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Developing soft skills of future educational psychologists through integrative psychotechnologies

Abstract

The article addresses the problem of developing soft skills among future educational psychologists through the use of integrative psychotechnologies in the context of higher education. The relevance of the study is determined by the increasing requirements imposed on the professional training of specialists in the psychological and educational fields, as well as by the need to develop flexible competencies that facilitate successful adaptation to professional activities. The purpose of the study was to provide a theoretical justification for the use of integrative psychotechnologies and to experimentally verify their effectiveness in developing the soft skills of future educational psychologists. The study was conducted at M. Auezov South Kazakhstan University and involved 40 students enrolled in the Educational Psychology program. The research instruments included the Communicative and Organizational Aptitudes Test developed by V.V. Sinyavsky and B.A. Fedorishin, N. Hall's Emotional Intelligence Inventory, and the Connor–Davidson Resilience Scale (CD-RISC). During the formative stage of the experiment, a specially designed program incorporating training techniques, case-based technologies, coaching methods, reflective practices, and professional situation modeling was implemented. The findings demonstrated statistically significant improvements in

communication skills, emotional intelligence, and resilience among students in the experimental group. The obtained results confirm the effectiveness of integrative psychotechnologies in the professional training of future educational psychologists.

Keywords: soft skills, future educational psychologists, integrative psychotechnologies, communication skills, emotional intelligence

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Болашақ педагог-психологтардың soft skills дағдыларын интегративті психотехнологиялар арқылы дамыту

Аңдатпа

Мақалада жоғары білім беру жағдайында болашақ педагог-психологтардың soft skills дағдыларын интегративті психотехнологиялар арқылы дамыту мәселесі қарастырылады. Зерттеудің өзектілігі психологиялық-педагогикалық бейіндегі мамандарды кәсіби даярлауға қойылатын талаптардың артуымен, сондай-ақ кәсіби қызметке табысты бейімделуді қамтамасыз ететін икемді құзыреттерді қалыптастыру қажеттілігімен айқындалады. Зерттеудің мақсаты – интегративті психотехнологияларды қолданудың теориялық негіздерін айқындау және олардың болашақ педагог-психологтардың soft skills дағдыларын дамытудағы тиімділігін эксперименттік тұрғыдан тексеру. Зерттеу М. Әуезов атындағы Оңтүстік Қазақстан университетінде «Педагогика және психология» білім беру бағдарламасының 40 студентінің қатысуымен жүргізілді. Зерттеуде В.В. Синявский мен Б.А. Федоришиннің коммуникативтік және ұйымдастырушылық бейімділіктерді анықтау әдістемесі, Н. Холлдың эмоционалдық интеллектті диагностикалау әдістемесі және Connor–Davidson Resilience Scale (CD-RISC) психологиялық тұрақтылық шкаласы қолданылды. Қалыптастырушы эксперимент барысында тренингтік әдістерді, кейс-технологияларды, коучингтік тәсілдерді, рефлексиялық тәжірибелерді және кәсіби жағдаяттарды модельдеу әдістерін қамтитын арнайы бағдарлама жүзеге асырылды. Зерттеу нәтижелері эксперименттік топ студенттерінің коммуникативтік дағдыларының, эмоционалдық интеллектісінің және стресске төзімділігінің статистикалық тұрғыдан мәнді артқанын көрсетті. Алынған нәтижелер болашақ педагог-психологтардың кәсіби даярлығында интегративті психотехнологияларды қолданудың тиімділігін дәлелдейді.

Түйінді сөздер: soft skills, болашақ педагог-психологтар, интегративті психотехнологиялар, коммуникативтік дағдылар, эмоционалдық интеллект

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Развитие soft skills будущих педагогов-психологов интегративными психотехнологиями

Аннотация

В статье рассматривается проблема развития soft skills будущих педагогов-психологов посредством интегративных психотехнологий в условиях высшего образования. Актуальность исследования обусловлена возрастающими требованиями к профессиональной подготовке

специалистов психолого-педагогического профиля, а также необходимостью формирования гибких компетенций, обеспечивающих успешную адаптацию к профессиональной деятельности. Цель исследования заключалась в теоретическом обосновании применения интегративных психотехнологий и экспериментальной проверке их эффективности в развитии soft skills будущих педагогов-психологов. Исследование проводилось на базе Южно-Казахстанского университета имени М. Ауэзова с участием 40 студентов образовательной программы «Педагогика и психология». В качестве диагностического инструментария были использованы методика диагностики коммуникативных и организаторских склонностей В.В. Синявского и Б.А. Федоришина, методика диагностики эмоционального интеллекта Н. Холла и шкала психологической устойчивости Connor–Davidson Resilience Scale (CD-RISC). В ходе формирующего эксперимента была реализована специально разработанная программа, включающая тренинговые методы, кейс-технологии, коучинговые техники, рефлексивные практики и методы моделирования профессиональных ситуаций. Результаты исследования показали статистически значимое повышение уровня развития коммуникативных навыков, эмоционального интеллекта и стрессоустойчивости студентов экспериментальной группы. Полученные результаты подтверждают эффективность применения интегративных психотехнологий в процессе профессиональной подготовки будущих педагогов-психологов.

Ключевые слова: soft skills, будущие педагоги-психологи, интегративные психотехнологии, коммуникативные навыки, эмоциональный интеллект.

Introduction. Current trends in higher education are characterized by increasing demands for the quality of professional training and the preparation of specialists capable of effectively adapting to rapidly changing professional environments. In the context of digital transformation, globalization, and growing competition in the labor market, professional knowledge and technical competencies alone are no longer sufficient. Increasing importance is being attached to transversal competencies, commonly referred to as soft skills, which enable effective interpersonal interaction, teamwork, critical thinking, leadership, emotional self-regulation, and sound decision-making [1, 2].

The issue of soft skills development is particularly relevant to the training of future educational psychologists, whose professional activities require a high level of communication culture, emotional intelligence, collaborative abilities, resilience, and constructive problem-solving skills. Contemporary educational practice requires specialists who possess not only professional competencies but also well-developed flexible skills that allow them to provide effective psychological and pedagogical support to all participants in the educational process [3, 4]. An analysis of both domestic and international studies indicates that the development of soft skills has become one of the priorities in the modernization of higher education. A number of researchers emphasize that traditional teaching approaches do not always ensure the adequate development of transversal competencies, thereby necessitating the search for innovative technologies for professional training [5, 6]. In this regard, integrative psychotechnologies are of particular scientific interest. They are viewed as a complex of interconnected psychological and pedagogical methods aimed at activating students' personal potential and fostering professionally significant qualities. Among the most effective approaches are training technologies, coaching methods, case-study techniques, group discussion technologies, reflective practices, psychological modeling methods, and collaborative learning strategies [7].

Despite the considerable number of studies devoted to individual components of soft skills, the issue of their comprehensive development among future educational psychologists through integrative psychotechnologies remains insufficiently explored. Existing research mainly focuses on separate aspects such as communication competence, emotional intelligence, leadership qualities, and critical thinking, whereas the formation of a holistic system of soft skills in higher education requires further theoretical elaboration and empirical verification.

Thus, a contradiction exists between the increasing requirements for the level of soft skills development among future educational psychologists and the insufficient elaboration of scientifically

grounded approaches aimed at fostering these competencies through integrative psychotechnologies within higher education.

The purpose of the study was to theoretically substantiate and experimentally verify the effectiveness of integrative psychotechnologies in developing the soft skills of future educational psychologists in higher education settings. The research hypothesis assumed that the application of a complex of integrative psychotechnologies, including training methods, coaching techniques, case-based learning, collaborative interaction technologies, and reflective practices, would contribute to a statistically significant improvement in the level of soft skills among future educational psychologists compared with traditional forms of instruction.

The scientific novelty of the study lies in the development and experimental implementation of a program aimed at enhancing the soft skills of future educational psychologists through integrative psychotechnologies, as well as in identifying pedagogical conditions that ensure the effectiveness of this process within higher education. The theoretical analysis of the problem demonstrated that under contemporary conditions of higher education development, particular importance is attached to the formation of transversal competencies (soft skills), which ensure successful professional adaptation of future specialists in the field of psychology and education. The literature indicates that an insufficient level of soft skills development may reduce the effectiveness of professional activity among educational psychologists, especially within inclusive and learner-centered educational environments [8, 9].

Within the framework of the present study, soft skills are regarded as an integrative personal construct encompassing communication skills, emotional intelligence, and resilience [10]. Their development requires the use of active and interactive teaching methods that encourage students' involvement in practice-oriented activities and promote experiential learning [11].

Research framework

1. The contemporary system of higher education requires the purposeful development of soft skills among future educational psychologists as an essential component of their professional competence.

2. The soft skills of future educational psychologists encompass communication skills, emotional intelligence, and resilience, which are fundamental to effective professional performance.

3. Integrative psychotechnologies, including training methods, case-based technologies, coaching techniques, reflective practices, and professional situation modeling, represent effective tools for fostering students' soft skills.

4. The implementation of a specially designed program based on integrative psychotechnologies contributes to a statistically significant improvement in the level of soft skills among students in the experimental group.

5. The effectiveness of the proposed approach is supported by the results of a pedagogical experiment conducted with the participation of 40 university students.

Materials and methods To empirically investigate this issue, a program aimed at fostering soft skills through integrative psychotechnologies was implemented. The program incorporated training sessions, case-study analysis, coaching techniques, group discussions, and reflective analysis of professionally relevant situations. The study was conducted at M. Auezov South Kazakhstan University. A total of 40 undergraduate students enrolled in the Educational Psychology program and aged between 19 and 22 years participated in the research. For the purposes of the pedagogical experiment, the participants were divided into a control group (n = 20) and an experimental group (n = 20). The study was carried out in three stages: the diagnostic (ascertaining) stage, the formative stage, and the control stage. The methodological framework of the study was based on competency-based, learner-centered, and activity-based approaches, according to which the development of soft skills constitutes an important condition for the professional formation of future specialists in the field of psychology and education [8, 10].

The research methods included theoretical analysis of psychological and pedagogical literature, questionnaires, psychodiagnostic techniques, pedagogical experimentation, and methods of mathematical statistics [11].

To assess the level of soft skills development among future educational psychologists, the following instruments were employed:

- the Communicative and Organizational Aptitudes Test (KOS-2) developed by V.V. Sinyavsky and B.A. Fedorishin, which is aimed at assessing communication abilities and interpersonal interaction skills [12];
- N. Hall's Emotional Intelligence Inventory, designed to evaluate emotional awareness, empathy, self-regulation, and the ability to influence others emotionally [13];
- the Connor–Davidson Resilience Scale (CD-RISC), intended to measure resilience and adaptive capabilities of individuals [14];
- the author-developed questionnaire entitled "Self-Assessment of Soft Skills Development among Future Educational Psychologists", designed on the basis of contemporary approaches to the structure of transversal competencies.

The formative stage involved the implementation of a program based on integrative psychotechnologies. The program included training techniques, coaching methods, case-based learning, group discussions, reflective practices, and professional situation modeling. The integrated application of these psychotechnologies was aimed at enhancing communication skills, emotional intelligence, critical thinking, teamwork abilities, and resilience among students.

The collected data were processed using descriptive statistics and Student's t-test for independent samples, which made it possible to determine the significance of differences between the indicators of the control and experimental groups before and after the formative intervention. Differences were considered statistically significant at $p \leq 0.05$.

Results and discussion The results of the pedagogical experiment revealed a positive trend in the development of soft skills among students in the experimental group compared with those in the control group, thereby confirming the effectiveness of the proposed approach.

Based on the analysis of psychological and pedagogical literature and taking into account the specific characteristics of educational psychologists' professional activities, communication skills, emotional intelligence, resilience, critical thinking, and teamwork abilities were identified as the main structural components of soft skills. In accordance with these components, the following criteria and indicators for assessing the development of soft skills among future educational psychologists were determined:

- communicative criterion – the ability to establish effective interpersonal interaction and cooperation;
- emotional-regulatory criterion – the ability to understand and manage one's own emotions and recognize the emotional states of others;
- personal-adaptive criterion – resilience and the ability to cope with difficulties and stressful situations;
- cognitive criterion – the ability to analyze information, think critically, and make informed decisions;
- social-activity criterion – teamwork and collaborative interaction skills.

Based on the combination of these criteria, three levels of soft skills development were distinguished: high, medium, and low.

The results obtained during the diagnostic stage demonstrated that both the control and experimental groups were characterized predominantly by medium and low levels of soft skills development. These findings indicated the necessity of purposeful pedagogical intervention aimed at enhancing students' transversal competencies.

A comprehensive set of integrative psychotechnologies was implemented in the experimental group. The intervention included training techniques, coaching methods, case-based learning, group discussions, reflective practices, and professional situation modeling.

The program for developing soft skills among future educational psychologists consisted of twelve sessions organized into three interconnected modules.

The first module focused on communication skills and included activities aimed at developing effective interaction, active listening, and collaborative problem-solving.

The second module concentrated on emotional intelligence and involved reflective exercises, empathy development tasks, and coaching techniques intended to improve emotional awareness and self-regulation.

The third module addressed resilience development and incorporated professional situation modeling, case analysis, and self-regulation techniques designed to strengthen students' adaptive capacities and stress resistance.

The program was implemented in an interactive format, encouraging active participation and group collaboration throughout the learning process.

In contrast, the control group followed their usual curriculum and did not take part in the specialized training program. Once the training phase ended, we conducted a final assessment. The results showed clear improvements in the experimental group: more students reached a high level of soft skills, while the number of those at a low level dropped significantly. Meanwhile, the control group showed barely any noticeable changes. The results are presented in Table 1.

Table 1 - Levels of Soft Skills Development among Future Educational Psychologists at the Diagnostic Stage (%)

Level	Control Group (n = 20)	Experimental Group (n = 20)
High	15,0	10,0
Medium	55,0	60,0
Low	30,0	30,0

The data presented in Table 1 indicate that medium and low levels of soft skills prevailed in both groups. These findings suggest insufficient development of communication skills, emotional intelligence, and resilience among most participants at the beginning of the study.

To improve the identified competencies, a program based on integrative psychotechnologies was developed and implemented. The program incorporated training techniques, case-study methods, coaching strategies, group discussions, reflective exercises, professional situation analysis, and simulations of interactions between educational psychologists and participants in the educational process. The application of these psychotechnologies contributed to students' cognitive engagement, enhanced cooperation skills, and facilitated the development of constructive problem-solving abilities.

After the completion of the formative stage, a repeated assessment using the same diagnostic instruments was carried out. Comparative analysis revealed positive changes in the indicators of soft skills development among students in the experimental group.

The results of the control stage demonstrated that the proportion of students with a high level of soft skills in the experimental group increased from 10.0% to 40.0%, whereas the percentage of students with low levels decreased from 30.0% to 10.0%. In the control group, the changes were less substantial, which confirms the effectiveness of the developed program.

Statistical analysis using Student's t-test revealed statistically significant differences between the control and experimental groups after the completion of the formative intervention ($p \leq 0.05$), indicating the effectiveness of integrative psychotechnologies in developing soft skills among future educational psychologists. After the implementation of the intervention program, comparative results for both groups were obtained and are presented in Table 2.

Table 2 - Levels of Soft Skills Development among Future Educational Psychologists after the Formative Experiment (%)

Level	Control Group (n = 20)	Experimental Group (n = 20)
High	20,0	40,0
Medium	60,0	50,0
Low	20,0	10,0

The results presented in Table 2 demonstrate positive dynamics in the development of soft skills among students in the experimental group. The most pronounced changes were observed in communication skills, emotional intelligence, and teamwork abilities, confirming the effectiveness of integrative psychotechnologies in the professional training of future educational psychologists.

The dynamics of soft skills development in the experimental group before and after the formative experiment are presented in Figure 1.

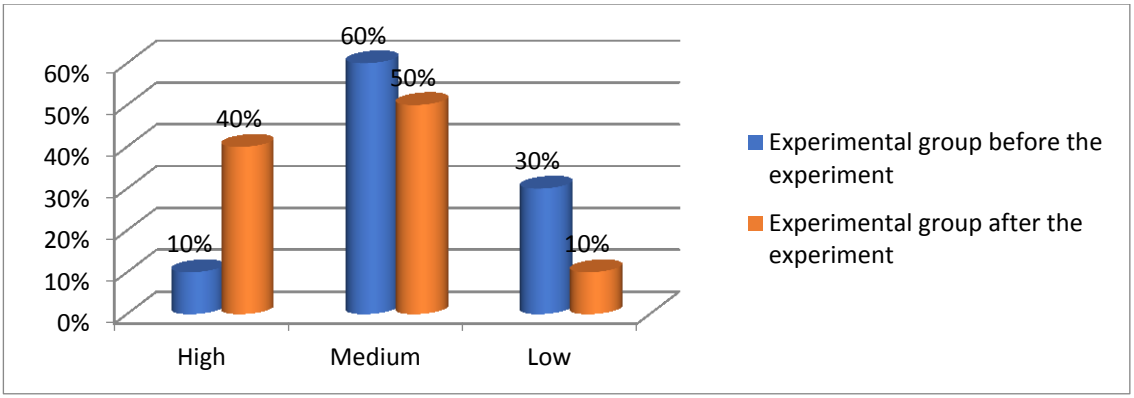

Figure 1. Dynamics of soft skills development in the experimental group before and after the experiment

As shown in Figure 1, the experimental group demonstrated significant positive changes in the development of soft skills after the implementation of the integrative psychotechnologies program. The proportion of students with a high level of soft skills increased, while the number of students with a low level decreased. These results indicate the effectiveness of the proposed intervention in enhancing communication skills, emotional intelligence, and resilience among future educational psychologists.

The dynamics of soft skills development in the control group before and after the experiment are presented in Figure 2.

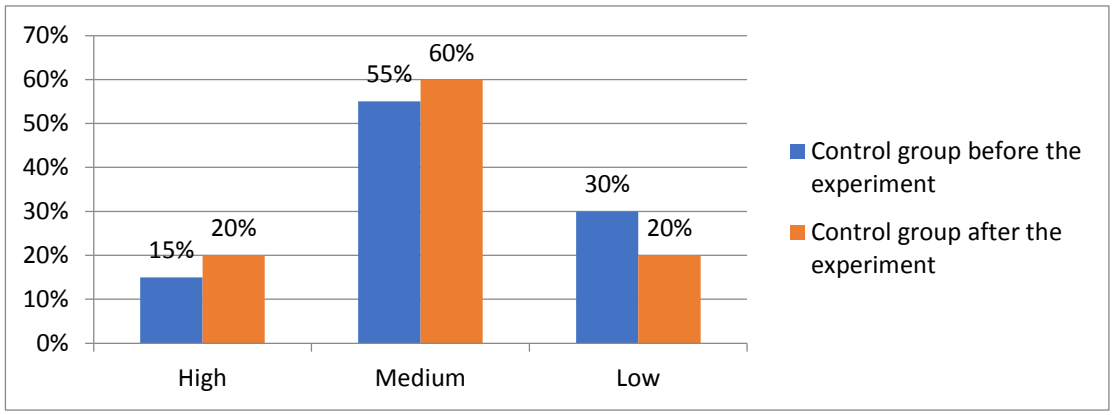

Figure 2. Dynamics of soft skills development in the control group before and after the experiment

As shown in Figure 2, the control group exhibited only minor changes in soft skills development during the same period. These changes were not statistically significant and remained considerably lower compared to the experimental group, which confirms the effectiveness of integrative psychotechnologies used in the experimental group.

The findings obtained in the present study indicate that the application of integrative psychotechnologies has a positive effect on the development of soft skills among future educational psychologists. The implementation of the proposed program contributed to improvements in communication skills, emotional intelligence, resilience, critical thinking, and teamwork abilities. These findings support the competency-based approach, according to which the development of transversal competencies is an essential prerequisite for preparing competitive specialists in higher education

The results are consistent with the conclusions reported by international researchers emphasizing the growing importance of soft skills in professional education. In particular, M. Succi and M. Canovi note that employers consider communication skills, cooperation, adaptability, and leadership qualities to be among the most important determinants of graduates' professional success. Similar conclusions are presented in the studies of E. Cinque, who argues that the development of soft skills represents one of the priority directions in the modernization of higher education systems

The findings of the present study are also in agreement with previous national and international research devoted to professional training and the development of transversal competencies among specialists in psychology and education

The positive changes observed in the experimental group suggest that integrative psychotechnologies possess considerable potential for enhancing students' soft skills. The effectiveness of the program can be explained by the comprehensive nature of the applied methods, which were based on active interaction among participants, engagement in professionally oriented situations, reflective activities, and collaborative problem-solving.

At the same time, several limitations of the study should be acknowledged. First, the research was conducted at a single higher education institution, which limits the generalizability of the findings to a broader population of university students. Second, the sample size was restricted to 40 participants. Future studies may involve students from different universities and expand the range of soft skills components under investigation.

Overall, the results obtained confirm the effectiveness of integrative psychotechnologies in fostering soft skills among future educational psychologists and suggest that these approaches represent a promising direction for improving the professional training of specialists in psychology and education.

Conclusion The present study made it possible to provide a theoretical foundation and experimentally verify the effectiveness of integrative psychotechnologies in the development of soft skills among future educational psychologists in higher education.

1. An analysis of national and international studies revealed that the development of soft skills represents one of the priority areas in the professional training of future educational psychologists. Communication skills, emotional intelligence, critical thinking, resilience, and teamwork abilities were identified as the most significant transversal competencies.

2. Criteria, indicators, and levels of soft skills development were determined, making it possible to conduct a comprehensive assessment of the formation of these qualities.

3. A program aimed at developing soft skills through integrative psychotechnologies was designed and implemented. The program incorporated training methods, case-based learning, coaching techniques, group discussions, reflective practices, and professional situation modeling.

4. The results of the formative experiment demonstrated positive changes in the indicators of the experimental group. Statistically significant improvements in communication skills, emotional intelligence, resilience, and teamwork abilities were observed compared with the control group ($p \leq 0.05$).

5. Integrative psychotechnologies are highly effective because they simultaneously engage a student's thoughts, emotions, and behaviors. Rather than just learning theory, students actively tackle real-world professional tasks.

The practical value of this study lies in its immediate readiness for university classrooms. The developed program can easily be integrated into core training for future educational psychologists, used in professional development courses, or offered as an elective subject. Ultimately, the findings prove that integrative psychotechnologies are powerful tools for building essential soft skills. These results offer a solid foundation for future research aimed at upgrading professional training in psychology and education.

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