

Keywords: content of preschool music education, traditional musical culture, predictive model of development, conceptual model component.

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ПРОБЛЕМА ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ПЕДАГОГА-ПСИХОЛОГА В РАБОТЕ С ПОДРОСТКАМИ ДЕВИАНТНОГО ПОВЕДЕНИЯ

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Аннотация. В статье анализируется проблема профессиональной подготовки педагогов-психологов в вузах Республики Казахстан, раскрыт вопрос о необходимости формирования профессиональной компетенции педагога-психолога в работе с детьми девиантного поведения. Авторы указывают на то, что в настоящее время существует противоречие между процессом подготовки педагога-психолога в вузе и условиями реальной профессиональной деятельности.

Ключевые слова: девиантное поведение, подготовка педагога-психолога к работе с детьми девиантного поведения, компетентность, профессионализм, профессиональные компетенции.

Psychological service in the education system of the Republic of Kazakhstan is developing rapidly. A teacher-psychologist solves complex and diverse tasks, and this undoubtedly increases the importance of his professional activity, all this, in turn, imposes certain requirements on his personal and professional qualities, the basis of which is laid during the period of study at the university.

Kazakh scientists (T. Tazhibayev, M. Mukanov, A. Temirbekov, S. Balaubaev, T. S. Sadykov, M. E. Kudaikulov, T. S. Sabyrov, E. O. Zhumataeva and others) studied the issues of training teachers - psychologists for the education system. They considered the problems of training qualified personnel who will be ready to solve their professional tasks, be able to create, apply and adjust the system of professional activity [1].

In the Republic of Kazakhstan, the education system is being updated at a rapid pace, which requires a high level of professionalism from specialists, and in particular from educational psychologists [2,3]. The professional competence of a teacher-psychologist is the basis of his activity, which is understood as a system of

personal and professional characteristics (general pedagogical, general professional, special).

The training of educational psychologists in Kazakhstani universities began at the end of the 20th century. The specialty "Practical Psychologist" was first opened in 1988 on the basis of the Kazakh National University named after Kirov (now - Kazakh National University named after Al-Farabi).

In 1990, a new specialty "Pedagogy and Psychology" was opened at the Kazakh State Pedagogical University named after Abai, and gradually, in other pedagogical universities of the Republic of Kazakhstan, specialists began to train specialists for psychological service in educational organizations.

Today, in the Republic of Kazakhstan, the psychological service of the school is developing rapidly, a lot of work is being done to train psychologists, but there are contradictions between the process of training a psychologist at a university and the conditions of real professional activity, all this negatively affects the quality of professional training of modern teachers - psychologists.

The state and society have increased attention to the deviant behavior of adolescents, due to the new dangers of society. Today, the modern world is undergoing social and economic changes, as well as crises in the field of education, which negatively affect the behavior of the child. As a result, the number of crimes among children and adolescents is increasing, teenage alcoholism, drug addiction, hooliganism have become a social problem, and the number of children with mental disabilities is growing rapidly. That is why there is an urgent need to train specialized psychologists who will work with children with deviant behavior.

Lack of education is the result of incompetent pedagogical work; this phenomenon is considered in their studies by V.V.

So, V. V. Trifonov, considering the issue of deviant behavior and competence of a teacher, notes the following: "It is necessary to fully recognize the fact that children's offenses are direct pedagogical costs, the result of irresponsible education of difficult students, shortcomings of the entire teaching staff, and hence higher pedagogical institutions" [4; 231].

In most cases, a young specialist, including a teacher-psychologist, after graduation, to a greater extent has only theoretical training, so it is difficult for him to avoid problems in a professional environment due to a lack of practical experience.

A. D. Goneev points out that it is necessary to improve the modern system of training future specialists with the addition of the requirement to develop skills and abilities in working with children and adolescents with deviant behavior [5]. Also, M.S. Yemets [6].

In the developed countries of Europe, in the educational sphere, such a term as "International Competence Baseline" (ICB). The certification programs contain

requirements for knowledge, personal qualities and experience gained in the learning process. This program consists of a three-phase system of study, in which professional diplomas are issued (bachelor's, master's and postgraduate practical training). The third phase (post-graduate practical training) contributes to the formation of skills and the effectiveness of the professional activity of a novice specialist and is a decisive factor in the quality of higher education.

As for the training and advanced training of specialists in the education system in Kazakhstan, the developers of educational programs IPIPK "BILIM", RSU "National Scientific and Practical Center for the Development of Special and Inclusive Education", JSC "NCPС "Orleu", LLP "Kazakhstan Center for Retraining and Advanced Training" create advanced training courses for educational psychologists, which are agreed with the Ministry of Education of the Republic of Kazakhstan [7].

In conclusion, it should be noted that the training of psychologists in working with adolescents with deviant behavior is relevant, obviously, it is required to include professional and special disciplines in the educational process of training future psychologists, which would become the basis for the formation of relevant competencies in working with adolescents. deviant behavior. An important task may be to familiarize future specialists with the real conditions in educational institutions.

At the same time, as N. F. Sosnin, future teachers should be included in practical work with adolescents with deviant behavior from the first years of study [8]. All this requires a combination of a practice-oriented approach and an in-depth study of the theoretical amount of information that determines the availability of knowledge about how to resolve conflicts and identify negative social phenomena.

The competency-based approach implemented today in the educational environment meets this task. However, the limitations associated with the training program may simply not allow the implementation of the important and urgent task of preparing future psychologists to work with adolescents and children with deviant behavior.

Understanding the features of the professional sphere of a teacher-psychologist will allow finding the best ways to resolve the existing difficulties in the training of a teacher-psychologist, improve his status and role in modern educational organizations of the Republic of Kazakhstan.



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**THE PROBLEM OF FORMING THE PROFESSIONAL COMPETENCE
OF THE TEACHER-PSYCHOLOGIST IN WORK
WITH ADOLESCENTS OF DEVIANT BEHAVIOR**

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Abstract. The article analyzes the problem of professional training of psychologists in the universities of the Republic of Kazakhstan, reveals the question of the need to form the professional competence of a teacher-psychologist in working with children with deviant behavior. The authors point out that at present there is a contradiction between the process of training a teacher-psychologist at a university and the conditions of real professional activity.

Keywords: deviant behavior, teacher training to work with children of deviant behavior, competence, professionalism, professional competencies.