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PROBLEMS OF FORMATION OF DIAGNOSTIC COMPETENCE OF SPECIALISTS IN EDUCATION IN PSYCHOLOGICAL AND PEDAGOGICAL LITERATURE

Abstract

This article deals with the problems of formation of diagnostic competence of specialists in the field of education in the psychological and pedagogical literature. The article reveals the essence, content and structure of the diagnostic competence of the future teacher -psychologist, the place of the educational environment in the process of forming the diagnostic competence of future teachers-psychologists. A theoretical and methodological review of psychological and pedagogical literature is conducted. Clarified the concept of " diagnostic competence of future teacher-psychologist.

Key words: competence approach in education, diagnostics, professional competence, diagnostic competence.

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ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ӘДЕБИЕТТЕ БІЛІМ БЕРУ САЛАСЫ МАМАНДАРЫНЫҢ ДИАГНОСТИКАЛЫҚ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ МӘСЕЛЕЛЕРІ

Аңдатпа

Бұл мақалада психологиялық-педагогикалық әдебиетте білім беру саласындағы мамандардың диагностикалық құзыреттілігін қалыптастыру мәселелері қарастырылған. Болашақ педагог-психологтың диагностикалық құзыреттілігінің мәні, мазмұны және құрылымы, болашақ педагог-психологтардың диагностикалық құзыреттілігін қалыптастыру үдерісінде білім беру ортасының орны ашылды. Психологиялық-педагогикалық әдебиеттерге теориялық-әдіснамалық шолу жүргізілді." Болашақ педагог-психологтың диагностикалық құзыреттілігі.

Түйінді сөздер: Білім берудегі құзыреттілік, диагностика, Кәсіби құзыреттілік, диагностикалық құзыреттілік.

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ПРОБЛЕМЫ ФОРМИРОВАНИЯ ДИАГНОСТИЧЕСКОЙ КОМПЕТЕНТНОСТИ СПЕЦИАЛИСТОВ СФЕРЫ ОБРАЗОВАНИЯ В ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЙ ЛИТЕРАТУРЕ

Аннотация

В данной статье рассмотрены проблемы формирования диагностической компетентности специалистов сферы образования в психолого-педагогической литературе. Раскрыта сущность, содержание и структуру диагностической компетентности будущего педагога-психолога, место образовательной среды в процессе формирования диагностической компетентности будущих педагогов-

психологов. Проведен теоретико-методологический обзор психолого-педагогической литературы. Уточнено понятие «диагностическая компетентность будущего педагога-психолога».

Ключевые слова: компетентностный подход в образовании, диагностика, профессиональная компетентность, диагностическая компетентность.

The processes of humanization and modernization of modern education contribute to changing attitudes towards students and pupils, and taking into account their individual typological characteristics, personal characteristics, etc. become the most important components of the professionogram of the future teacher-psychologist. In this regard, the need for the formation of diagnostic competence of future teachers-psychologists is being updated, which will allow them to further solve issues and problems of the individual, taking into account the specifics of psychological services in General education or special (correctional) institutions, to provide psychological and pedagogical support to families and individuals based on the received diagnostic data. The educational psychologist, along with correctional and developing, consulting and educational, psychoprophylactic work with children and adolescents in the framework of the psychological service of an educational institution, performs a diagnostic function, and it in turn is based on the diagnostic competence of this specialist. The formation of this type of competence within the walls of higher school will be one of the most important results of professional training of future educational psychologists.

The problem of forming diagnostic competence in students of future teachers-psychologists is complex and multidimensional. In our opinion, it is necessary to consider this problem in the context of the concept of competence approach, which has received a sufficiently deep justification in scientific works. Despite a fairly extensive range of research, it should be noted that the problem of forming diagnostic competence in the professional training of future teacher-psychologists remains insufficiently developed [1].

In this section, we will consider the degree of development of the concept of "diagnostic competence" in the psychological and pedagogical literature.

If we turn to the history of the term, back in the 70s of the XX century, the concept of "competence" was widely used in the United States and a number of European countries in connection with the problem of individualization of training. At that time, the idea was very simple: not to limit learning to the basics of science and appropriate teaching methods, but to try to develop all levels of interpersonal relationships, the microclimate in the classroom, etc. The approach did not go beyond the educational process at school. [2].

Let's turn to the content of the conceptual field on this problem. If in the Russian explanatory dictionary of S.I. Ozhegov the concept of "competent" has several meanings: knowledgeable, knowledgeable, authoritative in any field, having competence; then the concept of "competence" is interpreted as a range of issues in which someone is well aware, or as a circle of someone's powers, rights. [3, p. 288].

In the modern dictionary of foreign words, the concept of "competent" is interpreted as having competence - the scope of authority of any institution, person or circle of Affairs, issues subject to someone's jurisdiction. At the same time, there is a second meaning: the range of issues in which this person has knowledge and experience. In this case, the word "sompeter" is translated from French - to demand, to meet, to be fit; in Latin, "competens" means "appropriate, capable", and from English, "competence" is translated as "ability or competence" [4, C. 468].

Competence is a phenomenon ("circle of questions"), and competence is a property, quality of a person. This means that these terms are two different concepts. Competence is a synthesis of knowledge and experience in any field. Taking into account these definitions, we offer the following understanding of the term "competence": "Competence is a list of knowledge, skills, skills that a student must master as a result of training, and ultimately forms his competence in any field of activity."

Competence, according to A.I. Surygin, is a range of issues in which an individual is well aware, on which he has knowledge and experience, and competence is a property of the person based on competence. Competence is the content of education, which, being learned by students, forms their competence [5, p. 35 - 38].

Competence as a flexible, universal and pragmatic concept, including the ability to system analysis, increased psychological and intellectual openness of a person to innovative changes in the external environment, culture of thinking, behavior and communication as a basic condition of life in society, a constant desire for continuous self-education suggests to consider M.Kh. Baltabaev. [6]

Let's focus on the interpretation of the definition of competence given by A.V. Khutorsky. the author argues that competence is a set of interrelated qualities (knowledge, skills) that are set in relation to a certain range of subjects and processes and are necessary to act efficiently and productively in relation to them [7, C. 64].

According to the authors N.B. Lavrentieva, O.M. Kuzevanova (2008), the concept of competence is broader than the system of "knowledge", "skills" and "skills" because it includes not only cognitive (knowledge) and operational-technological (skills) components, but also motivational, ethical (value orientations), social and

behavioral. The authors believe that mastering competence requires mental organization, significant intellectual development: abstract thinking, self-reflection, determining one's own position, self-assessment, and critical thinking. We can say that the concept of "competence" includes, along with cognitive, motivational, "relational" and regulatory components [8].

B. T. Kenzhebekova reveals the concept of competence as the readiness and ability of an individual to use theoretical knowledge and practical experience to solve certain tasks. It should be clarified that the concept of "readiness" is applied in the definition in the meaning of the state, "...in which everything is done, everything is ready for something", and the ability-in the meaning of "... skills, as well as the ability to perform some actions". The researcher comparing the concepts of "qualification" and "competence" indicates that "competence" includes, in addition to professional knowledge and skills that characterize the qualification, such qualities as initiative, cooperation, ability to work in a group, communication skills, the ability to learn, evaluate, think logically, select and use information, etc. [9].

Competence – new formation (possession, possession by a person of the corresponding competence, including his personal attitude to it and the subject of activity) of the subject of activity, formed in the course of professional training, which is a systematic manifestation of knowledge, skills, abilities and personal qualities that allow successfully solving functional tasks that constitute the essence of professional activity.[10, Pp. 44-60]

Sh.T. Taubayeva, characterize competence as goals, and competence as results. [11]

Based on the above, competence is the ability to carry out activities with the quality that ensures the fulfillment of professional tasks, achieving goals, and obtaining results.

Foreign researchers Klug, Bruder, Kelava, Spiel and Schmitz developed and empirically tested a model of diagnostic competence of teachers that takes into account educational behavior, thereby closing the gap between previous empirical research and the latest theoretical requirements. They describe the diagnosis of learning behavior as a three-dimensional process consisting of preassociation, action, and a post-reaction phase. [12, P. 38-46].

Let's consider the concept of diagnostic competence, presented in the psychological and pedagogical literature. In the study of O. V. Vechkanova and L. N. Titova about future social teachers, diagnostic competence is considered as a readiness manifested in the synthesis of a positive attitude of future social teachers to diagnostics, psychological and pedagogical knowledge and skills to apply them in the course of studying students and school teams in the conditions of practical pedagogical activity. [13, P. 75].

O. I. Dorofeeva considers diagnostic competence as the unity of theoretical and practical readiness of the teacher to carry out diagnostic activities to solve professional problems and tasks that arise in real situations of professional pedagogical activity. At the same time, the researcher notes that the presence of diagnostic competence will help the specialist to correctly and professionally identify problems of personal development of students, gaps in knowledge and their causes, and reasonably select the content and methods of training, i.e. effectively carry out professional activities in the new organizational and pedagogical conditions.

According to E.P. Martina, the diagnostic competence of a future teacher is a means of improving the professional activity of a teacher. [14, P. 55-58.]

G.A. Ryazanova, E.P. Ivutina consider the diagnostic position as the basis or core of the model of forming diagnostic competence, which is a system of stable views, beliefs, and attitudes of the future specialist's personality to the process of obtaining deep and complete information about the objects of professional activity at all stages of diagnostic activity [15.]

A.V. Furltova defines criteria, indicators and levels of formation of diagnostic competence of a social teacher. At the same time, integrating all available modern formulations of this concept, it gives its author's definition of diagnostic competence as a unity of theoretical and practical readiness for the implementation of diagnostic activities: an integral property of the person, including the ability to diagnose, put forward diagnostic hypotheses, solve problems and tasks that arise in real situations of psychological and pedagogical activity, constantly make appropriate adjustments to their activities. [16, P. 1-3.]

K.S. Akhmetkarimova reveals the essence of the concept of "diagnostic activity" as a scientifically organized process of obtaining information about the state of the object of activity, special processing of this information in order to establish and verify the diagnosis with subsequent corrective actions to achieve a given goal[17, P. 34-58.]

Diagnostic competence as an integral part of the research competence of future specialists is considered by S.S. Seitenova and SH.A. Mukhangalieva [18, P. 56-59.]

L.N. Voloshina, G.E. Vorobyova, N.D. Laschenko, considering the formation of diagnostic competence of the future teacher in terms of professional training, argue that the presence of diagnostic competence will help a young teacher to professionally identify problems of personal development, reasonably select methods of development, training and education, successfully carry out professional activities in new pedagogical conditions [19].

Kasen G.A., Otarbayeva A.B. identified the necessary list of diagnostic tasks, which is the minimum for the profession of a school teacher-psychologist (it is adapted by Kazakh researchers to the realities of Kazakh society):

- determination of the level of mastering mainly specific knowledge, skills and abilities in a particular academic subject, acquired in certain educational institutions;
- study of various aspects of educational achievements, training and learning capacity of students to quickly identify learning outcomes, possible deviations and their correction;
- identify gaps in students' knowledge of a particular academic subject or a particular topic being studied within a particular subject
- identification and measurement of the composition and structure of a person's life attitudes;
- study of the stability of habits and behavior patterns;
- definition of the measure of mastering the individual cultural potential of humanity;
- establishment of various manifestations (and deviations from the generally accepted norm) of students' upbringing as an integrative result of purposeful pedagogical efforts and sociogenic influences;
- establishment of educational opportunities of all participants (including subjects of education) and factors of the pedagogical process;
- determining the level of education of students according to the selected criteria in this particular case;
- determining the characteristics of children's individual development;
- identification of developmental abnormalities; identification of factors that affect the development of the child's personality;
- justification of the results of personal development in the educational process [20].

We believe that for the successful implementation of the increasingly complex tasks facing modern schools and teacher-psychologists, today we need a purposeful reconstruction of their future professional activities, namely, the formation of diagnostic competence, professional and personal improvement of future specialists in the University environment, as in a kind of educational field, where theory and practice, educational and research activities go hand in hand. [21]

In order to determine the essence and content of the diagnostic competence of a teacher - psychologist, we will consider and generalize existing approaches to the concept of "diagnostic competence". Note that this concept is not widely represented in the psychological and pedagogical literature, while "diagnostic activity" as a separate concept is quite common. Since it is through these definitions that we will define the concept of diagnostic competence of a teacher-psychologist, we will consider the existing approaches (table 1).

Table 1-authors' definitions of the essence of the concept “diagnostic competence”

№ p/p	Author	Concept	Essenceoftheconcept
1	O.I. Dorofeeva	Diagnosticcompetence	"unity of theoretical and practical readiness of teachers to carry out diagnostic activities to solve professional problems and tasks that arise in real situations of professional pedagogical activity" [22].
2	O.V. Vechkanova, L.N. Titova	Diagnosticcompetence	readiness, which is manifested in the synthesis of a positive attitude to diagnostics, psychological and pedagogical knowledge and the ability to apply them in the course of studying students and teams in the conditions of practical pedagogical activity [13, P. 73 - 77.]
3	E.P. Avotina	Diagnosticcompetence	as an important personality neoplasm that occurs during the development of professional activity. [14, C. 55-58.]
4	G.A. Ryazanova	Diagnosticcompetence	a system of stable views, beliefs, attitudes of the future specialist's personality on the process of obtaining deep and complete information about the objects of professional activity at all stages of diagnostic activity [23]
5	A.V. Furltova	Diagnosticcompetence	unity of theoretical and practical readiness for the

			implementation of diagnostic activities: an integral property of the individual, which includes the ability to make a diagnosis, put forward diagnostic hypotheses, solve problems and problems that arise in real situations of psychological and pedagogical activity, constantly make appropriate adjustments to their activities [[24, C. 1-3].
6	A.V. Senichkin	Diagnosticcompetence	"his ability and readiness for diagnostic activities at various educational stages, expressed in a personal-conscious positive attitude, in the presence of deep, solid diagnostic knowledge and skills aimed at solving diagnostic problems" [25]
7	N.V. Kutovaya	Diagnosticcompetence	the readiness of the future teacher to apply psychological and pedagogical knowledge and skills in their own diagnostic activities and the ability to self-diagnose on the basis of what has already been achieved.
8	A.N. Marina	Diagnosticcompetence	systematic sequence of independent actions of students. [26]
9	O.M. Krasnoryadtseva	Diagnosticcompetence	ability to choose the strategy and tactics of their own diagnostic activities [27, Pp. 229–231.]
10	L.Y. Alexandrova	Diagnosticcompetence	the totality of thought processes and practical actions and operations that correspond to the logic of the diagnostic process, ensuring successful study children's personality and activities using certain methods and techniques [28]
11	V. N. Kosyrev		readiness and ability of the doctor to effectively solve diagnostic tasks. Structurally, it is an integral property of the individual and includes a number of particular competencies that are formed on the basis of the synthesis of theory and practice [29]

– Thus, already at this stage of the study, we can conclude that there is no unity of researchers in considering the concept of "diagnostic competence", and a fairly broad terminology is used to define it. The concept of "diagnostic competence" is most often defined synonymously with the concepts of "pedagogical and psychological diagnostics".

– It should be noted that in various literature sources, the concept of "diagnostic competence" has not yet received its exhaustive analysis. However, at the moment there are prerequisites that allow us to understand the theoretical meaning of this concept.

– The revealed multifunctional application of the concept sets the task of defining diagnostic competence as an integral complex characteristic of the personality of a teacher-psychologist as a subject of professional activity. But it is in this capacity that diagnostic competence is not considered in the traditional psychological and pedagogical literature. Accordingly, there is no generally accepted interpretation of this concept, which creates a certain difficulty in applying it in practice and in comparing the data obtained in different psychological and pedagogical studies.

– Thus, despite the availability of the concept of "diagnostic competence" in the ordinary sense, it is difficult to give a sufficiently complete and accurate scientific definition. Nevertheless, we believe that diagnostic competence should be a professionally significant and professionally-determined quality of a teacher-psychologist.

– In conclusion, the analysis should be noted that the study of psychological and pedagogical literature in order to identify the content of the concept of diagnostic competence allowed us to determine the most common areas of active application of this concept, conventionally designated by us as educational, General pedagogical and personal. Each sphere sets its own meaning for the functioning of this concept, giving specificity and ambiguity to its content. The analyzed sources indicate that the problem of forming the diagnostic competence of future teachers-psychologists in the system of University education is relevant and its solution requires a wide application of psychological and pedagogical knowledge. An important factor determining the success of this process is the motivation of future teachers-psychologists to study and future professional activities, the

availability of the necessary values, organizational, communicative, reflexive abilities and adequate self-esteem. Having considered the opinions of various authors in the course of the research, we consider the **diagnostic competence of the future teacher-psychologist as an integral system quality of personality formed in the educational process of the University, which includes a high motivation to perform diagnostic activities, knowledge, desire and ability to work with diagnostic methods, set tasks, analyze the progress and results of their solutions, constantly make appropriate adjustments to their activities.**

– We agree with most authors that diagnostic competence can be formed in the process of various types of activities and is manifested in how well a person performs this activity. The main problem is to organize the process to help the future teacher-psychologist master diagnostic competence.

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