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## THE FORMATION OF FUTURE PSYCHOLOGIST'S DIAGNOSTIC COMPETENCE

**Abstract.** In the given article the formation problem of future psychologists' diagnostic competence. Nowadays, in order to implement the increasingly complex tasks which face the new schools and teachers-psychologists at present period of time, it is necessary a complete comprehensive change of their upcoming professional work, i.e. the founding of diagnostic competence, professional and personal development of students. The degree of solving the issues of formation diagnostic competence which are given in the psychological and pedagogical sources is considered, as well as the content and structure the future psychologist teachers' diagnostic competence is disclosed. The conducted theoretical and methodological review in psychological and pedagogical literature describes that the problem of the future teacher-psychologist's diagnostic competence is a relevant topic., The following methods are used to reach the aim, they are: theoretical analysis of sources on psychology and pedagogics, modeling method, survey, experimental data's qualitative and quantitative analysis. The conducted theoretical and methodological review in the studied by us psychological and pedagogical sources show that the formation problem of future teachers-psychologists' diagnostic competence is believed as the topical i.e., relevant.

**Keywords:** competence, knowledge, diagnosis, development, future psychologist, skills, formation.

**Introduction.** Reforms which are carried out in various spheres of our society, including education are determined by the global and historical processes in the modern society. Taking into account this, socially new conditioned requests for preparing new future specialists are put forward, which requires achieving a higher degree of professionally educated specialists, not yielding to world international standards. That's why, it is important to train highly qualified specialists appropriately and profiled, able and ready to develop the opportunities in solving specific professional tasks, competitive, competent, fluent in the main component of basic education, with the tools that provide consistency, targeting, flexibility and efficiency in professional activity.

The special importance in developing the quality of human capital and the competitiveness of graduates is highlighted by N.A.Nazarbayev in the national plan for the implementation of five institutional reforms "100 concrete steps" [1], and it is also shown in the main educational documents as in: the Law of the Republic of Kazakhstan "On Education" [2], the Concept of Development of continuous professional pedagogical education in the Republic of Kazakhstan [3], etc.

The diagnostic competence developing problems among learners are complicated and well-rounded. So hence, it is urgent and important to investigate this problem in the aspect of competence approach concept, which has been stated in many

research. Among these research works, it must be shown that the issue of diagnostic competence i.e., in professional training of psychologists isn't still developed.

The theoretical and experimental investigations' results brought up many contradicting problems between:

-the peculiarities of higher educational institutions which provide modern education diagnosis and defines the degree of the problem;

- the requirements put forward to psychologists in diagnostic competence and specialists' readiness to learn it;

- having no university ability with all resources and insufficient working during the formation process of psychologist's competence on diagnosis.

Taking into account these contradictions the research problem is formulated: how to base theoretically and implement the procedure of forming the diagnostic competence in learners of educational psychologists in higher education?

**Methods of research.** While reaching our aim and fulfilling the; objectives and check the initial proposals, a complex of the following methods were used – theoretical analysis of sources on psychology and pedagogics, modelling method; questionnaires; experimental data's qualitative and quantitative analysis. During our research we used the authors' methods: O.I. Dorofeeva's questionnaire "Factors affecting the diagnostic activity of psychologists' development", a questionnaire in order to define the diagnostic competence level by of O.I. Dorofeeva.

**Research result.** Let us dwell on this issue deeply. In Sh.I. Ozhegov's explanatory dictionary the meaning of the word "competence" has many definitions as: "... knowledgeable, authoritative in any field, having competence. The concept of "competence" is interpreted as a circle of questions in which someone is well informed, or as a circle of someone's authority, rights..".

Not all specialists know what competence means and how it differs from competence. The definition of competence consists of education, skills, skills and experience of the employee. In other words, its ability to perform a specific type of work. In essence, competence and competence are similar terms. The first implies a set of knowledge, their presence in a person. And the second-the ability to apply this knowledge during work activities. There are several other approaches to defining competencies: the American approach treats competencies as a model of worker behavior. An employee will show high results if he has the right skills and knowledge. The European approach views competencies as a description of the terms of reference and expected results of work.

The competence approach theory emerged and was thoroughly substantiated in I.A. Zimnaya (2004) [5], N.B. Lavrentyev, O.M. Kuzevanova (2008) [6], V.A. Bodrova (2001) [7], V.D. Shadrikov's scientific works (2012) [8], which indicate the point on integrity when they consider "competence" and "capability" are unanimous to their mind and that "capability" is broader than "competence".

As Kazakhstani researchers are noted: Taubaeva Sh.T. (2009), Mynbayeva A.K., Sadvakasova Z.M. (2014) - competencies are goals, and capability is results [9].

Quite often, the term "professional competence" is actively used as: "...a synonym for the concepts of "professionalism", "pedagogical skill", but it is regarded as a complex unit, an alloy or structure of general and professional knowledge, practical skills, and professionally significant personal qualities which ensure successful activity of a specialist in his/her professional sphere"[10].

One of professional competence components is considered as a specialist's diagnostic competence [10].

Diagnostic competence is represented especially in foreign scholars' researches from Germany, Australia, England and other countries. Vogt & Rogalla (2009)

consider that: "...diagnoses are key tasks for teachers because they have set themselves the task of meeting the students' diverse learning needs and at the same time adapting their learning to those students with various academic abilities as well as multiple interests and motivations" [11].

A model of a teacher's diagnostic competence with a learning representation, thereby correcting among the previous empirical investigation and the latest theoretical needs were discovered and empirically tested by Klug, Bruder, Kelada, Spiel and Smitz (2003) [12].

They characterize the very diagnosis of educational conduct as: "... a three-dimensional process which consists of preassociation, action and post-reaction phase".

Therefore, the team of scientists believes that structured reflection, during practice, contributes to the acquisition of knowledge more effectively than the direct or various diagnoses generation, so that is why is an effective academic approach to the students' diagnostic competence development (Mamede S, van Gogh. T., Moura A.S., de Faria R.M., Peixoto J.M., Rikers R.M., Schmidt H.G., 2013) [13].

German researchers J. Klug, S. Bruder, B. Schmitz (2016), reflecting on which variables determine teachers' diagnostic competence, concluded that: "... motivation, attitude and knowledge turned out to be essential indicators for predicting diagnostic competence relative teaching behavior, with differentiated predictions for teacher experience. Thinking about describe and self-efficacy suddenly turned out to be inappropriate. Practicing teachers had better results in diagnosing teaching behavior in their learners than teachers who did not have teaching practice or who are not yet mature ones" [14].

J. Hoth, M. Döhrmann, G. Kaiser, A. Busse, J. König, S. Blömeke (2016) investigated primary school mathematicians' diagnostic competence in different situations. They emphasize the thing that the teachers' one of the main problem while classroom training is the diagnosis of teaching and thinking practices among students. For this goal, a teacher should feel the relevant information, they should interpret this information, and finally, they should answer and select the appropriate information.

As C. Auschnaiter, J. Cappell, G. Dubelde, M. Ennemoser, J. Mayer, J. Stiensmeier - pelster, R. Straesser, A. Wolgastd (2010) write in their research the design and fulfilling of that, came to the conclusion that: "... the modeling and research of professional teachers' competences takes a greater part in the system of academic research". In addition to the specified competencies for experienced and non-experienced teachers, a grade is also very often specified.

Teachers must have the ability to define the teaching the subject nature, the degree of teaching of the students, and select the instructions for the students accordingly. They believe that even though it seems that, such diagnostic competence takes an important part in the professional knowledge, researchers very rarely notice the competence development [15].

According to research, O.I. Dorfeeva (2007, 2013) formulated the diagnostic competence, regardless of the specialty profile as: "... a combination of teacher's theoretical and practical readiness to carry out diagnostic activities to solve the professional problems and tasks which are important in real situations of professional pedagogical activity" [16].

And at the same time, the presence of diagnostic competence helps the specialist competently, professionally identify the main problems of student's personal development, gaps in knowledge and their causes, reasonably choose the content and methods of training, i.e. effectively carry out professional activities in the new organizational and pedagogical conditions." [15].

A.V. Furltova (2016) draws attention to the definition of main criteria, indications and a social teacher's diagnostic competence level formation.

Integrating all available modern formulations of this concept (N.V. Kutova (2012), E.N. Artemenok (2012), N.A. Pronyaeva (2012)) offer their formulations of diagnostic competence as: "...a unity of theoretical and practical readiness to carry out diagnostic competence activities, and it is the individual's integral property, including diagnostic extensions diagnostic hypotheses, solving the problems and issues that arise in real situations of the psychological and pedagogical activity, constantly make appropriate adjustments to their own activity" [15].

S. Seitenova, Sh.A. Mukhangelieva (2013) consider the diagnostic competence as: "... an important part of future specialists' research competence, we consider that the diagnostic thinking should be a very important component of diagnostic competence formation model" [16].

Here, too, we present the idea of the Russian scientist A.S. Belk, who analyzes the characteristics of the teacher's diagnostic thinking and characterizes different diagnostic approaches: step by step, system integral, inversion and prediction.

There have also been experiments with the fundamental principles of individual diagnostic work of qualifications in the pedagogical field (objectivity, systematicity and complexity, functionality study, collective and educational training). Diagnostic tasks are required to improve proper thinking in the school's pedagogical process (the purpose of future pedagogue-psychologist effectiveness).

The researchers as, Kasen G.A. and Otarbayeva A.B. gave the definition of diagnostic competence as: "... the minimum for a profession of a school teacher-psychologist (it is also adapted by Kazakhstan scholars to realities of Kazakhstan society)" [16].

The diagnostic alternative should be considered as a custom education, a professional definition of psychological and pedagogical problems of personal development of children, the ability to determine their causes, an adequate choice of content and methods of classes, the ability to correct these shortcomings in the development of the child, the ability to effectively carry out professional activities.

The main criteria for the diagnostic competencies of students of the profile of a speech therapist, defectologist are cognitive, motivational and operational, efficiency criteria. For each criterion, significant characteristics are determined with a three-level display. Specially organized work with students shows its effectiveness in the formation of high-level diagnostics, competencies, readiness to carry out professional activities that are carried out through the gap. During our research, diagnostic skills are distinguished as independent in the process of solving educational problems conducting diagnostics of psychotic activity; identifying the presence of various qualities, neoplasms and the degree of their severity; establishing the cause of certain deviations in personal development and behaviour; performing, on a diagnostic basis, an aspect and complex analysis of the condition in the educational process.

Investigating the real nature of diagnostic skills, scholars suggest to consider them as: "... a set of mental and practical actions and operations which correspond to the logic of the diagnostic process, ensuring the successful research of children's personality and activity using certain methods and techniques" [16].

Taking into account the opinions of various authors during the study, we consider the diagnostic skills of the future psychology teacher as follows: "... holistic systematic personality quality in the university education process, which includes a high level of motivation to carry out diagnostic measures, working with diagnostic methods, setting objectives, analysing the course and analysing the results of the decision taken, making regular reasonable adjustments to their activities." [16].

As a result of psychological and pedagogical sources on the given problem, the following conclusions can be drawn as: “..... first, there are various approaches to the definition of the concept of “diagnostic competence”; second, there is no doubt that the university can hold the students’ diagnostic training, preparing specialists not only with a certain set of knowledge, skills and abilities, but also informed in the field of diagnostic activities; third, diagnostic skills, as a means of providing with the information the pedagogical process, provide a relationship between individual groups of professional and pedagogical skills; fourth, diagnostic skills make it possible to ensure the effectiveness of receiving feedback in the process of training and education, and also allow you to evaluate the pedagogical process and manage it”[16].

Our research was held on the basis of M.Kh. Dulaty Taraz Regional University. We put forward the following objectives of our study:

- 1) to clarify the experimental conditions for forming the diagnostic competence at the university;
- 2) to analyze the content of psychological and pedagogical courses and potential possibility of introducing in them a component of forming the diagnostics;
- 3) to establish the criteria for assessing the diagnostic competence formation of M.Kh. Dulaty Taraz Regional University graduates;
- 4) to identify psychological and pedagogical conditions of future teacher-psychologists for professional diagnostic activities on the material of psychological and pedagogical courses.

A survey of around 100 psychologist educators, graduates of M. Kh. Dulaty Taraz Regional University showed that they master professional difficulties in diagnostic work and independently and intuitively. The main difficulties are associated with the estimated side of the professional activity (69%); the forecasting of the result of psychological and pedagogical interaction (83%); the ability to analyze the psychological and pedagogical information and our professional actions (66%); the ability to accept appropriate situations of psychological and pedagogical decisions (741%). Students also noted these difficulties that arise in the process of the pedagogical practice.

So this approach is quite applicable to determining the level of diagnostic competence formation with the following clarifications as: “..... the *epistemological component* includes knowledge of the theoretical foundations of psychological and pedagogical diagnostics, knowledge of the basic technologies of pedagogical diagnostics, knowledge of the place of the diagnostic component in the system of pedagogical work, about the purpose and means, its functions and specifics, the composition of diagnostic skills; the *value-semantic (personal) component* includes readiness to hold the procedure of pedagogical diagnostics, value the attitude to diagnostic procedures, value the attitude to diagnostic activity, readiness for personal initiative, value attitude to people and events; the *actual component* includes the following skills; gnostic, analytical, design, evaluation, diagnostic and information, which are presented in table”(see table 1).

Table 1

Diagnostic competence formation degree

No.	Component	High	Medium	Low
1	The cognitive element	21%	28%	47%
2	Indicative (personal) value element	19%	24%	58%
3	Actual component	12%	24%	66%

Demonstration of these criteria during our pilot study was assessed by us at high, medium and low levels. So, according to the gnoseological criterion: high level – 21%, medium level – 28%, low level – 47%. According to the value-semantic criterion: high level – 19%, medium level – 24%, low level – 58%. According to the actual criteria: high level – 12%, medium level – 24%, low level – 66%. The data obtained indicate a low level of diagnostic competence in teachers – psychologists of secondary schools in Taraz and confirm the need to strengthen the diagnostic competent in the system of higher education. (see in table 1).

Based on this, it is clear that specific, targeted studies are needed to improve the diagnostic qualifications of future psychological teachers during the university period. This problem can be solved when working with the block, structure, content and technology of pedagogical classes, which make it possible to ensure the systemic, progressive, integrity of students by mastering students' diagnostic activities.

To control the existing problem in the field diagnostic competence formation of university students, we have carried out pilot study. So we tried to study readiness level a teacher-psychologist to perform diagnostic activities. The program we recommended includes training of educational psychologists with different starting points, which is revealed during the entrance diagnostics. With an understanding of the diagnosis, each teacher can prepare for diagnostic activities. Advanced training coordinates and changes tasks. Training materials are selected and configured for each level of training.

The following conclusions were made from our pilot research results:

- 1) students' preparation for diagnostic activity can take place during the special courses;
- 2) personal place in the of students' individual and professional position interested in pedagogical disciplines.
- 3) the activity approach to the identification of criteria for measuring the teacher-psychologist's professional competence involves the synthesis of gnoseological, value-semantic and actual activity components.

As we have mentioned earlier, the future teacher-psychologist's diagnostic competence formation, perhaps on the material of the psychological and pedagogical courses, which is organically linked structure of the diagnostic framework the student's determine the effectiveness of such work may be as follows:

- the logic of the content of the educational subject is assumed to be based on an organic connection of the invariant part (in accordance with the state educational standard):
  - improving traditional forms of higher education;
  - innovative approaches to teaching university students,
  - examining techniques and modern forms of mental activity as the basis for the formation of knowledge and diagnostic skills;
  - redefining the system of information monitoring, student skills regulation in higher education.

Our experimental studies show that psycho-training courses constitute diagnostic competence. Thus, theoretical and experimental activities will continue to significantly improve the efficiency and quality of the medical product.

**Conclusion.** The differentiation of diagnostic competence as an integral part of the retraining process enables the identification of algorithms and mechanisms for the education of vocational and secondary schools in the implementation of the primary education program, which will influence the results of the vocational education of their teachers in the future. Based on the above-mentioned analysis of understanding diagnostic skills, we add the following reference: Diagnostic adequacy as diagnostic qualification as the overall systemic quality of a future teacher-psychologist who is

studying a highly motivated formative process at the university to provide diagnostic skills, knowledge, intentions and skills in diagnostic methods

At the same time, as we model the process of establishing the diagnostic competencies of future psychologists in the field of university education, we have learned that the two main aspects in our view need to be created precisely in the pedagogical setting. These are diagnostic and mental abilities. The diagnosis of the future expert should be used to create a structural model for the formation of their pedagogical and psychological competence. In this regard, it is necessary to make adjustments taking into account the need to change measures to review the "Pedagogy and Psychology" curriculum and conduct diagnostic courses of a special nature.

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### БОЛАШАҚ ПСИХОЛОГТЫҢ ДИАГНОСТИКАЛЫҚ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

**Аңдатпа.** Мақалада болашақ психологтардың диагностикалық құзыреттілігін қалыптастыру мәселесі қарастырылады. Қазіргі уақытта жаңа мектеп пен психологтың алдында тұрған күрделі мәселені табысты шешуде, олардың болашақ кәсіби қызметіне қажетті өзгерістер ендіру. Қарастырылып отырған мәселенің психологиялық-педагогикалық әдебиеттердегі даму деңгейі диагностикалық құзыреттілікті қалыптастырады. Болашақ психологтың диагностикалық құзыреттілігінің мазмұны, оны анықтаудың жолдары мен әдістері анықталған. Зерттеу мәселесі бойынша психологиялық-педагогикалық әдебиеттерге жүргізілген теориялық-әдіснамалық талдауда, болашақ психологтардың құзыреттілігін қалыптастырудың тәжірибелік маңызын көрсетеді. Бүгінгі таңда психолог мамандардың диагностикалық құзыреттілігін қалыптастыру мәселесі өзектілігімен қатар, білім беру бағдарламаларында қойылатын негізгі дағды ретінде айқындалады.

**Тірек сөздер:** құзыреттілік, білім, диагностика, даму, болашақ психолог, дағды, қалыптастыру.

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### ФОРМИРОВАНИЕ ДИАГНОСТИЧЕСКОЙ КОМПЕТЕНЦИИ БУДУЩЕГО ПСИХОЛОГА

**Аннотация.** В статье рассматривается проблема формирования диагностической компетентности будущих психологов. Для успешного осуществления усложняющихся задач, стоящих перед новой школой и психологом в настоящее время, необходимы комплексные изменения их будущей профессиональной деятельности. Рассмотрена степень разработанности проблемы формирования диагностической компетентности в психолого-педагогической литературе, а также раскрыта содержание и структура диагностической компетентности будущего психолога. Проведенный теоретико-методологический обзор в психолого-педагогической литературы свидетельствуют о том, что проблема формирования диагностической компетентности будущих психологов является актуальной. На сегодняшний день проблема формирования диагностической компетентности специалистов-психологов наряду с актуальностью определяется как основным требованием предъявляемой к образовательной программе.

**Ключевые слова:** компетентность, знания, диагностика, развитие, будущий психолог, навыки, формирование.