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**COMMUNICATIVE COMPETENCE`S DEVELOPMENT
OF TEACHERS-PSYCHOLOGISTS` STUDENTS:
PROBLEM STATEMENT**

Professional activity of a teacher-psychologist is connected with the need for constant communication with a wide range of people. These are children who have different psychological characteristics; their parents, who have different educational and age status; colleagues and the administration of the educational institution, who may have professional deformities.

The communicative responsibility of teachers-psychologists acts in professional activity as the qualities and skills that make up the part of the professional competence and skill of the specialist, which can be called his communicative competence. Communication processes play a crucial role in any professional activity. Therefore, a person should strive to master effective ways of communication, i.e. to learn the ability to understand others and be understood.

Keywords: communicative competence: educational activity: narrow-subject training; interpersonal experience of communication.

Introduction

Considering the communicative competence of the teacher-psychologist as an integral tumor of the individual, we can say that she is in readiness and organization of communication activities adequate communication on the purpose, form, content and role relationships based on the knowledge, skills, personal experience

and valuable relations, focused on independent and successful participation in professional activities. That is why communicative competence is one of the basic, key competencies that should have a graduate teacher-psychologist of any educational level and profile [1,2].

The importance of communicative competence as important characteristics of the specialist who is celebrated as national (A. A. Volumes, Y. M. Zhukov, L. A. Petrovskaya, M. I. Lukyanova, Yu. Emelyanov, T. N. Shcherbakova) and foreign scientists (J. Raven, K. Rubin, R. Selman, G. A. Schroeder, etc.) [3–10]. In their works it is proved that a high level of communicative competence provides ample opportunities for successful professional activity [5].

As we understand it, the priority setting of modern higher education is to shift the focus from narrow-subject training to the formation and development of a highly educated holistic personality. But even with a high degree of awareness of educational information, the share of student questions and answers in the content of classes is insufficient [4]. Most students are unable to present their point of view in a reasoned, versatile way, with the help of life experience and scientific knowledge. That is why the question of the need to develop communicative competence remains relevant today.

Materials and methods

The development of the communicative sphere of personality is most successful at the student age, when certain communicative prerequisites have already been formed, the basis for full-fledged development has been laid, but at the same time there is a potential for their further improvement and improvement.

Educational activities involve interaction along three lines: communication with teachers, communication with classmates and professional communication in practice. On the other hand, at the student age, educational activities play an important role in communication. Features of the student age are: expanding the circle of communication, changes in the social environment, changes in personal life [1, 2]. By the end of this stage there is a fixation of communicative properties of the person in the General communicative-personal structure. During this period, we can talk about the relative stability of human communicative properties [6, 7].

V. V. Rubtsov and A. A. Margalis analyzed the features of factors affecting the professional development of students during their studies at the University [6].

In the first year, the most important factor is the process of adaptation to the conditions of study and life in the University, the development of the habit of doing science on their own motives, and not under the direct control of teachers. Gradually, the student becomes aware of the dependence of their academic success on their practical efforts.

In 2–3 courses, students begin to study psychological disciplines, get acquainted with the theory and practice. Through practice, they accumulate initial experience. During the practice a major role is played by collective analysis of practical work, advice to managers on use of certain techniques, developing a skill or personality trait.

A special role in the professional training of students is played by practice at senior courses. At this time, the student makes full use of all his abilities, including the development of communicative competence.

Despite the fact that students by the last years of training, especially through practical training, professional self-awareness is formed, communicative competence is not always at a high level.

Communicative competence of University students is the level of formation of interpersonal experience of communication, that is, learning to interact with others, which is required for a student to successfully operate in the University and in the field of professional self-determination.

It is important that students-future teachers-psychologists realize the expediency and importance of developing their communicative competence. Students need to have a sufficient level of communicative competence, skillfully apply communication technologies, quickly understand the intentions and moods of other people, understand the features of relationships in order to effectively interact with children, their parents, colleagues and the administration of educational institutions.

The main goal of the implementation of education is aimed at training highly qualified personnel with practical skills and leadership qualities, through the introduction of innovative training technologies and training of competitive specialists in the field of education that meet modern requirements for the quality of specialists with higher education in the field of education for independent work in the specialty 5B010300 – «Pedagogy and psychology».

The principles of education are built in accordance with the basic principles of education and science and are aimed at achieving academic mobility of students and their successful adaptation to the labor market. Transparency and correlation with international standards of courses, programs, evaluation criteria. The unity and diversity of the educational strategy of teaching specialty disciplines implies:

- unity for all faculties of the basic concept, the organization of the course, as well as the combination of evaluation criteria, forms and control tools;
- flexibility of the strategy, taking into account specific goals and objectives of the various departments in designing the content of a specific course depending on the request departments, as well as Supplement the basic course courses by choice;

– the use of modern educational technologies in teaching disciplines, understood as a set of methodological techniques, approaches and teaching methods that meet the requirements of modernizing modern education.

In the world educational practice, the concept of competence acts as a Central, a kind of «node» concept, because the competence of the individual:

- first, it combines the intellectual and practical component of education;
- secondly, the concept of competence is based on the ideology of interpretation of the content of education formed “from the result”;
- third, the competence of the individual has an integrative nature, since it incorporates a number of homogeneous or closely related knowledge and experience related to the broad spheres of culture and activity (information, legal, etc.).).

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- third, the competence of the individual has an integrative nature, since it incorporates a number of homogeneous or closely related knowledge and experience related to the broad spheres of culture and activity (information, legal, etc.). The profession of educational psychologist can be called a “communicative” profession, since communication is closely intertwined in the context of practical activities. It is a profession whose success largely depends on his communicative competence-competence in interpersonal communication, interpersonal interaction, interpersonal perception. In addition, the intensification of social relations, the expansion of the field of communication, the associated psychological stress, create tension in the process of communication.

In accordance with the state educational standard of the specialty «Teacher-psychologist» performs the following:

- participates in the planning, development and conduct of developmental and correctional classes in accordance with the program of educational activities, taking into account the individual and age characteristics of students (pupils).
- is a part of the social and psychological service of educational institutions, cooperates with members of the social and psychological service in providing timely, effective psychological assistance and support to children and their parents.
- provides psychological support for the implementation of state programs, interdepartmental plans.

– provides psychological support for the OER of the school (educational institution) and other programs declared by the administration and approved by the pedagogical Council.

– identifies children with a low level of mental development, conducts its psychological and pedagogical correction.

Carries out measures to prevent the occurrence of social maladjustment; determines the factors that hinder the development of students' personality, and takes measures to provide various types of psychological assistance (psychocorrection, rehabilitation and counseling).

Takes part in the work to determine the profile of students' education. The spheres of professional activity are state and non-state psychological services of educational institutions and the main goal of the teacher – psychologist is to create conditions for the development and protection of psychologically healthy communication, as the objects of professional activity are families, groups of children in the classroom and all members of the school community in need of psychological support, assistance [8].

Professional activity of a teacher-psychologist in all its forms-psychological diagnostics of relationships in the school community, prevention of deviant behavior-largely consists of the process of communication, direct in the school environment. The educational psychologist deals with the process and result of the influence of communication on students who need psychological counseling. Thus, the definition of the subject of a teacher-psychologist includes a range of phenomena reflected by the concept of «communication» and professional, interpersonal communication is the main subject of study at the University.

Communication theory is a relatively young field of scientific knowledge, which began to acquire the status of an independent academic discipline in the field of higher pedagogical education only in the last decade. The increasing demand for communicative knowledge and skills, which was felt by Russian science, as well as society as a whole, caused a «communicative boom», led to the fact that representatives of different disciplines speak and write about communication problems today, and the term «communication» has already firmly entered the conceptual apparatus of humanitarian knowledge.

If communication theory is a relatively new academic and scientific discipline for the Kazakh education system, then there is already a certain tradition of teaching it abroad, especially in universities in Europe and the United States. Here, as an independent academic discipline, this field of scientific knowledge was formed in the middle of the XX century and began to develop at the same rapid pace as the electronic communication revolution that brought it to life. For several decades, courses on communication theory have been taught in the United States and several

other countries, a circle of authoritative specialists and schools has developed, and a large number of educational and scientific literature has been published.

Especially noticeable growth of research interest in the problems of communication and information was observed in the second half of the XX century. It was caused primarily by the rapid development of Cybernetics, mathematical theory of communication and modern electronic communication systems. With the appearance of the works of N. Wiener, K. Shannon, W. R. Ashby, our domestic scientists A. I. Berg, A. N. Kolmogorov and others, the terms “communication”, «information», «information exchange» have become widely used in various branches of science and have become almost the most significant. By the early 1960s. only in foreign philosophical and sociological literature there were about a hundred definitions of communication. It is safe to say that today there are many more such definitions. Therefore, everyone who is interested in the results of scientific research in this field is faced with a rich range of points of view, aspects, sections, attempts to General theoretical and special approach to the study and understanding of communication.

Here are just some of the definitions found in the literature (Tab.1).

Table 1 – System of definition the concept of «communication»

Types of concept	Definition of « communication»
Communication – 1 (CH. Cooley).	The mechanism by which the existence and development of human relations is ensured, including all thought symbols, the means of their transmission in space and preservation in time
Communication – 2 (L. Ursul).	The exchange of information between complex dynamic systems and their parts, which are able to receive information, accumulate it, transform it
Communication – 3 (C. Cherry).	Social Association of individuals by means of language or signs, establishment of generally significant sets of rules for various purposeful activities
Communication – 4 (M. Kagan).	Information connection of the subject with this or that object-a person, an animal, a machine
Communication – 5 (T. Shibutani).	A mode of activity that facilitates the mutual adaptation of human behavior... Communication is an exchange that provides cooperative mutual assistance, making it possible to coordinate actions of great complexity
Communication – 7 (P. Smith, K. Barry, A. Pulford).	The act of sending information from one person’s brain to another person’s brain

Communication – 8 (D. Lewis, N. Housr).	Transmission of signals between organisms or parts of one organism when selection favours the production and perception of signals. In the process of communication there is a change of information and mutual adaptation of subjects
Communication – 9 (A. B. Zverintsev).	Specific information exchange, the process of transmitting emotional and intellectual content

Any communication is an interaction characterized by the exchange of various kinds of information, therefore, there must be at least two parties - participants of communication interaction. This law can be illustrated by any model of a communicative act, in each of which there are two sides: the source and the receiver, the Communicator and the communicant, the speaker and the listener, and has its own characteristics and properties (Tab.2).

Table 2 – The characteristics and properties of communication

Features and properties	Reflection of features and properties
Feature and properties-1	Communication information interaction is based on the principle of feedback, which is a necessary condition for the implementation of a communication act («feedback law»);
Feature and properties-2	Communication is symbolic. The core of the study of communication is the study of the signs used in its process, as well as the rules that both these signs and those who use them obey
Feature and properties-3	Communication has a complete coincidence of information potentials of communicants completely devalues any exchange of information between them

In this situation, communication is primarily attracted by the categorical apparatus of the theory of communication. Every theory operates with its own terms, concepts, and categories. Communication theory is no exception. However, it does not have a sufficiently developed categorical apparatus, indicating a high degree of development of the theory itself and the theory of competence.

Different approaches are observed in the interpretation of competence. Quite often, competing terms, concepts, and categories are rights, duties, and obligations.

The system of categories that the theory of communication uses includes the terms of the concept used at different levels of communicative knowledge: the higher the level of theoretical generalization, the more General understanding it includes. Which leads to a mutual communication process.

There are still certain shortcomings in the University system: insufficient quality of training of graduates, which includes the lack of connection between the study of academic disciplines and the needs of employers, and outdated techniques, techniques and methods of communication.

It is known that the content of higher pedagogical education is still focused on the preparation of the “average” student, not taking into account the various categories of children, among whom there are special educational needs, including gifted, pedagogically neglected children, and so on.

In turn, the pedagogical University should take its own steps in these matters, because one of the effective ways to attract school graduates will be to create an attractive image of the higher education institution itself.

During the training period, it is necessary to develop professional motivation of students for the future profession, to form their professionally significant qualities through the organization of a system of certain competencies, not only through academic disciplines, but also the educational system of work. Accordingly, it is necessary to modernize the very content of the pedagogical process for the organization of this system.

Competencies define a clear and holistic set of criteria against which professional activities can be described and evaluated. The competence model provides a viable link between the behaviors, abilities, and characteristics of the teacher – psychologist and the tasks assigned to him.

A competency model is a description of standards of behavior that exist or are desired. This is a set of key competencies necessary for the successful achievement of strategic professional goals. This is a basic element of business processes in all areas of work with staff.

The level of detail of the set of competencies in the model depends on the goals for which the model is applied. The set of competencies should be optimal and include only the key performance standards of future teachers-psychologists.

The competence model can include a wide variety of knowledge, skills, and professional characteristics of future HSE specialists. The main requirement is described in the form of indicators of activity of teachers-psychologists.

According to V. V. Akimov, a productive system of competencies should include four main blocks that are common both for the system of psychological services and for individual personal characteristics. This requirement stems from the characteristics and properties of the types of competencies as complex systems that develop on the basis of effective management.

The set of skills included in the key competencies should be useful and provide the necessary balance between internal and external factors, between the

procedures of activity and the correct building of relations to their own actions through the effective use of its key resources, including competencies.

The construction of our model of competences in IDT may be carried out in accordance with the following sequence of stages (Tab.3).

Table 3 – Stages of designing a competency model in the HSE

Design stage	Action plan
Stage-1	Planning a model of competence-based actions with a description of the desired result, its application areas and deadlines
Stage-2	The definition of the developers of the model – project team.
Stage-3	Designing a competency model should gather as much information as possible about the activities of the service
Stage-4	Selection of performance standards that ensure maximum results.

To collect information, you can use various methods, choosing the necessary ones:

- interviewing students who show the best results in the educational process, and interviewing managers of scientific works;
- conducting surveys of fellow students and teachers;
- brainstorming for a group of HSE students;
- working groups (employers, practice managers);
- monitoring the activities of students (effective for evaluating educational activities).

So, the competency model is a logical description of the elements and functions of competencies used for future professionals. The competence model contains a detailed description of the standards of behavior of future graduates, in the future holding a specific position, leading to the achievement of job goals.

The full competency model also contains the main standards for future activities. The peculiarities of building a model of competences in the higher school of Economics should include the uniqueness of each competence for a separate activity, the need for joint research development of students. The set of competencies should be optimal and include only key performance standards.

Key competencies should be focused on the future: the model of key competencies should include knowledge, skills, and skills that are consistent with the development strategy of the HSE as a whole, as well as with the development strategy of individual committees.

The competency model should be a multi-level structure, but contain a limited number of competencies for convenient and productive use in future work. The possibility of turning the competence model into a functioning highly effective

tool depends on many conditions that can make it possible to develop and describe the level of competence, fill them with specific content, taking into account the characteristics of the University. As a result, a model was developed that includes the following competencies: knowledge about the development of cooperation and teamwork, high-quality and fast decision-making, change management. The developed model will allow you to perceive competence as a tool for managing your own professional activities in the future. It is possible that each competence can be described as concretely as possible and as simply as possible. For example, such an important competence for teachers – psychologists is described by the following indicators (Tab. 4).

Table 4 – Indicators of professional activity management

Indicators	Content
Ability to Express your point of view	- objective description of the situation
Provide convincing arguments	- description of your feelings
Adapts and develops arguments to achieve desired results	-to argue for suggestions to improve communication or get out of the situation.
Demonstrates knowledge and skills in dealing with customer objections	- coordination of interests, identification of common values,
Encourages others to accept their point of view, change behavior	- coincidence of views on certain issues,

This model is based on the hierarchy of the needs of the subjects of interaction in the system of psychological services. Of particular importance in the activity of the teacher – psychologist is the awareness of different groups of their own needs and the ability to meet them in ways acceptable to the environment.

Technologies of interaction of the teacher-psychologist with the school environment includes the theory of research and practice aimed at using the competence model, maintaining feedback to improve the relationship of students with the learning environment, more rational use of it.

In the study, we present the stages of developing a training program based on competencies (Tab. 5)

Table 5 – Stages of competence formation

Stages	Content
Development of a competency model.	The model should specify the competencies needed for the best execution of current or future work
	Determining which competencies are cost-effective in terms of training and which are not
Choosing the most cost-effective development options	Options for developing competencies include formal training based on self-development competencies.
	Self-study with the help of computer and interactive video materials; practical tasks; mentoring, etc.

Competency-based formal competency-based training programs are designed and conducted as one-day classes at the University, which leads to the development of the experience of the future coach and which will be used in future professional activities.

All methods of teaching students of the specialty “Pedagogy and psychology” on the basis of experience: seminars, lectures, video or live demonstrations, instrumental feedback, role-playing games and simulations, as well as self-reflection exercises.

Next, the competencies specific to each specific area are evaluated (for example, knowledge of primary documentation, accounting methods, preparation of the work plan of the teacher-psychologist, etc.). The evaluation scheme is developed on the basis of job descriptions, which determines the significance of each competence and complement their list. The assessment is made by comparing them with the level of development of a particular competence in future specialists necessary for the successful performance of job duties according to the following scale (Tab. 6)

Table 6 – Job duties according

0	This competence is not required
1	Competence helps in the work, but may be absent
2	The competence should be available to the employee, but does not require a high degree of its development
3	Competence must be well developed
4	The employee must not only have the knowledge or skill, but also be able to train colleagues or new employees

Assessment forms are issued to each student, and they independently assess the degree of expression of a particular competence (their significance is not called) on a 4-point scale, which looks like this (Tab. 7)

Table 7 – 4-point scale

1	There is basic knowledge, training is urgently needed
2	Knowledge and skills are available, but their further development is necessary
3	The necessary knowledge, skills, skills are present and developed
4	Competence is well developed, the student can be called an expert, he is able to train fellow students

On the same 4-point scale, the student is evaluated by his supervisor. The competency analysis form has columns for comments, suggestions, and recommendations. Further, the student himself analyzes the results obtained, compares them with ideal values, and determines the competencies that need to be developed.

Results and discussion

The competency analysis sheet is used to measure the level of competence development. After all, if you evaluate the level of development of students' competencies in terms of performing something that leads to a certain result, then the approach used will be similar to an assessment based on indicators. It is important to distinguish what are the fundamental differences between competence-based assessment and performance-based performance.

It is also important to understand that the introduction of such a system will be more successful in the higher school with a fairly high level of General education, in the professional culture of the teacher-psychologist, which has great values of self-development and competence.

Conclusion

Thus, communicative competence is an integral, relatively stable, holistic psychological education, manifested in individual psychological, personal characteristics in the behavior and communication of a particular individual. Despite the difference in understanding the components of communicative competence, all authors agree that essentially communicative competence is the ability to establish and maintain the necessary contacts with other people.

Communicative competence in professions of the type «person-person» becomes professionally significant, and for the profession of a teacher – psychologist communicative competence is fundamental, since the profession of a teacher-psychologist involves constant communication with people.

Summarizing the available scientific developments on the problem of communicative competence, we can conclude that communicative competence is a system of psychological knowledge about yourself and others, skills in communication, strategies of behavior in social situations that allows you to build effective communication in accordance with the goals and conditions of professional and interpersonal interaction. Communicative competence is one of the fundamental qualities in the work of teachers-psychologists, communicative knowledge, skills, ensure the effective flow of the communicative process in professional activities.

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ОҚЫТУШЫЛАР-ПСИХОЛОГТАР СТУДЕНТТЕРІНІҢ КОММУНИКАТИВТІ БІЛІМІН ДАМЫТУ: МӘСЕЛЕЛЕРІН БАЯНДАУ

Педагог-психологтың кәсіби қызметі көптеген адамдармен үнемі байланыста болу қажеттілігімен байланысты. Бұл әртүрлі психологиялық сипаттағы балалар; әр түрлі білім және жас мәртебесіне ие олардың ата-аналары; кәсіби деформациясы болуы мүмкін жұмыс әріптестері мен мектеп әкімшілігі.

Педагог-психологтардың коммуникативті жасаукершілігі кәсіби қызметте маманның кәсіби құзіреттілігі мен шеберлігінің бөлігі болып табылатын қасиеттер мен қабілеттер ретінде пайда болады, оны коммуникативтік құзыреттілік деп атауға болады. Байланыс процестері кез-келген кәсіби қызметте шешуші рөл атқарады. Сондықтан адам тиімді қарым-қатынас әдістерін игеруге тырысуы керек, яғни, басқаларды түсінуге және түсінуге үйреніңіз.

Кілтті сөздер: коммуникативтік құзыреттілік: Оқу қызметі; тар пәндік оқыту; тұлғааралық қарым-қатынас тәжірибесі.

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РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ ПЕДАГОГОВ-ПСИХОЛОГОВ: ПОСТАНОВКА ПРОБЛЕМЫ

Профессиональная деятельность педагога-психолога связана с необходимостью постоянного общения с широким кругом людей. Это дети, имеющие разные психологические характеристики; их родители, у которых различный образовательный и возрастной статус; коллеги по работе и администрация учебного заведения, которые могут иметь профессиональные деформации.

Коммуникативная ответственность педагогов-психологов выступает в профессиональной деятельности как качества и умения, составляющая ту часть профессиональной компетенции и мастерства специалиста, которая может быть названа его коммуникативной компетентностью. Процессы коммуникации играют важнейшую роль в любой профессиональной деятельности. Поэтому человеку нужно стремиться к овладению эффективными способами коммуникации, т.е. обучаться умению понимать других и быть понятым.

Ключевые слова: коммуникативная компетентность, учебная деятельность: узкопредметное обучение, межличностный опыт общения.

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