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### FORMATION OF PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS-PSYCHOLOGISTS IN UNIVERSITY CONDITIONS

**Annotation.** *The formation of professional competencies of future teachers-psychologists is of particular importance in the context of modern social and educational transformations. This article explores the key aspects of the process of developing professional competencies among students enrolled in the «Pedagogy and Psychology» educational program. The authors focus on the specific features and stages of developing professional competencies during higher education.*

*The analysis begins with a review of the concept «Professional competence», providing an expanded understanding of the factors that influence its development and improvement in the training of future specialists. The article consistently explores the main stages of competency formation, from theoretical reflection (conceptual framework, structure and diagnostic criteria) to their practical implementation. Special attention is given to the study of organizational and pedagogical conditions that contribute to the successful development of professional competence. The use of active learning methods (training practices, project technologies and coaching), the implementation of socio-psychological forms of work, the conduct of systematic monitoring of the level of competencies and the provision of psychological and pedagogical support for students at all stages of professional development are considered to be significant areas.*

*Thus, the article is not limited to a theoretical analysis of the concept and stages of the formation of professional competencies of future teachers-psychologists, but also considers the pedagogical conditions and methods of organizing the educational process that ensure the effectiveness of professional training in a university environment.*

**Keywords:** *competencies, professional competencies, professional training, professional orientation, future teachers-psychologists.*

### Introduction

In the context of digitalization and large-scale social transformations, the requirements for the quality of psychological and pedagogical support for students have significantly increased. This necessitates an in-depth analysis of the process of developing professional competencies among future teachers and psychologists. At the same time, the

issue of insufficient development of diagnostic tools that allow for an objective assessment of the readiness of future specialists has become particularly relevant. Effective diagnostic methods could identify the strengths and weaknesses of students, thereby ensuring the targeted development of their professional potential.

Scientific novelty of the study consists in refining the conceptual and structural framework of professional competence of prospective educational psychologists, as well as in designing a diagnostic toolkit that enables a multidimensional evaluation of students' readiness for professional practice. The proposed model allows for a more comprehensive understanding of the interrelation between theoretical knowledge, applied skills, and personal-professional qualities that determine the effectiveness of future specialists.

The practical significance of the research lies in the possibility of applying its results to enhance the quality of higher education programs for teacher training. The developed methodological and diagnostic approaches can be integrated into university curricula, contributing to the modernization of professional education and to the formation of a reflective, competent, and practice-oriented specialist in the field of educational psychology.

The formation of future teachers' readiness for professional activity is one of the key tasks of the higher education system. Readiness is understood as an integrative quality of the individual, which has professional significance and a smooth transition from the educational environment to the sphere of practical activity. A review of current training programs highlights a significant gap between the growing societal and professional expectations placed upon educational psychologists and the limited availability of well-designed instruments for assessing and cultivating the required professional competencies. This quality includes not only a set of theoretical knowledge, practical skills and abilities, but also the accumulated experience, as well as personal characteristics that determine the effectiveness of professional functioning.

Modern transformations in public life have set new guidelines for training specialists in the fields of pedagogy and psychology. Among the key objectives of this training are the development of inclusive education, the prevention of bullying in the school environment overcoming the negative consequences of information overload and dependence on digital technologies, as well as ensuring high-quality interpersonal communication and strengthening the psychological safety of the educational environment. In these conditions, it is especially important to modernize the content of educational programs for training future teachers and psychologists, which should be based on the current requirements of the labor market and the provisions of the professional standard for teachers.

In the contemporary educational sphere, the expectation regarding the preparation of future teacher-psychologists have become progressively more challenging, including strong theoretical preparation with advanced practical competencies. Professionals in this

field should demonstrate in-depth knowledge in pedagogy, developmental psychology, also methods of psychological assessment and correction. Moreover, they must anticipate and effectively address a broad spectrum of educational and psychological challenges is considered essential.

One of the most important aspects in the process of preparation future teacher-psychologists is integration modern educational approaches focus on reinforcing the practice-oriented nature of specialist education. Special attention is focused on the development of universal and key competencies necessary for effectively fulfilling professional responsibilities.

The educational process is designed to incorporate both psychological and pedagogical tools that support the formation of these competencies – both during academic training and throughout practice-based and postgraduate education.

The personal and professional attributes of teacher-psychologists play a vital role in ensuring their adaptability within the evolving landscape of educational and psychological practice. Traits such as emotional resilience, adaptability, and commitment to lifelong learning are increasingly valued.

According to the Professional Standard for Teachers (2022), the primary mission of a teacher-psychologist is to provide psychological support and assistance to all participants in the educational process. This includes the identification and assessment of difficulties, the implementation of preventive and corrective measures, and the organization of educational and methodological activities aligned with students' needs.

A modern teachers-psychologist must possess a set of personal and professional characteristics, including pedagogical intuition, developed observation skills, communicative competence, emotional balance, resistance to stress, tolerance, empathic understanding, a high level of professionalism, a desire for continuous self-development, critical thinking, and the ability to make positive predictions, it is important

In recent years, there has been an increase in interest in psychology in the field of education, which is due to the need to create a safe and supportive environment for students. In the context of rapid socio-cultural changes and increasing demands on professionals, it is important not only to prepare students for their future careers, but also to assess their readiness for them. This has led to the development and implementation of effective methods and diagnostic tools to identify the strengths and weaknesses of future teachers and psychologists, as well as to identify areas for their further development and professional growth.

*The object of the study:* formation of professional competencies of future teachers-psychologists

*Subject of research:* the process of forming professional competencies of future teachers-psychologists

*The purpose of the study:* formation of professional competencies of future teachers-psychologists in university conditions

### **Materials and methods**

The methodological framework of the study integrates the systemic, competency-oriented, and person-activity approaches, allowing for a comprehensive understanding of the process of professional formation among future educational psychologists. The research is grounded in the principles of scientific rigor, multidimensional analysis, and methodological validity in the diagnostics of professional readiness.

The concept of «competence» was first introduced into scientific discourse in the mid-20th century by Noam Chomsky, who defined it as a set of abilities that enable individuals to perform specific linguistic activities in their native language [1]. In the Philosophical Encyclopedic Dictionary, this term is defined as a universal concept with several etymological sources: The French word «competence» (meaning «knowledge» or «awareness»), as well as the Latin word «competentia» (meaning «fairness» or «correctness»), and the Latin word «competere» (meaning «to correspond» or «to achieve»). Thus, competence reflects not only the level of knowledge but also its relevance to professional activities. In this regard, it can be argued that an individual who possesses the necessary knowledge and qualifications within their professional field demonstrates the presence of competencies that allow them to formulate key ideas and carry out effective activities [2].

The Kazakh National Encyclopedia defines competence as a legally established set of powers, duties, and rights that are assigned to a particular official or governmental body [3].

A more nuanced understanding of the concept of competency is presented in the scholarly works of N.K. Kabardov and E.V. Artsishevskaya. Their approach clearly distinguishes between competency and ability. In their view, competency is not limited to the possession of theoretical knowledge but also includes behavioral characteristics, personal initiative, and the application of practical skills. The authors stress that competency should be interpreted both as a developmental stage in the assimilation of individual experience and as a product of the educational process [4].

Advocates of the competency-based approach – viewed as a foundational principle for the modernization of the education system – construct a framework of anticipated learning outcomes. In this context, M.V. Ryzhkov emphasizes several key points in his research:

- The concept of competency encompasses not only cognitive and technological dimensions but also integrates motivational, social, and behavioral components, which together reflect a learner's knowledge, skills, abilities, and value orientations;

- Competency is interpreted as the capacity to activate and apply acquired knowledge, skills, experience, and behavioral patterns within specific professional or situational contexts;

- Educational content becomes embedded within the broader notion of competency, representing a synthesized outcome of the learning process;

- The development of competencies occurs not only within formal educational institutions but also through alternative and informal learning environments [5].

Additionally, French scholar T. Durand identifies various levels of personal competence that reflect the complexity of modern society. These include abilities, information, knowledge, skills, know-how, core competency, and experience. Collectively, these components are viewed as stages in the formation and evolution of individual competencies [6] (see Table 1).

Table 1 – Levels of Competence Defined by T. Duran

Degree	Interpretation
Data	I have access to external information
Information	I know, I've learned, I've figured it out
Knowledge	I have structured the information and integrated it with the database. I can explain it to someone else
Skills	I can do it.
Know-how	I know how to do it, I can do it, and I can show someone else how to do it
Competence	I am better able to explain what to do and how to do it (knowledge), and I am also better able to do it (know-how)
Experience (wisdom)	I am an expert in how to do this, as well as in understanding what to do and why it should be done, and in explaining how to do it.
Note: compiled according to the source [6].	

The concept of competency holds a significant place in pedagogical research and has repeatedly been the subject of theoretical investigation. For instance, K.S. Kudaybergeyev, in his work «The Nature of Competency in Personal Self-Development» defines this phenomenon as the ability to make informed and authoritative decisions on specific issues. He emphasizes that competency entails comprehensive awareness and deep expertise within a particular field [7]. A similar viewpoint is expressed by B.A. Turgunbayeva, who notes that the ability to apply accumulated knowledge to address real-life challenges through practical engagement can be seen as a manifestation of a teacher's professional competencies [8].

In the study conducted by G.Zh. Niyazova, competency is conceptualized as an integral characteristic of the individual, encompassing a system of value orientations, a

body of knowledge, practical skills, and professional experience. Together, these elements enable students to function effectively within a specific subject area, supporting both their personal and social engagement [9]. A significant contribution to the understanding of this phenomenon is made by G.Zh. Menlibekova, who interprets social competency in future educators as a complex, integrative construct. According to her, it includes a value-based perception of social reality, the possession of specialized knowledge for self-directed activity, the ability to engage in self-determination and professional development, as well as proficiency in applying contemporary social technologies [10].

According to G.M. Kodzhaspirova, competency is viewed as an integral characteristic of the individual. In particular, general cultural competency is understood by the authors as a level of knowledge necessary for self-development, independent problem-solving in the cognitive domain, and the formation of one's own worldview. In their interpretation, a teacher's professional competency reflects the ability to effectively organize pedagogical processes, engage in meaningful educational interactions, and transmit value orientations, ideals, and elements of pedagogical consciousness. This requires mastery of a comprehensive set of knowledge, skills, and abilities essential for professional fulfillment [11].

Amid the ongoing modernization of the education system, the importance of teachers' professional competency is increasing, as it is recognized as a key factor in ensuring educational quality. Pedagogical competency encompasses not only subject matter expertise and methodological proficiency, but also the capacity to implement a learner-centered approach, foster cross-disciplinary competencies, and cultivate students' critical thinking, communication, and research skills [12].

The model for developing the professional competency of educational psychologists was constructed based on the conceptual framework for the establishment and advancement of psychological services, as well as training and retraining programs for practicing psychologists, proposed by A.G. Asmolov, I.V. Dubrovina, Yu.M. Zabrodin, V.V. Rubtsov, among others. Additionally, the model incorporates theoretical foundations that explore the patterns of professional development in the psychologist's personality, as presented in the works of A.A. Bodalev, E.D. Bozhovich and I.V. Dubrovina.

A significant contribution to the evolution of a learner-centered educational process was made by the theories of the personality-activity approach (I.A. Ryzhkov, A.A. Leontiev, D.M. Mallaev) and learner-centered instruction (E.V. Bondarevskaya, I.S. Yakimanskaya).

Professional competency is a complex, multifaceted construct examined through the lenses of philosophy, psychology, pedagogy, sociology, acmeology, andragogy, occupational psychology, and the theory of professional education. Given that this study focuses on exploring the professional competency of future teachers working within the

context of modernized education in Kazakhstan, particular attention will be paid to the unique characteristics of this issue.

It is important to note that in scholarly literature, the category of professional competency is regarded as a fundamental indicator of an individual's level of professionalism and its degree of development. It is reflected in the specialist's ability to successfully address tasks within their professional domain, drawing upon a well-formed set of knowledge and skills [13]. Within the context of professional development, several types of competency are identified, including specialized, social, and individual competencies.

- **Specialized (occupational) professional competency** is characterized by a high level of mastery in professional activity, which entails not only the possession of domain-specific knowledge but also the ability to apply it effectively in practice.

- **Social professional competency** reflects a specialist's ability to engage in professional communication according to the norms accepted within their professional community, as well as their proficiency in collaborative methods and partnership-based interaction.

- **Individual professional competency** is associated with personal self-expression and self-development, both of which serve as indicators of professional maturity.

Under the guidance of D.M. Grishin, the concept of professional competency was introduced as a core component of the qualification framework for future educators. In his view, professional competency is an integrative construct that includes a teacher's communicative, constructive, and organizational capacities. As active participants in the educational process, teachers are given the opportunity to realize and experimentally test these abilities through their pedagogical practice [14].

The issue of preparing future educators occupies a central position in pedagogical and psychological research. This topic is explored from multiple perspectives:

- The formation of students' professional readiness and the development of self-growth models within the framework of lifelong learning are discussed in the works of S.I. Arkhangelsky, A.A. Verbitsky, V.A. Slastenin, among others.

- The psychological and pedagogical foundations of professional training, including the nature of the teaching profession, its functions and specific characteristics, as well as methodological approaches aimed at fostering independent learning and self-improvement, are examined in the studies of Yu.K. Babansky, N.V. Kuzmina, B.A. Matayev, V.V. Serikov, N.D. Khmel and others.

- Issues related to the forms and types of students' cognitive and communicative activity, as well as methods for stimulating such activity, are addressed in the research of A.R. Ermentaeva, K.B. Zharykbaev, S.M. Zhakupov, N.B. Zhienbayeva, M.A. Perlenbetova and other scholars.

- The scholarly works of A.A. Absatova, Zh.I. Namazbayeva, B.A. Turgunbayeva and others focus on the development of creative potential and professional competency in prospective teachers.

- Theoretical and practical aspects of the formation of students' professional competencies are comprehensively explored in the research of B.T. Kenzhebekov, K.S. Kudaybergenyeva, B.R. Kaskatayeva, Sh.Kh. Kurmanalina, G.Zh. Menlibekova, M.V. Semenova, S.I. Ferkho and other academics.

The studies reviewed examine the specific features of professional training for future teacher-psychologists in relation to their core professional responsibilities. However, the current urgency of this issue is primarily driven by the need to significantly enhance the quality of specialist preparation in the context of a transforming educational environment.

At the stage of preliminary analysis, the structural components of the professional competency of future teacher-psychologists were identified. Drawing on the findings of the aforementioned scholars, and taking into account the nature of professional activities, qualification requirements, and job functions of educational psychologists, three key structural elements were outlined: the cognitive, activity-based, and emotional-motivational components.

Based on this model of professional competency, the main criteria for assessing its development were determined as follows: the presence of theoretical knowledge necessary for carrying out professional tasks; readiness to solve practical problems and to organize psycho-pedagogical work; and the existence of stable professional motivation alongside the formation of personal qualities essential for effective functioning in the role of a teacher-psychologist.

In the context of the modern educational landscape – which demands not only deep subject knowledge but also advanced professional and personal competencies – it becomes especially important to assess students' readiness to fulfill their future responsibilities. Teacher-psychologists play a pivotal role within the education system, as they are not only involved in instruction but also in shaping a psychologically supportive environment conducive to students' personal development.

The focus of the study is the implementation of the competency-based approach, which aims at the deliberate development of both general cultural and professional competencies among students. Particular attention is given to the analysis of key objectives, including the design of modern educational programs, the establishment of collaborative partnerships between educators and employers, and the application of interactive teaching methods that facilitate a closer integration of theoretical knowledge with practical skills.

Special importance is placed on assessing the levels of competency formation among students and their professional self-determination throughout the training process, regarded as crucial factors in the development of future specialists. The necessity of



employing psychological diagnostics and valid methods for evaluating educational outcomes is emphasized, enabling the identification of individual strengths and weaknesses in learners.

The proposed comprehensive approach to organizing the educational process ensures the preparation of competitive graduates who possess the ability to successfully adapt to professional activities and effectively realize their potential within the contemporary educational and labor market environments.

The organization of the instructional and educational process aimed at fostering the professional competencies of future teacher-psychologists involves the implementation of several key directions.

First and foremost, a crucial condition is the consideration of students' individual typological characteristics within the educational process, which ensures a more targeted and effective approach to specialist training.

An integral part of this process is pedagogical diagnostics, enabling the identification of features in students' self-educational activity and determining pathways for its further development. In this context, a significant tool is the model of self-educational activity for future teacher-psychologists, which encompasses goals, objectives, structure, program, resources, methods, and organizational forms of work.

Particular emphasis is placed on the application of learner-centered methods that promote the development of professional competencies. Furthermore, the use of a system of academic assignments within the psychological disciplines proves effective in fostering various components of competency: emotional-value orientation, operational-activity, personal, and conative aspects.

Special attention in the process of professional competency formation is given to learner-centered approaches that facilitate the development of individual qualities and the professional stance of future teacher-psychologists. Professional competencies of teacher-psychologists represent a systematic unity of knowledge, skills, abilities, and personal qualities that ensure effective professional performance in educational and psychological domains. The formation process is multi-staged, involving both the assimilation of theoretical foundations and the practical mastery of professional skills.

Competency development follows a phased progression linked to the professional formation of students: the initial stages involve the accumulation of foundational knowledge and the establishment of professional orientations. By the fourth academic year, a stable professional position and a comprehensive set of competencies are developed.

Practical activities and experience in interacting with real educational and psychological situations are key factors in the successful development of professional competencies. The cultivation of personal qualities such as reflectiveness, motivation for

professional growth, and critical thinking plays a significant role and should progress concurrently with the acquisition of professional knowledge and skills.

The research employed a comprehensive set of methods involving diverse materials. During the analysis of scientific and educational-methodological literature, state educational standards, model curricula, methodological manuals, as well as publications by domestic and international scholars focusing on the formation of professional competencies of future teacher-psychologists in higher education were examined. In total, 13 sources were included in the review.

At the stage of the pedagogical experiment, aimed at selecting diagnostic tools to assess the level of professional competence formation among students specializing in pedagogical psychology, the «Professional Orientation Level (POL) Test-Questionnaire» was utilized during the preliminary diagnostic phase. This instrument is designed to determine the degree of students' interest and motivation toward professional activity, as well as the level of development of professional attitudes and values. The questionnaire consists of blocks of statements or questions intended to identify various components of professional orientation.

The selection of this methodological tool was justified by its proven reliability and validity, as evidenced in a number of empirical studies conducted by domestic and international scholars. Employing the questionnaire test enabled the collection of statistically representative data reflecting the level of students' professional motivation and orientation within the context of their vocational development.

Statistical methods for data processing and subsequent analysis allowed for the formulation of well-founded conclusions. The applied materials and research procedures provided a more comprehensive and multifaceted understanding of the degree of professional competence formation among future teacher-psychologists within the context of higher education.

To ensure the reliability and validity of the obtained results, a preliminary verification of the diagnostic instruments was conducted. In particular, the questionnaire designed to assess the level of professional orientation (LPO) was adapted to the specific context of Kazakhstan's educational environment. During the pilot stage of the study ( $n = 15$ ), the clarity and interpretability of the statements were evaluated, followed by minor revisions to improve wording accuracy.

The internal consistency of the instruments was assessed using Cronbach's alpha coefficient, which reached 0.83, indicating a high level of reliability. Construct validity was examined through factor analysis applying the Kaiser-Meyer-Olkin (KMO) criterion ( $KMO = 0.79$ ), confirming the acceptable structural coherence of the measurement indicators. Overall, the findings substantiate the credibility and applicability of the

selected diagnostic tools for assessing the level of students' professional orientation and readiness for future professional activity.

### **Results and discussion**

The preparation of future specialists for professional activities involves not only the acquisition of theoretical knowledge but also the development of significant personal qualities and a stable motivational foundation. Within the framework of this study, diagnostics were conducted across three levels of readiness: theoretical, technological, and personal. The article addresses the key parameters and components of psychological readiness, as well as the methods employed for its assessment. The aim of the research is to clarify the structure of readiness and to identify its impact on the effectiveness of specialists' performance in the fields of psychology and pedagogy.

The empirical part of the study was carried out at Pavlodar Pedagogical University named after Alkey Margulan. The research involved 30 students from the 2nd to 4th years enrolled in the «Pedagogy and Psychology» educational program.

The obtained results indicate varying levels of professional orientation among students across different years of study, reflecting the gradual and stage-based nature of competence development. The conducted analysis provides insight into the dynamics of students' professional growth and the progression of their key professional qualities throughout the training process.

This publication presents the results of the preliminary diagnostic phase of the study. The assessment of students' professional orientation levels was performed using the Professional Orientation Level (POL) test-questionnaire. Results of students from 2-4 years are presented in Figure 1.

The empirical results obtained from administering the Professional Orientation Level assessment to students from 2<sup>nd</sup> to 4<sup>th</sup> years reveal identifiable trends in the process of professional self-determination. Among 2<sup>nd</sup> year students, 10% exhibited a low level of professional orientation, which may reflect difficulties in establishing defined professional preferences during the early phase of university education. In the 3<sup>rd</sup> year the proportion of students with low orientation level declined to 7%, suggesting a gradual formation of professional preferences in the process of accumulation of educational experience. This positive trend is likely associated with the completion of specialized courses, pedagogical practice, and increased understanding of the profession gained throughout their studies. Consequently, more stable professional interests and value orientations begin to form. By the fourth year, this figure further declines to 3%, pointing to favorable dynamics in professional development and the gradual resolution of uncertainty regarding future career choices.

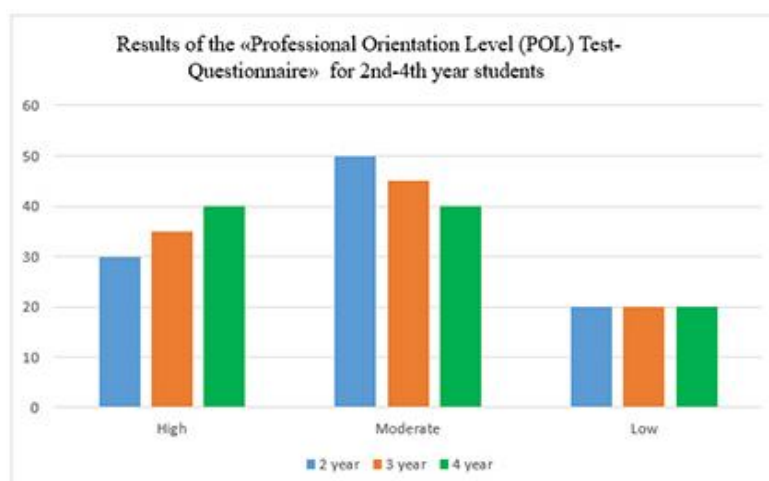


Figure 1 – Results of the Professional Orientation Level Test-Questionnaire among students from 2-4 years

A moderate level of professional orientation was observed in 33% of second-year students, 26% of third-year students, and 22% of fourth-year students. This trend reflects the transition from an intermediate stage of developing professional interests to a more pronounced and stable career choice. Thus, some second-year students show only partial clarity regarding their future profession, while third-year students continue the process of professional self-determination: many begin to make more deliberate choices, and by the time they complete their studies, the number of such student's decreases.

A high level of professional orientation was demonstrated by 57% of second-year students, 67% of third-year students, and 75% of fourth-year students. This can be interpreted as evidence that most students develop a clear professional stance during their education, which is manifested in a conscious attitude towards their future work, the presence of career goals, and readiness for the practical application of professional competencies. Throughout their studies, there is a significant increase in the number of students with a high level of professional orientation, indicating a qualitative leap in their understanding of their career paths. Specifically, students increasingly connect the knowledge gained with their future professional activities, become aware of the demands of their chosen profession, and exhibit growing motivation for self-realization.

A comparative analysis of course data indicates that as students' progress toward the completion of their educational program, there is a consistent upward trend in the development of a strong professional orientation. This trend reflects not only the natural process of maturation and the accumulation of professional knowledge but also the

effectiveness of pedagogical support that creates favorable conditions for the formation of professional identity.

At the same time, the continued presence of students with a low level of professional orientation even at the final stage of their studies highlights the need for additional psychological and pedagogical interventions aimed at supporting professional self-determination. The results of the conducted assessment indicate the necessity of a comprehensive approach is essential in shaping professional orientation. These findings also confirm the positive impact of the educational process on increasing confidence and readiness for professional activity.

The progress observed during university education may be attributed to in-depth study of specialized subjects, hands-on experience and the university's support through counseling and career guidance services. Nonetheless, the process of the professional training requires continuous development and improvement.

The findings are consistent with the principles of the concept of transprofessionalism (E. F. Zeer, E. E. Symanyuk), which emphasizes that the development of professional competencies in educational psychologists requires the integration of knowledge from multiple scientific domains, as well as the cultivation of cognitive flexibility and the ability to operate effectively within an interdisciplinary environment [15].

The identified trends also align with the ideas of adaptive expertise (H. Timperley), highlighting the importance of a specialist's readiness for continuous self-renewal and mastery of emerging pedagogical technologies in the context of rapidly changing educational realities [16].

Within the framework of evidence-based practice (L. Darling-Hammond), it can be noted that the approaches proposed in this study – including the use of master classes, reflective portfolios, and simulation-based learning activities – contribute to the development of students' ability to rely on empirically validated data and to enhance their professional self-reflection [17].

In particular, updating the educational and developmental environment to better cultivate professional competencies that meet current educational standards and facilitate effective pedagogical practice in a rapidly evolving educational context is of critical importance.

A comparison of the research results with the theoretical provisions presented in the «Materials and Methods» section allows us to conclude that the revealed trends in the formation of students' professional orientation and competence are consistent with the findings reported by both national and international scholars (Kudaibergenov, Turgunbayeva, Menlibekova, Darling-Hammond, and others). At the same time, the conducted study refines and expands existing approaches by demonstrating the effectiveness of

integrating theoretical instruction, practical tasks, and diagnostic instruments in fostering the professional development of future educational psychologists.

### **Conclusion**

The study confirmed the hypothesis that the level of development of professional competencies is directly influenced by the structure of the educational process and the extent to which students are engaged in practical activities.

The development of professional competencies among educational psychologists within higher education must be viewed as a core prerequisite for their integration into the professional community and for their future success in the field of psychological and pedagogical support.

The competency-based approach, which underpins the modern educational paradigm, involves not only the acquisition of knowledge but also the cultivation of skills, abilities, and personal qualities necessary for practice-oriented work.

Based on the empirical data obtained, it can be concluded that the effectiveness of professional training for graduates is largely ensured by an integrated educational model. This model combines theoretical instruction, hands-on practice, and the development of students' personal and professional qualities. The incorporation of active learning strategies – such as project-based methods, problem-solving approaches, and case analysis – promotes deeper cognitive engagement, encourages the growth of both critical and creative thinking skills, and supports students in becoming capable of independent decision-making in real-world professional contexts.

A pivotal factor in professional preparation is the collaboration between students and practicing professionals who possess relevant field experience. Such interaction facilitates the meaningful transmission of applied knowledge, contributes to the formation of a professional identity, and strengthens motivation for future career engagement. The successful implementation of this model by several universities, which involve industry experts in the educational process, provides compelling evidence for the effectiveness of interdisciplinary and practice-oriented approaches to training.

Thus, the cultivation of key professional competencies in future educational psychologists calls for a structured and innovative approach. This approach should be based on the integration of academic learning with practical application, the use of contemporary pedagogical technologies, and the personalization of learning trajectories. Applying these principles fosters the development of highly qualified professionals equipped to address complex psychological and educational challenges and to achieve meaningful professional self-realization in today's dynamic socio-cultural environment.

Future research directions involve broadening the diagnostic framework and conducting a formative experiment designed to strengthen the professional competence of students majoring in educational psychology and pedagogy. Such efforts are expected

to contribute to the refinement of training models and the development of evidence-based strategies for fostering professional growth in higher education settings.

*Contribution of the authors:*

*Y. Gelisli – developed the theoretical and methodological framework of the study, conceptualized the notion of “professional competencies,” and conducted the analytical review of international and national sources.*

*Zh.T. Kenzhebayeva – organized the empirical part of the research, coordinated data collection and processing, designed the structural and content model of professional competence formation, and carried out the scientific editing of the manuscript.*

*B.A. Matayev – analyzed the pedagogical conditions and technologies, contributed to the interpretation of results and formulation of conclusions and recommendations, and participated in the final preparation of the article for publication.*

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#### **ЖОО жағдайында болашақ педагог-психологтардың кәсіби құзыреттіліктерін қалыптастыру**

**Аннотация.** Болашақ педагог-психологтардың кәсіби құзыреттіліктерін қалыптастыру қазіргі әлеуметтік және білім беру трансформациялары жағдайында ерекше маңызға ие болуда. Ұсынылған мақалада «Педагогика және психология» білім беру бағдарламасы студенттерінің кәсіби құзыреттіліктерін қалыптастыру үдерісінің негізгі аспектілері ашып көрсетіледі. Авторлар жоғары оқу орнында білім алу кезеңінде кәсіби құзыреттілікті қалыптастыру ерекшеліктері мен кезеңдеріне назар аударады.

Талдау «кәсіби құзыреттілік» ұғымын қарастырудан басталады, бұл ретте болашақ мамандарды даярлау үдерісінде оның дамуына және жетілдірілуіне әсер ететін факторлардың кеңейтілген түсіндірмесі беріледі. Құзыреттілікті қалыптастырудың негізгі кезеңдері бірізді түрде зерттеледі: теориялық рефлексиядан (ұғымдық аппарат, құрылымы, диагностикалық критерийлер) бастап олардың тәжірибелік іске асуына дейін. Кәсіби құзыреттілікті табысты қалыптастыруға ықпал ететін ұйымдастырушылық-педагогикалық жағдайларды зерттеуге ерекше көңіл бөлінген. Маңызды бағыттар ретінде белсенді оқыту әдістерін (тренингтік тәжірибелер, жобалық технологиялар, коучинг) қолдану, әлеуметтік-психологиялық жұмыс формаларын енгізу, құзыреттіліктердің қалыптасу деңгейін жүйелі түрде мониторинг жүргізу және кәсіби қалыптасудың барлық кезеңдерінде студенттерге психологиялық-педагогикалық қолдау көрсету мәселелері қарастырылады.

Осылайша мақала болашақ педагог-психологтардың кәсіби құзыреттіліктерінің мазмұны мен қалыптасу кезеңдерін теориялық тұрғыдан талдаумен ғана шектелмей, сонымен қатар университеттік ортада кәсіби даярлықтың нәтижелілігін қамтамасыз ететін білім беру үдерісін ұйымдастырудың педагогикалық шарттары мен әдістерін де қарастырады.

**Кілтті сөздер:** құзыреттілік, кәсіби құзыреттіліктері, кәсіби даярлық, кәсіби бағдар, болашақ педагог-психологтар.



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### **Формирование профессиональных компетенций будущих педагогов-психологов в условиях вуза**

**Аннотация.** Формирование профессиональных компетенций будущих педагогов-психологов приобретает особую значимость в условиях современных социальных и образовательных трансформаций. В представленной статье раскрываются ключевые аспекты процесса становления профессиональных компетенций студентов образовательной программы «Педагогика и психология». Авторы акцентируют внимание на специфике и этапах формирования профессиональной компетентности в период обучения в высшей школе.

Анализ начинается с рассмотрения понятия «профессиональная компетенция», при этом представлено расширенное понимание факторов, влияющих на её развитие и совершенствование в процессе подготовки будущих специалистов. Последовательно исследуются основные этапы формирования компетенций: от теоретической рефлексии (понятийный аппарат, структура, диагностические критерии) до их практической реализации. Особое внимание уделено изучению организационно-педагогических условий, способствующих успешному формированию профессиональной компетентности. В качестве значимых направлений рассматриваются использование активных методов обучения (тренинговые практики, проектные технологии, коучинг), внедрение социально-психологических форм работы, проведение систематического мониторинга уровня сформированности компетенций и обеспечение психолого-педагогической поддержки студентов на всех стадиях профессионального становления.

Таким образом, статья не ограничивается теоретическим анализом содержания и этапов формирования профессиональных компетенций будущих педагогов-психологов, но также рассматривает педагогические условия и методы организации образовательного процесса, которые обеспечивают результативность профессиональной подготовки в университетской среде.

**Ключевые слова:** компетенция, профессиональные компетенции, профессиональная подготовка, профессиональная направленность, будущие педагоги-психологи.

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