor

**Topanbay A.**, Master student 2nd year

**Zhidebayeva L.**, Master student 2nd year

*Zhetysu University named after I. Zhansugurov, Taldykorgan*

E-mail: [zhidebayavalaila@mail.ru](mailto:zhidebayavalaila@mail.ru), [Aizhan\\_sapargaliyeva@mail.ru](mailto:Aizhan_sapargaliyeva@mail.ru), [aidanatopanbai@bk.ru](mailto:aidanatopanbai@bk.ru)

*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