




The Content of the Problem of Competence and Abilities in the Professional Development of Future Teachers-Psychologists

Alpysbai L. A.^a , Kosherbayeva A. N.^{b*} , Zhamirova U.^c , Kozhabergenova G.^d 
Massimova K.^e , Turdalieva Sh.^f , Kurmanbekova Z.^g 

^a KazNPU Named After Abay, Almaty, Kazakhstan.
Email: Alpysbai.laila78@mail.ru

^b KazNPU Named After Abay, Almaty, Kazakhstan.
Email: aigera63@mail.ru

^c M. Kh. Dulaty Taraz University, Taraz, Kazakhstan.
Email: zhamirova_1978@mail.ru

^d M. H. Dulati Taraz University, Taraz, Kazakhstan.
Email: Goha291182@mail.ru

^e AO OCDP "Orleu" Institute for Professional Development in Almaty Region Almaty, Kazakhstan.
Email: masimovaxurshida@mail.ru

^f M. Kh. Dulaty Taraz University, Taraz, Kazakhstan.
Email: sh.turdalieva@dulaty.kz

^g M. Kh. Dulaty Taraz University, Taraz, Kazakhstan.
Email: kurmanbekovazulfia02@gmail.com

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Abstract

In today's era of rapid development of education, the role of psychologists is of greater importance to correctly determine the level of perception of teachers and students in the making of future teachers-psychologists. This study presents the problem of developing the competence of future teachers-psychologists. It examines the extent to which communicative ability is necessary for a teacher-psychologist and focuses on the theoretical and practical works of experts and scientists. The study adopted a qualitative approach to study the role of teacher-psychologists and explore the concept of "competence" in relation to the activities of a teacher-psychologist. By making use of convenience sampling technique, 12 students who were future teacher-psychologists were selected from school № 19 in Almaty. Primary data was collected through semi-structured interviews and focus groups,

Keywords: Teacher-Psychologist, Psychological Service, Pedagogical Psychology, Communicative Competence.

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* Corresponding Author

Email: aigera63@mail.ru

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while secondary data was extracted from documentation research. The findings gave several revelations in the direction of competencies. It concludes that competencies differ by their nature and function such as professional competences, information competences, literacy competences, communicative competences and socialization competences including social influence, oral and written communication, and maintaining health and leading a healthy lifestyle. The study also made evident that education and upbringing foster competences to give them a scientific outlook.

Introduction

The problem of developing competencies and abilities in future teachers is one of the most widely considered topics in the psychological and pedagogical direction (Shcherban, Bretsko, & Varha, 2021). However, changes taking place in the world of the digital age and globalization, introducing new aspects and solutions in the training of future specialists, show that this issue is relevant and is contained in several official documents in the field of Education (Abdrakhmanova et al., 2025). The state program for the development of education of the Republic of Kazakhstan aims at improving the quality and level of training of professionals (Mazhenova & Esmagulova, 2024). updating the content of professional education, increasing competitiveness, modernizing the system of professional education in the context of global advanced trends (Zhumbekova et al., 2022) and improving the skills of future teachers, through vocational and technical education (Saparova & Nurzhanova, 2019). It is also known that it depends on the level of development of the abilities of teachers and students.

The formation of knowledge dates back to the era of the emergence of human society. This is because from that moment on, humans began to learn survival skills in order to meet their needs, adapting to different phenomena of nature. They were able to distinguish between good and bad, to recognize what they needed, to find their food in nature, to learn how to make various tools and use them for their needs. This is how education appeared. The great concepts of education and upbringing date back to the distant centuries and are constantly developing to this day. Human society has left behind various centuries, eras, and as a result of the rapid development of education and upbringing, culture, it has entered today – the era of globalization.

Despite the plethora of studies that have explored this growth of humankind and simultaneously examined the progress of education, there is still a dearth of studies that have examined the problems and features of competence of future teacher psychologists. The issue of professional competence is increasingly becoming important for the survival of humankind. Several scientists and researchers have explored both theoretical and practical aspects of the issue of professional competence including (Akhmedov & Egamberdiyev, 2022; Borzenko et al., 2019; Gordon, 2013; Gulbaram et al., 2021; Gulnur et al., 2024; Kudaibergenova, 2020; Mytnyk et al., 2023; Shakirova, Toksanbaeva, & Shakirova, 2022). These studies have provided direction to the research in this domain, yet there is still a dire need to solve problems related to competences of a teacher-psychologist. It is essential to examine the communicative abilities of a teacher-psychologist and focus on the description and classification of the known concepts. This study fills the research gap by exploring broadly the concept of “competence” in relation to the activities of a teacher-psychologist.

Literature Review

Individual Competencies

Individual competencies of professional nature are essential to the growth of communicative abilities in future teachers-psychologists (Mazhenova & Esmagulova, 2024). Competencies are defined as personal qualities of a person, manifested at different levels when performing the same action. The wise people equate it with a noble heritage. When a person constantly respects his colleagues or his team and constantly creates conditions for others to improve, guides and provides support, such a soul has all the ingredients to become a teacher-psychologist, and brings great benefits to society. Now the question arises how to recognize these competencies in a person. Seneca, the ancient Roman Stoic philosopher, believed that one can know about a person's competencies from the results of his actions (Holtz, 2024). It was also reiterated that all the competencies of a person in acting, or interest in performing any activity are found in the person himself. Therefore, a person is first required to develop the competencies of regulating his behavior and his psychological traits. These traits include: sensitivity, discernment, foresight, quick wit, the ability to easily generate ideas, freedom of Word formation, general perceptual tendency, comparison of concepts (distance, approximation, comparison, etc.) (Willems et al., 2010).

The development and formation of abilities is manifested at different levels. The first level is called reproduction, the second level is called creativity. The level of reproduction is the ability to read, write and count, which they can share with each other. The level of creativity is the manifestation of special abilities. Everyone at the initial level of development and formation of their abilities demonstrates the flexibility of learning, the assimilation of knowledge and the necessary level of activity. At the second level, it is possible

to create new objects and creations. Any competency is developed and formed through labor activity. We can distinguish between a new object or a creative creation created by a person and why the ability is flexible. After all, the ability is closely related to all aspects of a person's mental strength, such as thinking, strong will, stable character, tireless and fleeting imagination. A capable person is more likely to lose his ability if he is not creative, though he may be talented. This is a reality proven by life experience. Scientists and psychologists analyze human abilities through types and classifications (Khakunova et al., 2022).

Theoretical Perspectives

So, firstly, in the theory of heredity, biological determinants are understood as phenomena, and the development and implementation of their abilities depends entirely on the basis of genetics. This understanding was followed by F. Galton, who, on the basis of an encyclopedic dictionary, studied the genetics of a celebrity and the direction of heredity of talents. Secondly, according to the theory of ability, according to Helvetius, geniuses of any level can be formed through education. Ashby simplified this statement, saying that this ability is created through procedures and working capacity. Thirdly, in Soviet psychology, the ability to develop was described as a third concept, clarifying the dialectic of Innate and acquired. Only anatomical and physiological characteristics can be innate, and the ability itself is the result of formation. Since abilities are formed in activities, they depend on its content and relationship with adults, and they provide children with a number of actions and achievements. Based on this, Teplov (1998) described that artistic abilities can be brought up at a high level, but in general, abilities are social, and symbols are individual individuality. Because they also agree with their opponents, who believe that it is transmitted only through genetics.

According to the famous psychologist Zimnaya (2003), the ability represents a new internal, potential, hidden psychological structure, a system of knowledge, thoughts, procedures, values and relationships that characterize a person's competence. So, ability is a dynamic phenomenon. It is impossible to talk about the proportions of a person until his extraordinary ability to something is manifested, and it cannot be considered fully developed. They meet the requirements of historical and cultural experience: the child's absolute hearing is still ignored until his task is to recognize sounds by tone.

Competencies of a Teacher Psychologist

The famous Russian scientist Krutetsky (1973) analyzes the concept of "communicative competence" in relation to the activities of a teacher-psychologist. He gives various definitions and schemes. The problem under consideration is represented by the concepts of well-known scientists, includes theoretical and practical approaches. The study of the current state of the problem of the formation of professional competence of future specialists allows us to say that in pedagogical and psychological Science this problem is revealed in detail in the following areas: the formation of professional competence of the future teacher (Issakova et al., 2021; Roytenko, 2021; Semenov, 2005). The great educator Akhmet Baitursynovich expressed a special opinion about the upbringing of the child. In his opinion, he personally mentioned the need to raise a son (Sabol, 2003). The great thought of the scientist, the future of the nation – the upbringing of the generation and the competence of specialists in this direction is of great importance for society. After all, today's child is a citizen of tomorrow's country.

Khmel (1998) argues that communication is not limited only to knowledge, but also has such functions as emotional communication, awakening of interest and interaction. The professional ability of a teacher is defined as the unity of his theoretical and practical training in the implementation of pedagogical activities, reflecting his professional skills. Studies (Karipzhanova, Ayupova, & Gelisli, 2024; Kodzhaspirova & Kodzhaspirov, 2005; Zimnaya, 2003) believe that the professional abilities of a teacher are determined by the acquisition of the necessary knowledge, skills and abilities. These knowledge, skills and abilities determine his teaching relationship and form special values, pedagogical consciousness and pedagogical activity as the personality of the teacher.

Semenov (2005) argue that competence is a property of a teacher that determines his general ability and readiness for action, based on the knowledge and experience acquired in the course of teaching and sociology (Berikkhanova, Zhussupova, & Berikkhanova, 2015). Similarly, Kudaibergenova (2020) reiterates that competence comes from a common Latin word, and according to her concept, this concept means ability in a certain area. According to Aitenova, Yessimgalieva, & Abdualieva (2018), the professional competence of a teacher-psychologist is to ensure that the teacher has an understanding of the individual psychological quality, its purpose, essence, structure and means, understanding of professional activity (knowledge) and mastering the skills (qualifications, skills) of this activity.. Teacher-psychology improvement and ability to perform non-standard tasks.

The concept of professional competence can be interpreted as full knowledge of the system of education and training of a teacher in his specialty, high pedagogical skills and abilities, full knowledge of new teaching technologies, as well as excellent experience in education and upbringing. Therefore, a specialist who meets the above requirements is a professionally competent teacher (Lindsay et al., 2014). Researchers

in this field have described competence in several stages. For example, they consider the teacher's mastery of new technologies and techniques – information competence, the ability to systematically control his relations with the external environment-communicative competence, the ability to be active in public issues, respecting his own and other people's rights – social and legal competence, and the ability of a specialist to characterize working competence in a particular field – special competence (Saudabaeva & Toleukhanova, 2021).

Developing the content of these basic abilities (Tuimebayeva et al., 2024) provides students with understandable and connected educational materials with life (these are two-a group of didactic abilities); teacher's understanding of the student; interest in children, creativity in work, observation in relation to children, pedagogical volitional influence on children, pedagogical assertiveness, pedagogical ethics, the ability to organize a children's team, including such abilities as content, openness, imagery, reliability of the teacher's language.

Methodology

Research Design

This study adopted a qualitative research design guided by a content analysis of primary and secondary data. This research design suits the relevance and purpose of the as it focuses on the professional competence of future teachers-psychologists. The scope of the study requires examining the educational environment of a school, including aspects of personal, social, cognitive, digital, communicative abilities and competencies of students within the framework of soft skills, the development of communication, the environment, information and technical equipment of the learning process, infrastructure of the educational institution.

Sampling and Data Collection

The experiment in this context was carried out at the Faculty of psychology of Taraz university named after M. Kh. Dulaty. The study was attended by 30 students of first year Bachelor of the Faculty of Psychology, studying in the 2023-2024 academic year of preparatory unit called Psychology of Education. These students were future teacher-psychologists who participated in the special experiment carried out at school № 19 in Almaty, making use of SACERS international measurement scales. Primary data was collected through semi-structured interviews and focus groups with a sample of 12 students pursuing the psychology unit in the preparatory year. Secondary data was also collected through documentation search, theoretical underpinnings and references from research articles.

Data Analysis

In the course of the study, an in-depth analysis of state documents, the works of well-known scientists and young researchers of the same line was carried out. In the theoretical analysis of the problem, methods of analysis and synthesis were used. At the same time, the selection of research materials included topical issues.

Results

A documentation survey in the first part of this study revealed several theories, concepts and conclusions about human ability, and its transformation into different types and classifications. The classification of abilities depends on the type of professional activity of a person viz., engineering, scientific, and artistic (Krutetsky, 1973). These abilities correspond with different functions of the human mind like communicative, regulatory and cognitive function. When talking about psychological competencies, the focus is on cognitive abilities. Upon internal examination and analysis, cognitive abilities are divided into following types: accumulation of knowledge (research), transformation of knowledge, storage of memory (creativity, creativity), intellectual abilities necessary for the application of knowledge.

Competencies in relation to a person's professional activities fall in the category of engineering, scientific and artistic competencies (Shakirova et al., 2022). The main functions include communicative and regulatory to demonstrate professional competences in the domains of education, sciences, information and communication technologies through activities such as information and communication management, information processing, transmission of Information, and monitoring multimedia technologies including computers and electronic items. In the social sphere, social competencies are demonstrated through social communication, acceptance and respect of society, community, solidarity, tolerance to other races, genders, countries, status, religions, and roles. It also includes communicative competencies of oral and written communication and compliance with customs. In the psychological sphere, one demonstrates competence of cognitive interests like setting and solving cognitive problems, non-standard solutions, problem situations and like.

Competencies that are required of a future teacher include health competence, integration competence, civic competence and self-improvement competence (Mytnyk et al., 2023). The health competence includes compliance with the norms of a healthy lifestyle, understanding the dangers of smoking, the culture of the human body, freedom, responsibility for choosing a type of life; the integration competence requires collection of knowledge into structures and expand the knowledge gained; the civic competence means understanding and respecting the rights and obligations, freedoms and responsibilities of citizens, self-confidence and civic duties; and self-improvement competence requires to practice self-regulation, self-development, the meaning of life, language development, mastery of native language culture, mastery of foreign languages. Table 1 depicts types and classification of competencies along with their functions and activities.

Table 1: Types and Classification of Competencies.

Types of competences	Functions	Activities
Professional (e.g., engineering, scientific and artistic competencies (Teplov, 1998).	Communicative and regulatory functions	Solving problems related to a profession; making use of information technologies, processing, transmission of Information, Media, multimedia technologies, computer knowledge
Social competencies (Saudabaeva & Toleukhanova, 2021).	communicative functions: oral, written; business writing; compliance with customs, etc.	social communication: family solidarity, tolerance to other races, genders, countries, status, religions, etc.; compliance with customs, accumulation of knowledge (research), transformation of knowledge, storage of memory (creativity, creativity), intellectual abilities necessary for the application of knowledge
Psychological competences (Shcherban et al., 2021).	Cognitive and emotional functions..	compliance with the norms of a healthy lifestyle and healthy body; ; divide knowledge into structures to expand the knowledge gained;
Future teacher competencies (Mazhenova & Esmagulova, 2024).	health functions; knowledge integration function civic functions; self-improvement functions	understanding of civic duties and respecting the rights and obligations, freedoms and responsibilities of citizens; self-confidence. self-regulation, self-development, language development, mastery of native language culture, mastery of foreign languages.

In professional activities, one can see such new types of competencies related to communicative, financial and information processing. Such competencies are one of the qualities of a teacher-psychologist that form professional competencies and enhances their professional activities. Among the competencies, as mentioned above, is the communicative competence inherent in teachers-psychologists (Willems et al., 2010). This concept is “communicativeness”, the ability to quickly and easily find a common language with people. The teacher-psychologist must speak with the students (client) in an understandable language. To improve communication, it is important to systematize speech and correctly convey the information that the interlocutors transmit. Feedback in a relationship is a reflection. It is the ability of a person to critically analyze himself, his actions, and his results.

Communication competencies consist of the following parts: - education in communicative literacy (necessary language knowledge, pedagogy and psychology, conflictology, emotional intelligence, logic, rhetoric, culture and speech); communicative and organizational skills (clear and quick establishment of business relationships, performing actions, psychological influence based on the correct perception and understanding of the personality, active actions in cooperation with the environment and isolated people); the ability to empathize (the ability to understand, the ability to feel differently, etc.); the ability to self-control (the ability to regulate the behavior of another and one's own, build a model of the interlocutor, create a positive psychological atmosphere, the ability to predict interpersonal relationships); culture of verbal and non-verbal communication (speech skills, rhetorical skills, argumentation skills and contracts, compliance with the rules of ethics of professional training, targeted use of conceptual classification information, mastery of speech culture, use of non-verbal means) (Semenov, 2005).

In modern studies, the analysis and reasoning of this concept, supplemented by new content, continues. More recently, communication skills have been interpreted as “a set of skills and abilities necessary for effective communication” and now include a broader meaning and integrate individual aspects. Thus, communicative competence is a set of knowledge, flexibility and skills necessary for organizational interaction, which can be considered as an internal plan of the personality based on the construction of

effective communicative interpersonal communication. Communicative competence is the ability of teachers to creatively solve communicative tasks arising from mutual joint exchange of information, which requires the formation of harmonious relationships in the educational process. In this regard, it can be said that the ability to communicate is a combination of knowledge, flexibility and value orientation that determine the effectiveness of communication.

Generally speaking, a teacher-psychologist requires to demonstrate the following functions of psychological nature: psychological diagnostics; correctional work; counseling of parents and teachers; psychological education; participation in pedagogical councils and parent meetings; participation in the reception of first-graders; and psychological prevention. The classification of professional competence of a teacher-psychologist in the context of multilingual education is unique as explored by Aitenova et al. (2018) and displayed in Figure 1.

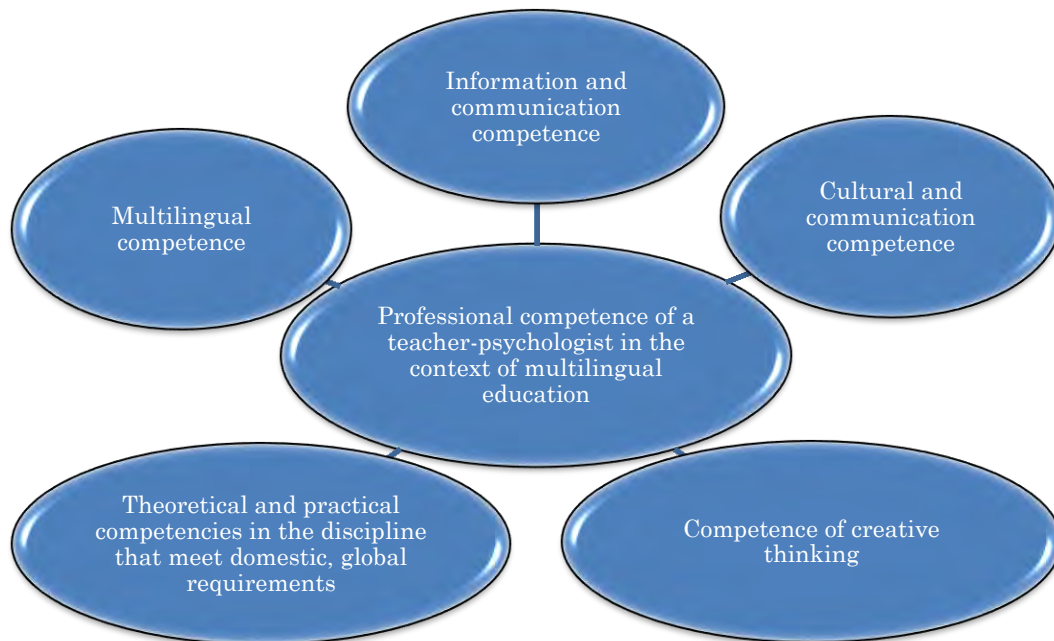


Figure 1: Structure of Professional Competence of Future Teachers-Psychologists (Aitenova et al., 2018).

It is in the context of multilingual education that the professional competence of future teachers-psychologists determines world problems, a new way of life, cultural diversity, the ability to effectively interact with the global environment. Information literacy, civil responsibility to society and professional training of teachers-psychologists are indicators that are reflected in the implementation of pedagogical activities in the field of education (Zhussupova & Beisembayeva, 2021).

In the course of the study, we considered the phased implementation of the experiment. Conducting the experiment consisting of three stages: preparatory, main and final. At the preparatory stage, the structural components of the professional competence of the future teacher-psychologist were determined (Khakunova et al., 2022). Taking into account the results of the scientific research, based on the content of the professional activity of a teacher-psychologist, we identified the following structural components of professional competencies, viz., setting the requirements for the qualification characteristics and job responsibilities of a teacher-psychologist such as cognitive, active, emotional and motivational. Based on this structure of professional competence of future teachers-psychologists, we distinguished the following criteria for its formation: the formation of theoretical knowledge necessary for the implementation of professional activities; preparation for the implementation of professional tasks and the organization of professional activities of the psychological and pedagogical direction; the formation of motivation and professionally important personality qualities. Special attention was paid to the preparation of the organization of professional activities in the psychological and pedagogical direction.

In this context, it was felt necessary to develop their work with schoolchildren in the formation of professional competencies of future teachers-psychologists. In the experiment carried out at school № 19, future teachers-psychologists studied the educational environment of the school, including aspects of personal, social, cognitive, digital, communicative abilities and competencies of students within the framework of soft skills, the development of communication, the environment, information and technical equipment of the learning process, infrastructure of the educational institution, etc. The result of the experimental work is summarized in Figures 2, 3, and 4.

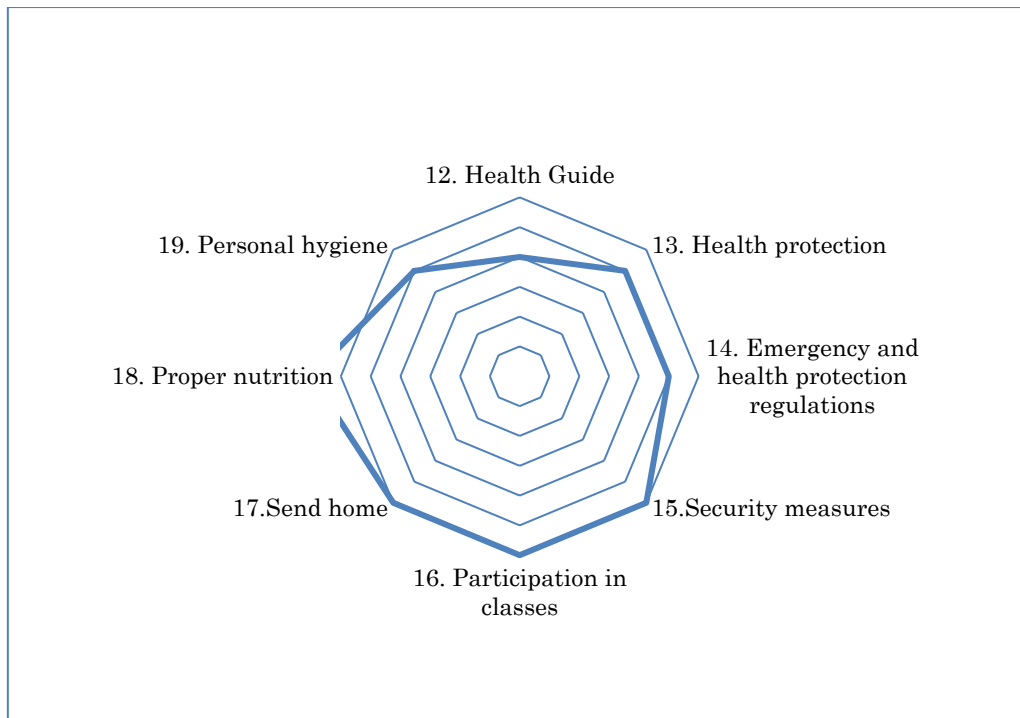


Figure 2: Health and Safety Scale Indicators.

Figure 2 demonstrates quality indicators on the health and safety scale. The study made evident that each school should have a specially equipped room (medical office) for a sick child. When the first signs of the disease appear, children are isolated in specially equipped premises. When caring for a sick child, employees take appropriate precautions. In accordance with the work plan on the program for the formation of an ecological culture, a healthy and safe lifestyle, activities aimed at the formation of a healthy lifestyle are carried out with students. The teaching staff interacts with parents on issues of physical and mental health of students (for example, hearing or vision, loss of appetite, isolation, aggression, depression) (a psychologist or social teacher takes into account all kinds of requests for children's health). All permanent staff must have the skills to provide first aid before medical professionals arrive.

Figure 3 presents the quality indicators for active actions and spending time. This scale has all the necessary equipment for students to practice music (for example, musical instruments, LED screens, etc.). Students can voluntarily participate in dance or music applications. The educational program needs to carry out a number of measures to develop the ethno-cultural consciousness of students. Students should not allow each other to offend or insult each other in the course of their actions.

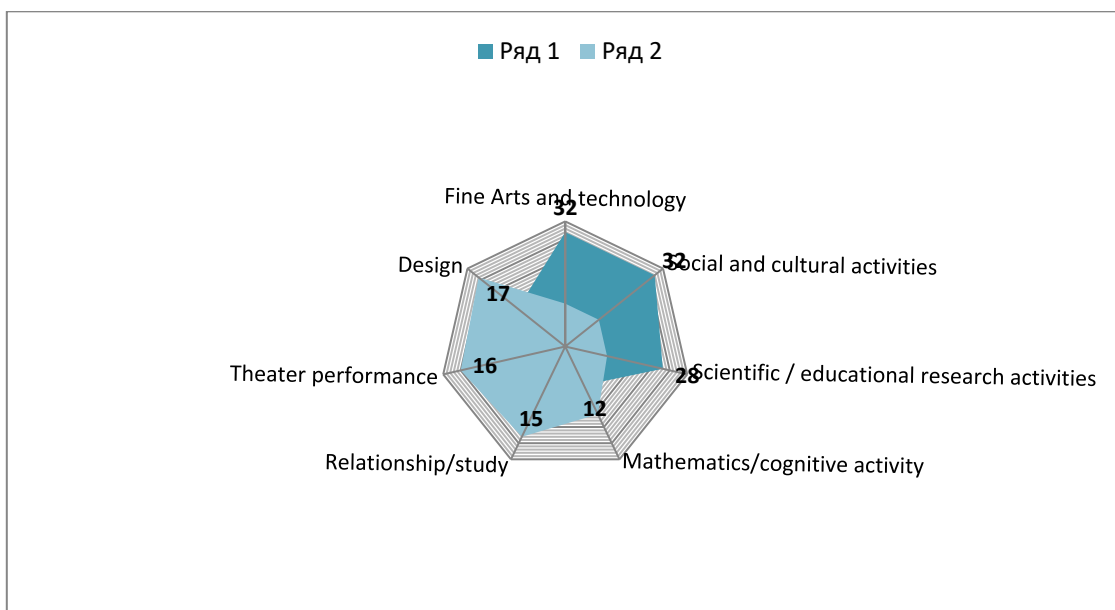


Figure 3: Indicators of Active Activities and Spending Time.

Figure 4 depicts quality indicators measuring interaction on a scale. It requires that each school establishes rules for the behavior of students. The behavior of children should be appropriate for age and development, for example, children should notice adults, greet them, wear school uniforms, and obey school rules. The school staff tries to prevent mutual negative feedback from students. The positive interaction of students includes good play standards, and healthy communication with each other. However, it is recommended to conduct training seminars with the most young people together with teachers and psychologists on the current problem of bullying.

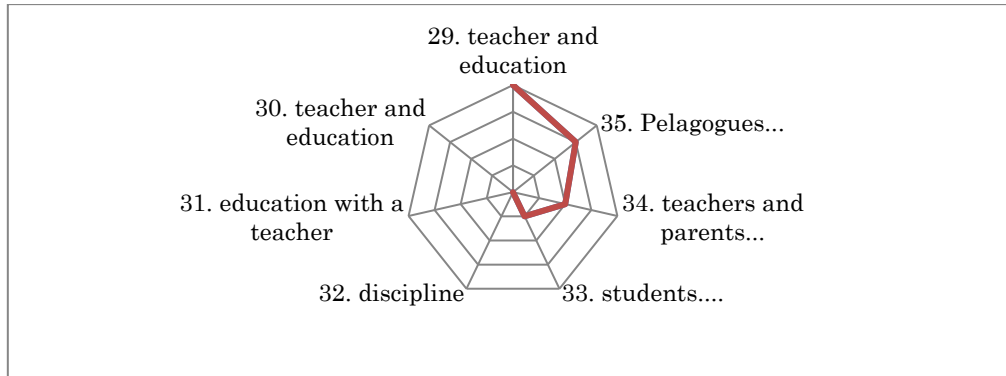


Figure 4: Interaction of Measure Indicator.

Taking into account the average scores with the established criteria, the following levels of formation of professional competencies of future teachers-psychologists are determined: invalid, critical, basic, high. In Table 2, we present these cumulative results of the formation of indicators for each component of professional competence in future teachers-psychologists (cognitive, active and emotional-motivational).

Table 2: Summary Data of Levels in the Formation of Professional Competencies of Future Teachers.

Levels							
High		Main		Critical		Invalid	
<i>f</i>	percentage	<i>f</i>	percentage	<i>f</i>	percentage	<i>f</i>	percentage
0	0	8	45	15	55	0	0

As can be seen from Table 2, the basic level of formation of professional competence in future teachers-psychologists (45% of subjects) and the critical level - 55% of subjects - were determined.

In the interviews and focus groups, most of the respondents agreed that a teacher-psychologist is engaged in professional activities and professional behavior. He plays an advisory role in defining the interaction of learners in the educational process. The professional competence of a teacher-psychologist involves a multifactorial phenomenon that includes the system of his theoretical knowledge as well as practical application of specific pedagogical principles. One of the respondents asserted that a teacher-psychologist works in schools, kindergartens, colleges, universities and is responsible for the social adaptation of children or adolescents, their psychological health, development and behavior. Another respondent added that for a teacher-psychologist, every learner is an individual, irrespective of his age or level. Every learner has problems, either related to his environment or his physiological development. The main goal is to explain this.

The most common situations in school-age children are: misunderstanding of others, difficulties in the family, and self-doubt. All this can interfere with human development. Respondents were excited about the fact that the task of a teacher-psychologist is to understand where the conflict came from (external or internal) and help everyone to understand themselves, and the team to find mutual understanding. For example, for a fifth grader, an incident that happened in the classroom can be a real tragedy and the cause of insomnia, and a person of adolescent age knows for sure that the incident can be corrected. Respondents also agreed that if a child is constantly criticized, he will naturally become irritable; and if encouraged, he will learn to trust himself. If a child grows up in a warm and friendly environment, then he treats everything around him with kindness and love. Teachers and teachers-psychologists help to create a favorable atmosphere for learning, communication, physical, intellectual and moral growth. First of all, observation of children is carried out in classes, breaks, in the dining room. A specialist talks to them personally, but conducting diagnostics in a playful way will give an effective result. For example, children depict school, family, teachers, themselves in the future and the present on paper using a picture. This allows you to clarify information about students.

Today, a teacher-psychologist must be present in every educational institution, even in a camp. Their role is growing every day. In schools, it is proposed to introduce the position of a psychologist for teachers. Imagine what the level of professionalism of such a specialist should be - you can't go wrong when working with living people. Another rational thing to pay attention to in the school framework in the formation of the competence of future teachers-psychologists is communication. In the pilot study that was performed, it was revealed that

the largest percentage of students, 56%, talk always with their classmates during breaks or lunch, and 21% talk often. 13% of students say sometimes. It turns out that 7% of students have rare relationships, and 2% of students said they never talked to their classmates during breaks or lunch. Most students talk to their classmates at least once during a lunch break or lunch. Thus, the involvement of future teachers-psychologists in the cited research is very important for improving their activity and educational results.

Discussion

In the context of the current study, it is important to understand the blended meaning of pedagogy and psychology. Pedagogy is a set of activities carried out in the field of training and education; psychology is a science that studies the state, feelings and thoughts, attention span, and general psyche of learners. As a result of this merger, the science of “pedagogical psychology” has appeared. This branch of science studies the specific characteristics of a child in the field of education and training, education, level of attention, as well as the actions of the child arising from his intuition. Specialists who are fully versed in these areas of science are known as teacher - psychologists. Teacher-psychologists in the field of General Education know all the innovations, interests and, take into account the changes around them, increase the specific direction of their professional activity and can be interested in considering various aspects based on the accumulation of new knowledge.

One of the current problems is the emergence of a new communication channel related to virtual space. The internet (internet) is a constantly changing phenomenon. Social media and mobile technologies have paved the way for the rapid development of the internet (internet). The development of the Internet introduced new methods of international relations. Born in 2004, Facebook has become a global network with more than 2,230 million active users. Mobile technology has increased the spread of the internet and increased the number of users. Therefore, in the development of information competence, the internet is the most free source of information in the media. It is important to ensure psychological safety for students of the information they see and receive on the internet.

The process of globalization has not bypassed today's youth. Kazakhstan is one of the leading countries in Central Asia in the field of telecommunications. 4G technology is very common in this country. In comparison with other Asian countries, broadband internet is provided in Kazakhstan and mobile internet is actively used. In this context, the state program “Digital Kazakhstan” from 2017 is aimed at making the common digital infrastructure more feasible. This is due to the influence of digital technologies and the internet, today's period has acquired a new character. An urgent problem is not only the form of information dissemination, but also the importance of the impact of this information on young people. Of course, first of all, it is to determine how information changes a person's life. Schoolchildren come to imitate information in the social network. The game tries to repeat the actions of its characters, tasks and role models. Such a problem requires the formation of information competence of the future teacher-psychologist. After all, in his future professional activities, he has a great influence on the organization of the work system.

One of the most important qualities is the formation of professional competence in the training of future teachers-psychologists as specialists. It requires the improvement of the professional skills of the future teacher-psychologist, the ability to increase students' desire to learn, motivation every day. In addition to increasing the abilities of students, it is manifested in the ability to combine the knowledge and experience accumulated in socialization in society. Approaches to professional and personal development, professional opportunities should be constantly improved and updated. Competence is not formed only around the individual subject. It requires constant replenishment and development. Its formation is influenced by the social environment, communication, education, abilities and skills. Only when all these qualities are combined in one direction, to a certain extent, it is possible to activate the professional abilities of future teachers-psychologists and thereby form their professional competence.

Conclusion

The results of the determining experiment showed that the critical level of formation of professional competence prevails in future teachers-psychologists, which, in turn, requires the implementation of psychological and pedagogical conditions that contribute to the effective formation of professional competence of future specialists. Thus, summarizing this research, we can conclude that the concept of competence is considered by scientists as a pedestal, based on its today's comprehensive content. In this regard, the competence platform is a set of common principles that ensure the formation and successful socialization of their social competence in determining educational goals, organizing the educational process and analyzing and analyzing them, evaluating the results of activities. The ability-based approach in the process of professional training of future teachers-psychologists involves the formation of expected results through a combination of different abilities. Until now, there has been no consensus or conclusion on the pedagogical and psychological sciences related to professional competence.

In some scientific works, the problem of professional competence is considered as a system of cognition, technology, motivation, behavior, value orientation. There are also many scientific works that consider the process of integrating the content of Education, which forms the acquired knowledge, skills, experience of students, the ability or competence to mobilize methods of behavior in specific situations. In the scientific community, there is an opinion that the professional abilities of future teachers-psychologists are formed not only in the process of university education, but also as a result of practical activities or independent searches.

For the development of the competence of future teachers-psychologists (students), various seminars, workshops, seminar-conferences, lectures are held during training, and extracurricular activities can be facilitated by students' participation in research work, cultural and recreational activities, travel to cultural and historical sites and organizing exhibitions, participation in various competitions. Personal development is a phenomenon that is realized as a result of the influence of control. For this reason, it is important to observe them in a physiological and pedagogical context. To do this, it is possible through tests, surveys, and methods proposed by scientists who have worked in this field. Future teachers-psychologists, being directly responsible for the education and upbringing of the younger generation, in addition to their knowledge and experience, must possess abilities that meet all the above requirements. Only then will their professional competence develop.

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