Formation of Future Teachers-Psychologists’ Competence to the Adaptation in Their Professional Activity

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Teacher-psychologist, professional activities, types, professional training, special training, preparation for communication, individual and personal training, components, model, blocks, levels, diagnostics, stages, ascertaining experiment, formative experiment


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Abstract
Represented article is devoted to the problem of formation of future teacher-psychologists’ competence to the adaptation in their professional activity. In the course of writing the article, the essence of professional activity of a teacher-psychologist was revealed. The content of professional activity of a teacher-psychologist, as an integral professional and personal property, is characterized by prosocial activity of a specialist and is determined by his readiness and ability to perform his professional duties and is based on professional competencies. Components of professional training of a teacher-psychologist can be identified as: special training, training for communication, individual and personal training. The content components of professional training are: motivational, gnostic, procedural and evaluative-reflexive. The pedagogical conditions and structural-content model of professional training of a teacher-psychologist were proposed and implemented in the practice of the University. A comprehensive diagnostic tool for assessing the level of professional training of a teacher-psychologist was developed and tested. In addition, a special course "Professional training of a teacher-psychologist" was introduced, methodological recommendations for organizing and conducting classes, practice, extracurricular work with students were offered.

Introduction
One of the most significant positive reforms in the development of education in the Republic of Kazakhstan in recent years has been the creation of the service of practical psychology and the birth of a new profession in the education system - teacher-psychologist. The emergence and development of the school psychological service was due to a number of reasons:

- deterioration of the mental health and psychological well-being of participants in the educational process due to political, economic, social and spiritual and moral changes taking place in the country, on the one hand, as well as a result of the imperfections of the functioning of the educational paradigm and “subject-centrism” with its administrative-directive form of governance and authoritarian system of relations, on the other;
- awareness of the need for the transition of the education system to a humanistic student-centered paradigm and the emerging trend of transition;
- Kazakhstan's integration into the world educational space, in which the psychological service is an integral part of the system of education of children and adolescents, has a century-long history of development, significant achievements and acts as a guarantor and mechanism for the implementation of the objectives of the world Convention on the rights of the child to psychological, social and physical well-being.

The introduction of the rate of a teacher-psychologist in the education system, psychological and pedagogical support of the educational process is associated with the need to humanize the Kazakhstani’s school. When changing the paradigm of the pedagogical process, the appeal to the child's personality, his individuality, required the development of professional methods of psychological support for the growing and emerging personality. With the creation of the psychological service in the school, there was a need to train teachers-psychologists focused on the problems related to the education and upbringing of children.

Today, the profession of a teacher-psychologist is one of the most popular. The basis of professional education of such personnel is systematic training in educational institutions of various types. Despite the fact that the educational sphere today requires teachers-psychologists with a high level of readiness for professional and pedagogical activities, educational institutions still focus on the academic training of teachers-psychologists. Having the necessary information, future teachers-psychologists find it difficult to use it in practice. This is due to the lack of development of methodological issues in this branch of science. Many technological approaches in working with children and adolescents are borrowed from foreign experience without their sufficient adaptation to Kazakhstan's socio-cultural conditions.

Analysis of the activities of teachers-psychologists shows that professional difficulties are associated with the technological aspects of practical work in the education system, starting with the General organization of work, ways and means of interaction with the teaching staff and ending with specific methods used in working with different age groups.
At the present stage, new approaches to the formation of readiness for professional and educational activities of future teachers-psychologists, understanding its role and functions in the changed conditions of public consciousness are being sought. The analysis of psychological and pedagogical literature, of dissertations, materials of conferences [1-8] on issues of readiness for professional pedagogical activity revealed that professional-pedagogical activity of the teacher-the psychologist has so far not been the subject of special pedagogical studies was not specified the nature of the “improvement of training to professional-pedagogical activity of future teachers-psychologists”.

Improvement of training for professional and pedagogical activity of future teachers-psychologists is revealed more in the psychological aspect, and special pedagogical conditions for the formation of training for professional and pedagogical activity of future teachers-psychologists have not yet been developed. Meanwhile, in pedagogical theory, preparation for various activities has been thoroughly explored since the late 1950 s. To date, we have accumulated extensive material that reveals its essence and structure. Professional training is considered one of the prerequisites for the effectiveness of professional activity of a specialist.

The analysis of research has shown that the problem of professional training of a teacher-psychologist in the process of their training at the University has not found its full coverage and today it is necessary to identify its scientific grounds. Thus, we highlight the contradiction between the changing needs of society in improving the efficiency and quality of training for professional and pedagogical activities of future teachers-psychologists, on the one hand, and the possibility of forming the above-mentioned training in higher educational institutions due to the lack of development of this problem in the theory and practice of teacher education, on the other. Objective requirements to the quality of training of specialists, insufficient development of the problem, as well as the need to improve the targeted professional training of a teacher-psychologist determined the choice of the topic of our article “Formation of future teacher-psychologists’ competence to the adaptation in their professional activity”.

The purpose of the article is the theoretical justification and scientific and methodological support for improving the training of a teacher-psychologist for professional activity. In accordance with the purpose, the following objectives were set:

- to reveal the essence of professional activity of a teacher-psychologist;
- to identify the pedagogical conditions for improving the training of a teacher-psychologist for professional activity;
- to develop a structural and content model for improving the training of a teacher-psychologist for professional activity;
- to perform an experimental test of the effectiveness of the developed model.

Material and Methods

The analysis of psychological and pedagogical literature shows that there are more and more works devoted to the study and development of traditional models of professional activity of a teacher-psychologist.

According to Isaeva (2002) the professional activity of a teacher-psychologist is a complex, integrative, polystem, cultural process, which is value-semantic, creative and self-organizing, having its own internal norms and principles. Romanova (1992) defined the psychological content and structure of professional activity of a practical psychologist, developed and proposed a structural and functional model of this activity: detection and formulation in scientific terminology of the most practical problem; selecting research methods, collecting and processing data; questions of interpretation of the obtained results in terms of the selected theoretical model of personality and development of practical recommendations for solving the problem (Romanova, 1992).

Abramova (1994) sees the model of professional activity of a practical psychologist in her own way. In her opinion, the subject of professional activity of a psychologist is, first of all, the personality of a person and the psychologist himself acts as an individual (Abramova, 1994).

In the work of Bityanova (1998) developed and presented the author's concept model of professional activity of the school psychologist, the purpose of which is psychological support of pupils – the activity directed on creation of system of social-psychological conditions for successful learning and development of each child in a particular school environment (Bityanova, 1998).
According to (Aronson, Wilson, & Akert, 2002; Holland, 1997; Krasilo & Novgorodtseva, 1998), the goal of professional activity of a psychologist is to introduce the achievements of modern psychological science into the practice of training and education.

Vachkov (2002) in his work relies on the concept of “psychological assistance”, which implies the services of a psychologist to those who experience difficulties in socialization, adaptation. As a rule, one or another author's model of professional activity of a teacher-psychologist involves consideration of its main types. The main activities of a teacher-psychologist, proposed by various authors, are presented in table 1.

### Table 1
**Main types of professional activity of a teacher-psychologist**

<table>
<thead>
<tr>
<th>Authors</th>
<th>Main activities of a teacher-psychologist</th>
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<tr>
<td>Bityanova (1998)</td>
<td>School, applied psychological testing; psychological and educational work with students; counseling and educating of students, their parents and teachers (psychological education and psychological counseling of school children, psychological and pedagogical counseling, psychological education of teachers, counseling and education of parents); social-dispatching activities.</td>
</tr>
<tr>
<td>Krasilo and Novgorodtseva (1998)</td>
<td>Organizational and psychological work, developing and psychofacilitation work (developing and facilitating self-education), psychoprophylactic work, psychodiagnostic and psychocorrective work.</td>
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</table>

Many researchers believe that the teacher-psychologist (or a practical psychologist working in the field of education) carries out his professional activities within the framework of the psychological service in education, being an active participant in it. According to the authors, the work of this specialist cannot be considered outside the context of the psychological service of education. For example, Dubrovina (1988) offering the author's concept of psychological service in education, considers it as an integral phenomenon that represents the unity of its four components or aspects: scientific, applied, practical and organizational, which constitute the subject of psychological service in education. The main goal of the psychological service of education is the psychological health of children of preschool and school age (Dubrovina, 1988; Durai-Novakova, 1983).

Determining the status of a psychologist in an educational institution, Dubrovina (1988) draws attention to the fact that a psychologist is “an equal member of the teaching staff and is responsible for the side of the pedagogical process that no one else can professionally provide, namely, for the mental (intellectual, emotional, motivational-need, communicative, etc.) development and psychological health of children and schoolchildren” (Dubrovina, 1988; Rubtsov, 2003).

According to Balgimbayeva and Akhtayeva (2005), the main goal of psychological services in schools is to provide scientific psychological support for the social situation of development and the educational process, i.e. to organize, build and conduct this process on the basis of modern psychological and pedagogical theories of education and development of personality, which provide psychological conditions for the health of all participants in the educational process (Balgimbayeva & Akhtayeva, 2005; Friedman, 2001).

The goals of the psychological service are determined depending on the type of educational institution, on the concept or educational program implemented in it. In his professional activity, a teacher-psychologist performs the following main types of work: psychological education, psychological prevention, psychodiagnostic and psychocorrective work, psychological counseling. Each of these types of work can be basic depending on the problem that the teacher-psychologist solves, on the specifics of the institution where he works.

The purpose of the professional activity of a teacher-psychologist follows from its essence and is to preserve, strengthen and develop the mental health of students.
The types of professional activity of a teacher-psychologist described by Uspensky and Chernyavskaya (2003) are of particular interest in our research. They distinguish correctional and developmental, teaching, cultural and educational, scientific and methodological, social and pedagogical, educational and managerial activities (Uspensky & Chernyavskaya, 2003). From our point of view, the authors did not describe in sufficient detail the types of professional activities of a teacher-psychologist. We believe that it is necessary to add such activities as diagnostic, consultative, preventive, evaluative, career-oriented.

Let's look at the content of each type of activity.

**Psychodiagnostic activity.** We are interested in the definition of diagnostic activity given by Akhmetkarimova (2004). In her understanding, diagnostic activity involves a scientifically-organized process of obtaining information about the state of an activity object, special processing of this information in order to establish and verify a diagnosis with subsequent corrective actions on it to achieve a given goal (Abdullina, 1984; Akhmetkarimova, 2004).

Psychological diagnostics is a special psychological examination of a person or group that allows you to get psychological information for the purpose of making a psychological diagnosis. Psycho diagnostics allows to solve the following tasks: to study the level of mental development of the individual participants of the educational process, as well as its individual aspects; the study of psychological properties, individual characteristics, qualities, i.e. the study of the abilities, interests and aptitudes of students (pupils); study of behavior, communication with other participants of the educational process, relationships and psychological climate in groups (classes); determination of the causes of violations in the development, upbringing and training of students (pupils); development of recommendations.

In conducting a psycho diagnostic survey, the teacher-psychologist is guided by the following principles: confidentiality, scientific validity of the psycho diagnostic methods used, not causing damage to the surveyed, openness to them of survey results, responsibility for the results of the survey, objectivity of the conclusions and effectiveness of the proposed practical recommendations (Akhmetkarimova, 2004).

Analysis of numerous sources that consider psychological diagnostics, allows us to draw the following conclusion: in order to conduct a psycho diagnostic survey, a teacher-psychologist needs knowledge of diagnostic techniques and the ability to apply them in practice.

In the opinion of (Dubrovina, 1988), the “algorithm for conducting psycho diagnostics”, which includes the following stages, will help teachers-psychologists who begin their professional activities:

1. study of a practical request;
2. formulation of a psychological problem;
3. hypotheses about the causes of observed phenomena;
4. the choice of research method;
5. use of the method;
6. formulation of the psychological diagnosis (forecast of further development);
7. development of recommendations, programs of corrective or developmental work;
8. the implementation of the program and control over its execution (Dubrovina, 1988).

The next type of professional activity of a teacher-psychologist is correctional and developmental activity. This is a purposeful psychological and pedagogical impact on a mentally healthy person in order to change (correct) or prevent deficiencies and deviations in development, as well as the overall development of the personality of participants in the educational process. The main tasks of correctional and developmental activities are: development of a program of correctional work aimed at eliminating deviations in the mental development of students (pupils), in particular, correction of the personality as a whole, correction of certain aspects (cognitive, emotional, volitional, behavioral) and personality traits; elaboration of a developmental work program aimed at the overall development of the personality of students (pupils).

As Ovcharova (2003), in order to conduct correctional and developmental work, a teacher-psychologist must be professionally and psychologically prepared, must be able to correctly make a psychological diagnosis, establish psychological contact with the client, select and apply appropriate psychological technologies. In her opinion, no less important is the phased organization of correctional and developmental work.

The author offers the following algorithm for making a correction and development program:
1. a clear statement of the purpose of correctional work;
2. defining the range of tasks to be solved;
3. defining the methodology and content of the program;
4. choosing strategies and tactics for conducting corrective and developmental work;
5. defining the form of work;
6. selection of methods and techniques for working with the client;
7. determining the total time and schedule of meetings;
8. preparation of equipment;
9. determining of criteria for the effectiveness of correctional and developmental activities.

As the analysis of the literature on this issue shows, the main forms of correctional and developmental work are individual and group forms. Among the methods of group correctional and developmental work: psychotechnical exercises, role-playing and business games, group discussions, trainings, psychotherapy techniques (art therapy, bibliotherapy, dance therapy, body-oriented therapy, psychodrama) can be distinguished, some of the proposed methods can be used in individual work.

Consulting activities contribute to the development of the personality of participants in the educational process; helps them in solving personal, interpersonal, professional and other problems; disclosure of psychological resources that provide independent solutions to problems. Ethical principles of advisory activities are responsibility, confidentiality, unappreciated and respectful attitude to the client, prohibition to give advice, distinction of professional and personal relationships, inclusion of the client in the counselling process.

Preventive activities is designed to promptly prevent possible violations in the mental development of the personality of participants in the educational process, to create favorable conditions for its development at each age stage. The tasks of preventive activities are as follows: to preserve and strengthen the psychological health of participants in the educational process; timely identification and prevention of possible difficulties in the development of children, as well as possible complications associated with the transition of the student (pupil) to the next age level and his withdrawal from the educational institution; creating favorable psychological conditions for personal development. Psychohygiena is closely related to preventive activities, which is understood as activities to study the impact of environmental conditions on people's mental health, develop forms and methods of special assistance to practically healthy people to preserve and strengthen their mental health, work to prevent mental disorders and diseases, and provide assistance in crisis situations.

The evaluation unit or unit of evaluation of the effectiveness of corrective actions is aimed at analyzing changes in cognitive processes, mental states, personal reactions in a child as a result of psycho correctional influences. Criteria for assessing the effectiveness of psychological correction require taking into account the structure of the defect, the mechanisms of its manifestations, analysis of the goals of correction and the methods of psychological influence used. The results of corrective work can be manifested in the child during the process of working with him, at the time of completion of the psycho correction process and for a long time after the end of classes (Ovcharova, 2003).

The prognostic block of psycho correction is aimed at designing the psychophysiological, mental and socio-psychological functions of a child or adolescent. During the correction, the teacher-psychologist faces the following questions:

1. Designing possible changes in the development of cognitive processes and the child's personality as a whole.
2. Determining the dynamics of these changes.

This allows the teacher-psychologist to objectively judge the potential of a child or adolescent's personality and predict his further development.

Following Dubrovina (1988), under educational activities we will understand "familiarizing" teachers, students (pupils) and their parents to psychological knowledge (Dubrovina, 1988). Educational activities solve the following tasks: familiarizing teachers with various branches of psychological science and the results of the latest psychological research, forming the need for psychological knowledge among teachers, students (pupils) and their parents.
The main forms of educational activities can be lectures, seminars, conversations, conferences, exhibitions of literature, open days, participation in parent meetings, speeches at pedagogical and methodological councils, etc.

Teaching is a specially organized activity with the purpose of informing, understanding and practical application of knowledge. Teaching involves conducting classes, electives in psychology, clubs, etc.

Career guidance is an activity that helps teenagers and high school students in professional self-determination or in choosing a profession.

One of the most important, in our opinion, is scientific and methodological activities organized on the basis of pedagogical and psychological sciences.

This type of activity allows to solve the following tasks: organization of own professional activity based on the data of science (pedagogy, psychology, age physiology, philosophy, sociology, etc.); organization of scientific and methodological work on the introduction of new educational, pedagogical, psychological technologies in connection with the transition to twelve-years training; development of methodological recommendations for teachers on the organization (optimization) of the pedagogical process (study of individual topics, organization of educational activities of students (pupils) at different stages, methods and forms of assessment and evaluation of knowledge, skills); providing methodological assistance to teachers in the development and adjustment of educational programs within the curriculum; identification, study, generalization and dissemination of pedagogical and psychological experience, promotion of scientific psychological and pedagogical research among teachers and parents, recommendations for their use, taking into account the specifics of the educational process of an educational institution; documentation and planning of own work; participation in scientific conferences, seminars; summarizing the results of own work, etc.

Socio-pedagogical activity is an activity that contributes to the successful socialization of participants in the educational process. The essence of socialization is the implementation of such processes as adaptation, integration, self-development and self-realization of the individual. The main tasks of socio-pedagogical activity are social protection of students (pupils), their parents and teachers, providing them with social, medical, pedagogical or psychological assistance, the ability to organize their rehabilitation and adaptation; establishing positive relationships in the family, educational institutions, and society; assistance to self-development of the individual and formation of the individuality of participants in the educational process, that is, support, stimulation and provision of conditions for personal development; creating favorable conditions for the normal development of participants in the educational process; ensuring the protection of mental health, interests and rights of students (pupils), their parents, teachers; formation of the general culture of students (pupils), their adaptation to life; forming the needs of teenagers for self-development and self-determination; creating conditions for a conscious choice of future profession for high school students.

Tasks of educational activity carried out by a teacher-psychologist: transfer to teachers and parents of psychological and pedagogical knowledge about the content, forms and methods of education, self-development and self-education of children; transfer to students (pupils) of psychological and pedagogical knowledge necessary for them in the process of self-education; organization of communication between students (pupils), their parents, teachers, in the process of which the transfer and assimilation of norms and values takes place; development of appropriate knowledge, skills, training of behaviors, conscious acceptance of norms and principles of behavior in society during correctional and developmental work.

Management activities is a purposeful activity related to the organization, coordination and control of the activities of participants in the educational process. In the course of management activities, the following tasks are solved: assistance to the administration in managing the educational process of an educational institution, improving its efficiency; promoting the harmonious development of children’s, school, student and teacher groups; achieving the goals of joint professional activity; collecting information about socio-psychological problems in the team, diagnostics and work to eliminate the identified problems; application of sociological, psychological and pedagogical knowledge to improve the quality of management activities; contributing to the growth of skills, responsibility, initiative of teaching staff, as well as the harmony and cohesion of the team as a whole.

The above allows us to conclude that the work of a teacher-psychologist is based on the performance of various types of professional activities. Thus, the professional activity of a teacher-
psychologist should be considered as an activity to preserve, strengthen and develop the mental health of students (pupils).

Findings and Discussion

The concept of training proposed by Slastenina (2002) is of interest for our article. According to him, training is the unity of theoretical and practical readiness and the ability of the individual to carry out professional activities competently (Slastenina, 2002).

Professional training is an important quality activity of the psychologist and includes the following features: professional knowledge, skills and abilities, professional opportunities, mastery of tools, techniques and technologies of professional activities, creative activities, active search for innovative approaches and innovative technologies, personal initiative and professional communication skills.

In our understanding, professional training of a teacher-psychologist is an integral professional and personal property, characterized by prosocial activity of a specialist and determined by his readiness and ability to perform his professional duties.

We distinguish as components of professional training of a teacher-psychologist: special training, preparation for communication, individual and personal training.

In the structure of each component of professional training, we will distinguish four interrelated components: motivational, gnostic, procedural and evaluative-reflexive.

The motivational component of special training reflects the motivational and personal attitude to the development of professional activity and focus on professional activity. Indicators are: interest in professional activity; awareness of its significance and meaning; positive attitude to it; propensity to psychological and pedagogical activity; the need to improve their special training, the desire for self-education, the desire for professionalism.

The gnostic component assumes the presence of a certain awareness (knowledge-awareness) about the features of the professional activity of a teacher-psychologist. The following indicators are highlighted: knowledge of the psychological and pedagogical foundations of professional activity; knowledge of all sections of pedagogy and psychology in the system; knowledge of the boundaries of professional activities (knowledge of job responsibilities, rights, professional ethics).

The procedural component is the mastery of the technology of professional activity and is characterized by the following indicators: the ability to design, model, plan, predict the upcoming professional activity: set goals, objectives, apply various methods and forms of work, select from them the most optimal for achieving the goal, monitor the progress of work and evaluate the obtained outcome, etc.; ability to apply the acquired knowledge in practice; experience in solving psychological and pedagogical problems. In other words, this component is based on a set of technological skills that are necessary for a specialist to effectively and successfully carry out professional activities.

The evaluative-reflexive component involves the ability to conduct self-analysis and evaluation of one’s own professional actions, correlating them with the goals and results of their activities. It is evaluated by the following indicators: professional self-assessment and professional reflection (self-assessment and reflection of professional activity).

Under the preparation of a teacher-psychologist for professional activity, we will understand the process of improving professional training, that is, external, purposeful, planned pedagogical influence on students, in order to develop their professional training.

Having clarified a number of concepts, we turn to the issue of developing a model of professional training of a teacher-psychologist.

Society needs trained, professionally competent specialists, competitive in the labor market, able to meet the needs of Kazakhstan’s entry to a new world educational level, and this is a social order.

The purpose of the model: professional training of a teacher-psychologist.

The content block of the model is represented by the content of teacher-psychologist training. The content of training of specialists is determined by the State curriculum of education of the Republic of Kazakhstan. However, it should be noted that a significant place in professional training is occupied by basic and specialized academic disciplines.

Practice shows that the majority of graduates who graduate from higher education institutions are prepared more theoretically for professional activities, they are usually poorly formed
practice-oriented training. Therefore, the University needs targeted systematic work on practice-oriented training of a teacher-psychologist.

The next block of the model is organizational and technological.

A theoretical understanding of the problem under study drew our attention to the fact that it is possible to contribute to the improvement of the professional training of a teacher-psychologist when certain pedagogical conditions are created in a university: Psychological and pedagogical support of students during the entire period of study at the University, based on the principles of personality-oriented education with the use of innovative technologies.

The third and final block of the teacher-psychologist training model is the criteria and evaluation block, which creates prerequisites for a qualitative assessment of professional training and, accordingly, the quality and effectiveness of the professional training process. The criteria and evaluation block includes criteria, indicators, and levels of professional training. Each component, in turn, presupposes a component composition (motivational, gnostic, procedural and evaluative-reflexive components), which served as the basis for determining the criteria, indicators of special, individual-personal training and in pedagogical communication. According to the selected criteria and indicators, four levels of professional training were conditionally defined: low, medium, sufficient and high. We believe that sufficient and high levels of readiness for special, individual and personal training and preparation for communication allow us to speak about the competence of a teacher-psychologist as a specialist. Such a specialist will adapt to psychological and pedagogical activities faster and easier, and the work performed by them will differ in efficiency and success. To form a high and sufficient level of professional training of a teacher-psychologist, a specially organized work at the University is necessary. In the course of studying the problem of professional training, we drew attention to the fact that professional training occurs in educational and professional activities in higher education and gets its improvement in the course of mastering professional activities. To speed up the process of professional training of specialists, special purposeful, systematic work on its formation is necessary.

Table 2
Model of professional training of a teacher-psychologist

<table>
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<th>Social order for training specialists</th>
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<td>Goal: Professional training of a teacher-psychologist</td>
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<td>Components of professional training</td>
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<td>Special training</td>
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<tr>
<td>Content block</td>
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<td>Curriculum</td>
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<td>Organizational and technological block</td>
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<td>Pedagogical conditions of professional training of a teacher-psychologist at a university.</td>
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<td>Practice in the process of studying at the University.</td>
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<td>Extra-curricular work in pedagogy and psychology, which has a professional orientation.</td>
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<td>Criterion and evaluation block</td>
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<tr>
<td>Motivational</td>
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<tr>
<td>Levels of professional training of a teacher-psychologist</td>
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<td>Low</td>
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To identify the initial level of professional training of the teacher-psychologist, a stating experiment was conducted, the basis of which was **diagnostics**. During the ascertaining experiment the following objectives were set and solved:

- identifying the interest of University students in the problem under study;
- determining of the initial level of professional training (special, individual and personal training and preparation for pedagogical communication) of students studying in the specialty “Pedagogy and psychology”.

To identify interest in the problem of improving the professional training of a teacher-psychologist in the process of preparing them at the University, a survey was conducted with students of the third and fourth courses (46 students).

The questionnaire consisted of six questions:

1. What do you mean by professional training of a teacher-psychologist?
2. When do you think professional training begins?
3. Do you think the current training meets modern requirements or not?
4. What, in your opinion, has a beneficial effect on the professional training of a teacher-psychologist (special course, practice, training, etc.)?
5. What recommendations would you offer to improve the process of professional training of a teacher-psychologist at a University?
6. Does professional training, in your opinion, contribute to the successful and effective performance of professional activities?

Analysis of the survey results showed that the majority (approximately 78% of all respondents) showed interest in the problem under study and took an active part in the survey. In response to the first question, 84.8% of the surveyed graduate students noted that the professional training of a teacher-psychologist represents experience, knowledge, and professional skills. 6.5% believe that the professional training of a teacher-psychologist includes professionally important qualities. The same number (6.5%) stressed that professional training is a professionally important quality of a teacher-psychologist.

2.2% found it difficult to answer the first question and could not give a thorough answer, their ideas about the professional training of a teacher-psychologist are poorly formed and vague.

When answering the second question, the following was observed: 63.0% of graduate students noted that professional training begins to form already at the University in 3-4 years, when students gain experience during practical training, as well as when completing a full cycle of psychological and pedagogical disciplines. 23.9% of the surveyed 4th year students believe that professional training begins to form after graduation, when the entire system of knowledge about the profession of a teacher-psychologist is built and activated, and professional activities are directly carried out, as well as interaction with real subjects of the pedagogical process, during which experience is gained in solving professional tasks. A small part of the surveyed students, 8.7% of University graduates, believe that the formation and process of professional training takes place outside the University, i.e. when attending various types of self-education courses, and stressed that University training provides only theoretical knowledge, and practical experience has to be acquired independently during the course of attending practical courses, trainings or University practice. A separate group consisted of 4.4% of graduate students who believe that professional training begins with the study of basic and core subjects from the first year, perhaps from school.

On the third question of the questionnaire, we received the following answers. The vast majority of graduate students - 82.6% noted that the current training does not contribute much to professional training, and some innovations are needed. 10.9% of 4th year students are satisfied with their professional training and consider that the current training is quite satisfactory. And only 6.5% of this group of respondents found it difficult to answer.

The fourth question of the questionnaire allowed us to find out the opinion of respondents about what can contribute more to the professional training of teachers-psychologists. Students-graduates reasoned their answers as follows: 30.4% - stressed that it is necessary to introduce a special course that would be aimed at professional training of teachers-psychologists; 34.8% - indicated that practice contributes more to the professional training of teachers-psychologists. Its value lies in the fact that it provides an opportunity to gain some work experience, get in touch with the pedagogical reality, and see how professional activities are carried out; 19.5% - noted
that the greatest impact on the professional training of teachers-psychologists will be produced such teaching that contains elements simulating the real professional activity of a teacher-psychologist (games, analysis of situations, etc.). According to 10.9% of graduate students, all the offered courses, practices contribute to the professional training of teachers-psychologists. 2.2% of the surveyed 4th year students indicated that a special course and training should play a leading role in professional training; the same number - 2.2% of graduate students noted a special course and practice.

The answers to the fifth question were as follows. The vast majority of graduate students - 13.1% - recommended that innovative technologies be used (computer interactive programs, multimedia technologies); so that the classes are interesting, informative, give the maximum learning effect, and the knowledge obtained at the University, found its application in professional activities. 34.9% of students-graduates also noted that it is necessary to introduce a special course in the educational process of the University, 19.5%-training, 19.5% – to expand the practice program. A small part of the respondents – 10.9% of the 4th year students indicated that they should use all the offered services. 2.2% of graduate students offered a special course and training as recommendations.

In the answers to the sixth question of the questionnaire, almost all graduate students - 93.5% stressed that professional training contributes to the successful and effective performance of professional activities. 6.5% of graduate students indicated that professional training does not affect the success and effectiveness of their professional activities.

As a result of our survey of students-graduates of the specialty "Pedagogy and psychology", we recorded confirmation that the problem is relevant today. The majority of respondents are not satisfied with their training, and believe that professional training was not given due attention. However, a significant number of them are actively interested in improving professional training. Almost all noted that professional training is the basis for the effectiveness and success of professional activities of teachers-psychologists. Therefore, professional training of teachers-psychologists should be formed at the stage of teaching at the University.

The relevance of the problem and the analysis of the obtained data from questionnaires and interviews indicates the need for diagnostics in order to identify the initial levels of professional training of a teacher-psychologist, which were determined by us in accordance with the developed criteria, indicators, levels.

Diagnostics of the initial level of professional training was carried out among students of 3-4 courses of the specialty "Pedagogy and psychology" and took place in three stages:

1. **The preparatory stage** (defining the object of diagnostics, setting goals and tasks for diagnostics, selecting groups of test students [control and experimental], preparing a set of diagnostic techniques [four series], test notebooks in accordance with the specified criteria, indicators allocated on their basis by the levels of professional training);
2. **The main stage** (instructing, motivating and directly conducting a series of diagnostic techniques);
3. **The final stage** (collection, quantitative and qualitative processing of results, analysis and interpretation of data, determination of further action plan).

We will describe the results of the research we received during the diagnostics, and display them in the following tables and figures.

The analysis of the table shows the prevalence of low and medium levels of professional training in communication. The low level of components of preparation for communication on motivational, gnostic, procedural, evaluative-reflexive components is 19.7%, 22.7%, 37.5%, 56.8% in the control and 19.7%, 27.2%, 39.8%, 59.1% in the experimental groups, respectively. The medium level for motivational, gnostic, procedural, and evaluative-reflexive components is 46.2%, 65.9%, 54.6%, 43.2% in the control room and 47.0%, 61.4%, 53.4%, 40.9% in the experimental groups, respectively. Sufficient level is presented only for motivational, gnostic and procedural components, in the control group it is expressed in 34.1%, 11.4%, 7.9% in the experimental group - in 33.3%, 11.4%, and 6.8% of the students. Based on the results obtained, it can be concluded that the medium level prevails in all components of the pre-graduation course, except for the evaluation and reflexive component. However, a significant percentage is low, and it is present in all components. This is alarming, because it is clearly not enough for the future teacher-psychologist of the knowledge and skills that they currently have for professional activities.
Table 3
Results of diagnostics of professional training of 3rd year students (ascertaining experiment)

<table>
<thead>
<tr>
<th>Types of Professional training</th>
<th>Component</th>
<th>Level %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High CG</td>
</tr>
<tr>
<td>Special training</td>
<td>Motivational</td>
<td>32.6</td>
</tr>
<tr>
<td></td>
<td>Gnostic</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Procedural</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td></td>
</tr>
<tr>
<td>Preparing for communication</td>
<td>Motivational</td>
<td>34.1</td>
</tr>
<tr>
<td></td>
<td>Gnostic</td>
<td>11.4</td>
</tr>
<tr>
<td></td>
<td>Procedural</td>
<td>11.4</td>
</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td></td>
</tr>
<tr>
<td>Individual and personal training</td>
<td>Motivational</td>
<td>31.1</td>
</tr>
<tr>
<td></td>
<td>Gnostic</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Procedural</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td></td>
</tr>
</tbody>
</table>

Only a small part of the students can be traced to a sufficient level of gnostic and procedural components. Despite the fact that the 3rd year students have completed practical training and have mastered a solid part of psychological and pedagogical disciplines, they still have low and medium levels of professional training in the gnostic and procedural components, and only a small part of students have a sufficient level.

Approximately one third of year 3 students have a sufficient level of motivation component. This indicates a gradually growing interest in professional activities and a desire to work in this field. However, there are also low levels, about one-fifth of students in 3rd year. Perhaps this is due to disappointment in the chosen profession, the discrepancy between themselves and this profession. We did not find a sufficient level for the evaluative-reflexive component. For this component, the preponderance takes a low level. This shows that students are poorly prepared for self-esteem and reflection of their own professional actions, professional communication. They are biased and uncritical of themselves as specialists.

Table 4
Results of diagnostics of professional training of 4th year students (ascertaining experiment)

<table>
<thead>
<tr>
<th>Types of Professional training</th>
<th>Component</th>
<th>Level %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High CG</td>
</tr>
<tr>
<td>Special training</td>
<td>Motivational</td>
<td>34.7</td>
</tr>
<tr>
<td></td>
<td>Gnostic</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>Procedural</td>
<td>13.0</td>
</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td>5.4</td>
</tr>
<tr>
<td>Preparing for communication</td>
<td>Motivational</td>
<td>36.2</td>
</tr>
<tr>
<td></td>
<td>Gnostic</td>
<td>19.6</td>
</tr>
<tr>
<td></td>
<td>Procedural</td>
<td>15.2</td>
</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td>7.6</td>
</tr>
<tr>
<td>Individual and personal training</td>
<td>Motivational</td>
<td>36.2</td>
</tr>
<tr>
<td></td>
<td>Gnostic</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>Procedural</td>
<td>13.0</td>
</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td>8.7</td>
</tr>
</tbody>
</table>
The analysis of the table indicates the predominance of the medium level of professional training of the 4th year. The medium level in the control and experimental groups is presented as follows: for the motivational component - 46.4% and 42.8%, for the gnostic component - 65.2% and 69.6%, for the procedural component - 66.3% and 65.2%, for the evaluative-reflexive component - 54.4% and 55.4%, respectively.

Sufficient level in the control and experimental groups was found by all criteria: the motivational component - 36.2% and 37.7%, the gnostic component - 17.4% and 17.4%, the procedural component - 13.0% and 14.1%, the evaluative-reflexive component - 8.7% and 7.6%, respectively. The results of the table show that the vast majority of graduates have a medium level of professional training of students. This is despite the fact that these 4th year students have almost mastered the bachelor's program in the specialty "Pedagogy and psychology", have passed practice, and are engaged in writing theses. However, there is a small number of graduate students who have a sufficient level of professional training. These graduate students can be called professionally competent, they are prepared for professional activities. Almost the same number of graduates have low levels of professional training, which can be attributed to the group of those who are not prepared for professional activity. It should also be noted that almost a third of the 4th year students have a sufficient level of motivation, and almost half have a medium level.

This indicates that the students have a desire to improve their professional training, do not stop on their achievements and continue to improve their skills in chosen profession. According to the evaluation-reflexive component, only a small part shows a sufficient level, the vast majority - medium and low levels. This allows us to judge that very few graduate students have reflection and are able to objectively assess their strengths and weaknesses, and independently look for ways to improve their professional training.

As a result of our diagnostics, we did not detect a high level at all. A sufficient level was found in the study of the motivational component of each component of professional training, gnostic, procedural component - in the 3rd year. And only in the 4th year, in different percentages, a sufficient level was found for all four components.

However, it should be noted that many students have an interest and desire for professional training, as evidenced by a sufficient level of motivational component of each component of professional training. The result suggests that students strive to become professionally trained specialists. Moreover, as observations show, interest in the profession increases from year to year, that is, the more students learn about their future professional activities, the more interest they have in it.

The obtained diagnostic results suggest that the current training of a teacher-psychologist at the University does not contribute much to professional training, since the majority of graduate students have not formed the competence of professional training therefore, they are not prepared for professional activities. As a result, all this will affect the effectiveness and success of their future professional activities.

In our opinion, the low and medium levels of professional training of a teacher-psychologist are unacceptable for performing professional activities. The analysis of the results of the ascertaining experiment makes it possible to draw a conclusion about the need for purposeful professional training of a teacher-psychologist as a specialist of helping professions in the process of the University training.

Based on the conclusions of the theoretical part of the study and the results of the ascertaining experiment (diagnostics of the initial level of professional training), we organized a formative experiment. The following tasks were solved in the framework of the formative experiment:

- approbation of the developed model of professional training of a teacher-psychologist;
- development, implementation of pedagogical conditions that contribute to the improvement of professional training of a teacher-psychologist;
- experimental test of the effectiveness of the allocated pedagogical conditions.

The tasks of the formative experiment determined the pedagogical working conditions and stages.

**The preparatory stage** provided for the development of the program and content of the special course “Professional training of a teacher-psychologist”; clarification and adjustment of the
professional practice program; development of the program “Training for the preparation of a teacher-psychologist” and extracurricular work in pedagogy and psychology.

The main stage was aimed at improving professional training and involved experimental testing of the selected pedagogical conditions: approbation of a special course, practical training programs, introduction of training, implementation of extracurricular work on pedagogy and psychology with students. At this stage of the experiment, the University’s pedagogical process was designed and constructed taking into account the selected pedagogical conditions.

The final stage was aimed at getting feedback from students on the results of the formative experiment and was implemented through a conversation. As the first pedagogical condition, we singled out a special course “Professional training of a teacher-psychologist”. The developed special course is included in the cycle of elective disciplines (elective courses).

The proposed special course, as part of the professional training of students - a teacher-psychologist at the university, summarizes, systematizes, integrates the substantive units of previous psychological and pedagogical disciplines “Introduction to the psychological and pedagogical profession”, “Practical Psychology”, “Pedagogical Psychology”, “Psychology and Personality development”, “General Psychology”; “General Fundamentals of Pedagogy”, “Didactics”, “Theory of Education”, etc.) “Self-knowledge”, “Social Pedagogy”, “Social Psychology” and contributes to the improvement of professional training.

As a result of the formative experiment, an interview was held with the students of the experimental group. The interview was intended for feedback and allowed to reveal the attitude of students to the experimental work. The interview included questions:

1. Do you think that the experimental work carried out with you has helped to improve your professional training?
2. Do you think that after graduation you will be able to successfully and effectively carry out your professional activities?
3. What are your suggestions and recommendations for improving the training program?

As a result of the interview, it was found that 97.8% of students answered positively to the first question and 2.2% found it difficult to answer. 66.7% of students believe that they are confident in their knowledge and will be able to successfully and effectively approach the implementation of professional activities, 33.3% doubt themselves, are unsure of their abilities and believe they still have to work on themselves. There were students who answered that they will not work in their specialty, however, are satisfied with the work done and may change their minds. Students made suggestions and recommendations for improving the experimental work.

The formative experiment was planned for the purpose of experimental verification of the effectiveness of the selected pedagogical conditions of professional training of a teacher-psychologist as a specialist.

The results of the formative experiment in the 3rd year were as follows (Table 5).

Table 5 shows a significant increase in the sufficient and medium levels of professional training in the 3rd year students of the experimental group in comparison with the control group, where the medium and low levels prevail. Thus, the following values are observed for the motivational component of students in the control and experimental groups: sufficient level - 30.4% and 45.5%, medium level - 43.5% and 45.5%, low level - 26.1% and 9.0%.

For the gnostic component, respectively: sufficient level - 8.7% and 18.2%, medium level -56.5% and 63.6%, low level -34.8% and 18.2%. For the procedural component: sufficient level -8.7% and 18.2%, medium level - 47.8% and 59.1%, low level - 43.5% and 22.7%. According to the evaluation-reflexive component: the medium level is 43.5% and 50.0%, the low level is 56.5% and 31.8%, the sufficient level is presented only in the experimental group of students and is 18.2%.

Based on the results of the data obtained from the above table, it can be concluded that the students of the experimental group clearly show an increase in the sufficient level of professional training and a decrease in the low level. This indicates that the implementation of pedagogical conditions in the framework of the formative experiment had a beneficial and effective impact on the formation of each component of the professional training of this group of students.

The obtained results, shown in table 6, clearly demonstrate that the students of the experimental group have positive changes in comparison with the students of the control group. We will analyze each component of professional training.
Table 5
Results of diagnostics of professional training of 3rd year students (formative experiment)

<table>
<thead>
<tr>
<th>Types of Professional training</th>
<th>Component</th>
<th>Level %</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CG</td>
</tr>
<tr>
<td>Special training</td>
<td>Motivational</td>
<td>30.4</td>
</tr>
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<td></td>
<td>Gnostic</td>
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<tr>
<td></td>
<td>Procedural</td>
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</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td>18.2</td>
</tr>
<tr>
<td>Preparing for communication</td>
<td>Motivational</td>
<td>34.8</td>
</tr>
<tr>
<td></td>
<td>Gnostic</td>
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<td></td>
<td>Procedural</td>
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<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td>18.2</td>
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<tr>
<td>Individual and personal training</td>
<td>Motivational</td>
<td>36.2</td>
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<tr>
<td></td>
<td>Gnostic</td>
<td>17.4</td>
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<td></td>
<td>Procedural</td>
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<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td>8.7</td>
</tr>
</tbody>
</table>

A high level of motivational component – 13.0%, according to gnostic, procedural, evaluative-reflexive criteria is 8.7% in the experimental group, in the control group, no high level was detected. Thus, the following values are observed for the motivational component of students in the control and experimental groups: sufficient level – 36.4% and 52.2%, medium level – 40.9% and 30.4%, low level – 22.7% and 4.4%. For the gnostic component, respectively: sufficient level - 18.2% and 34.8%, medium level - 59.1% and 47.8%, low level - 22.7% and 8.7%. For the procedural component, the results are as follows: sufficient level - 18.2% and 34.8%, medium level - 54.5% and 43.5%, low level - 27.3% and 13.0%. The evaluative-reflexive component has the following values: sufficient level - 9.1% and 21.7%, medium level - 50.0% and 52.2%, low level - 40.9% and 17.4%. Summing up the results of the analysis of this table, we can draw the following conclusions: the students of the experimental group had a significant increase in their sufficient level and, most importantly, there is a group of students who have a high level of professional training. The increase occurred in all components of professional training. The number of low- and medium-level students has significantly decreased.

Table 6
Results of diagnostics of professional training of 4th year students (formative experiment)

<table>
<thead>
<tr>
<th>Types of Professional training</th>
<th>Component</th>
<th>Level %</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CG</td>
</tr>
<tr>
<td>Special training</td>
<td>Motivational</td>
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<td></td>
<td>Gnostic</td>
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</tr>
<tr>
<td></td>
<td>Procedural</td>
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</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td>13.0</td>
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<tr>
<td>Preparing for communication</td>
<td>Motivational</td>
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</tr>
<tr>
<td></td>
<td>Gnostic</td>
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<tr>
<td></td>
<td>Procedural</td>
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</tr>
<tr>
<td></td>
<td>Evaluative-reflexive</td>
<td>17.4</td>
</tr>
<tr>
<td>Individual and personal training</td>
<td>Motivational</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>Gnostic</td>
<td>17.4</td>
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<tr>
<td></td>
<td>Procedural</td>
<td>13.0</td>
</tr>
</tbody>
</table>

A high level of motivational component – 13.0%, according to gnostic, procedural, evaluative-reflexive criteria is 8.7% in the experimental group, in the control group, no high level was detected. Thus, the following values are observed for the motivational component of students in the control and experimental groups: sufficient level – 36.4% and 52.2%, medium level – 40.9% and 30.4%, low level – 22.7% and 4.4%. For the gnostic component, respectively: sufficient level - 18.2% and 34.8%, medium level - 59.1% and 47.8%, low level - 22.7% and 8.7%. For the procedural component, the results are as follows: sufficient level - 18.2% and 34.8%, medium level - 54.5% and 43.5%, low level - 27.3% and 13.0%. The evaluative-reflexive component has the following values: sufficient level - 9.1% and 21.7%, medium level - 50.0% and 52.2%, low level - 40.9% and 17.4%. Summing up the results of the analysis of this table, we can draw the following conclusions: the students of the experimental group had a significant increase in their sufficient level and, most importantly, there is a group of students who have a high level of professional training. The increase occurred in all components of professional training. The number of low- and medium-level students has significantly decreased.
The above allows us to draw a conclusion about the effectiveness of the introduction of pedagogical conditions that have contributed to the improvement of professional training of a teacher-psychologist. Thus, the data obtained on the ascertaining and the formative experiment show positive changes in the level of training of the teacher-psychologist, which indicates the effectiveness of implemented pedagogical conditions of professional training in the preparation of the experimental groups.

**Conclusion**

The study of various approaches to the professional training of a teacher-psychologist at a university made it possible to draw the following conclusions:

1. Improving the professional training of the teacher-psychologist is an integral professional and personal property, characterized by the prosocial activity of a specialist and determined by his willingness and ability to fulfill his professional duties and based on professional competencies. As components of professional training of a teacher-psychologist, we distinguish: special training, preparation for communication, individual and personal training.

2. On the basis of the study and a comprehensive theoretical analysis and analysis of practice on the following topic, the problem of training of a teacher-psychologist is theoretically justified:
   - the essence of professional activity of a teacher-psychologist and the content of the concept of a teacher-psychologist are revealed;
   - pedagogical conditions for improving the professional training of a teacher-psychologist are identified and a method for implementing pedagogical conditions in improving the professional training of a teacher-psychologist is developed;
   - a model of professional training of a teacher-psychologist has been created, which has been tested in the course of experimental work.

3. The components of the professional training of the teacher-psychologist as a specialist, which consists of:
   - special training (unity of theoretical and practical readiness to carry out professional activities);
   - preparation for communication;
   - individual-personal training (a set of individual-personal characteristics that allow you to realize potential opportunities when performing professional activities).

4. Professional training contains four interrelated components: motivational, gnostic, procedural, evaluative-reflexive. Based on the component composition, the criteria and indicators for each component of professional training are determined. Based on a set of criteria and indicators, four possible levels of professional training were proposed: low, medium, sufficient and high.

5. The presented structural and content model of professional training of a teacher-psychologist consists of three interrelated blocks: content, organizational and technological, and criterion and evaluation. The component block of the model is expressed by the content of the training of the teacher-psychologist. The organizational and technological block is represented by a set of pedagogical conditions aimed at professional training of a teacher-psychologist. The performance-criteria block of the model includes criteria, indicators, and levels of formation of each component of professional training: low, medium, sufficient, and high.

6. The ways of professional training of a teacher-psychologist are defined and recommended. For this purpose, diagnostics of the initial level of professional training of students studying in the specialty “Pedagogy and psychology” was carried out, which showed its insufficient level: medium, low, and only a small part of graduate students have a sufficient level. Quantitative and qualitative analysis of the results of the ascertaining experiment allowed us to draw a conclusion about the need for targeted professional training of a teacher-psychologist in the process of preparing them at the University.

7. Pedagogical conditions for the implementation of professional training of a teacher-psychologist are specified, which optimize the process of improving professional training:
– introduction to the educational process of the special course “Professional training of a teacher-psychologist”;
– practice during the entire period of study at the University;
– extracurricular work in pedagogy and psychology.
8. Comparison of the obtained data of the control and experimental groups showed:
– the students of the experimental group had a significant increase in their level of education, and there were students who were found a high level of professional training;
– the increase occurred in all components of professional training;
– the number of low- and medium-level students has significantly decreased.
The data obtained in the course of the experimental work give grounds to believe that, the research goal has been achieved; the research objectives have been completed.

References