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**SPECIFICS OF CREATIVE ACTIVITY
OF A TEACHER-PSYCHOLOGIST
IN THE CONDITIONS OF INTEGRATED TRAINING**

Abstract. The article presents the features of psychological and pedagogical support in the conditions of integrated learning. The role of a teacher - psychologist in the design and organization of psychological and pedagogical support of the educational process is considered. The main directions of psychological and pedagogical support for the development of professional competence of a teacher, the specifics of his creative activity are formulated. The main conditions for the effectiveness of programs of psychological and pedagogical support are considered. At the present stage of development in the Republic of Kazakhstan, there are deep socio-economic transformations that require new approaches to the system of vocational education. The First President of the Republic of Kazakhstan Elbasy N. A. Nazarbayev pays attention to the development of science and education in the program "100 concrete steps" in five institutional reforms. Special emphasis is placed on improving the competitiveness of graduates and the growth of the educational sector.

The article considers the theoretical features of the priority tasks of higher education, strengthening the resource base, expanding the practical component of scientific and educational activities, investments in the preservation and development of human capital, which is the main priority of the State program for the development of education of the Republic of Kazakhstan for 2011 – 2020.

The paper describes the need for specialists who can productively organize interaction and relationship in the "person-to-person" system. In these conditions, the problems of training specialists in the so-called "helping professions" (psychologists, social workers, etc.) become urgent. The article describes the current socio-economic situation in Kazakhstan, which also determines the order for specialists of this profile who have the qualities and skills of activity in this field, which requires the modernization of training students in the relevant specialties of the higher education system. Both domestic and foreign experts are increasingly calling the XXI century the century of "man". The article considers that in modern socio-economic conditions, the problem of developing creative abilities remains one of the most important problems of human society.

It is particularly relevant in modern society, because education as a resource of science, technology and art is undergoing radical changes today, due to the need for continuous adaptation to rapidly changing dynamic socio-economic conditions. In addition, the paper describes the fact that this is due to the constantly increasing volume of information, which is forced to operate a modern specialist in any field, and the process of integrating the Sciences, which requires a person not only extensive knowledge, but also a higher creative level of thinking development.

Key words: creative activity, pedagogy, higher education, education in the Republic of Kazakhstan, teacher-psychologist, integrated training, innovations in education, modernization.

Introduction. Modern education is characterized by systemic changes in structure and content. Rethinking the priorities of education, the role of the student as a subject of the educational process, as well as social changes, cause non-traditional approaches to solving many educational problems. One of the leading trends in the development of modern education is the integration of its content [1].

The literal content of the concept of "integration" was introduced in the 60s of the XIX century by the Englishman G. Spencer (from Latin integration-whole), but it did not reflect the real content of the processes that are defined by this term today [2].

In dictionaries, the concept of "integration" is defined as the integration of previously isolated parts, elements, and components into one whole, which is accompanied by complication and strengthening of connections and relationships between them [3]. Philosophers define it as the process of movement and development of a certain system, in which the frequency and intensity of interactions of its elements increases – their interaction increases and their relative independence in relation to one another decreases. In this case, new forms may appear that did not exist in the history of this system [4]. The formation of connections, further significant interdependencies, the appearance of qualitatively new properties inherent only in the totality of interrelated elements, processes, phenomena – all this is nothing more than a consistent establishment of integrity [5].

Integration is broadly understood as the process of becoming whole. The definition of integration as a process of interpenetration does not mean the dissolution of one into the other, but their unity, that is, the preservation of interacting systems and the establishment of mutual contacts between them [6].

It can be concluded from the definition of integration that it is more likely to occur when:

- there is a formerly independent things, processes, phenomena;
- there are objective prerequisites for their unification [7];
- integration occurs by establishing significant relationships that determine and change the functioning of the elements that are integrated;
- the result of merging is a system that has integrity properties [8].

Methodology. The methodological basis of the research is documents on improving the management system in the educational environment, the main provisions of modern psychology and pedagogy of higher education, revealing the content and ways of forming professional competencies.

Method of research:

- interview, survey of students, students and teachers, monitoring the educational activities of students and students;
- pedagogical experiment;
- statistical processing of experimental results;
- study and analysis of documents on education, psychological, pedagogical and methodological research of problems of implementation of the applied orientation of higher education (state program of education development of the Republic of Kazakhstan for 2011-2020, etc.);
- development of a model for the implementation of applied orientation in the context of specialized training;
- modeling of technology for teaching pedagogical tasks;
- qualitative analysis of research results.

Results. Many researchers (I. V. Dubrovina, V. V. Rubtsov, L. M. Fridman, etc.) believe that a teacher-psychologist [9] (or a practical psychologist working in the field of education) carries out his professional activity within the framework of the psychological service in education, being an active participant in it [10]. According to the authors, the work of this specialist cannot be considered outside the context of the psychological service of education. Therefore, we consider it legitimate to analyze this issue in more detail [11].

Professional vocation is a complex phenomenon that is characterized by a complex of personal qualities of a specialist, his socio-psychological readiness to implement the functions of a teacher-psychologist as a specialist of helping professions [12].

We are interested in the definition of diagnostic activity given by K. S. Akhmetkarimova. In its understanding, diagnostic activity involves 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 on it to achieve a given goal [13]. Based on the studied material, the authors propose the following structure of creative characteristics of a teacher-psychologist in the process of integrated learning (table):

Main characteristics of creative activity of a teacher-psychologist in the process of integrated learning

| Types of professional activities | Content |
|----------------------------------|---|
| psychodiagnostic | 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 of students [14]. |
| correctional - developmental | Purposeful psychological and pedagogical influence on a mentally healthy student in order to change (correct) or prevent deficiencies and deviations in development, as well as the overall development of the individual. Content of participants in the educational process. |
| advisory | 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 [15]. |
| preventive | It is designed to timely prevent possible violations in the mental development of the individual participants of the educational process, to create favorable conditions for its development at each age stage. |
| evaluative | It is aimed at analyzing changes in cognitive processes, mental states, and personal reactions in students as a result of psych - corrective influences. |
| prognostic | It is aimed at designing psychophysiological, adaptive and socio-psychological functions of the student. |
| enlightening | Introducing teachers, students (pupils) and their parents to psychological knowledge [16]. |
| teaching | Specially organized activities for the purpose of informing, awareness and practical application of knowledge. Teaching activities include classes, electives, clubs, etc. |
| career guidance | Activities that assist students in professional self-determination or in choosing a profession [17]. |
| scientific-methodical | Activities based on pedagogical and psychological science. |
| socio-pedagogical | Activities that contribute 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 [18]. |
| educational | Purposeful activity to organize the life of students (pupils), their parents, teachers, which aims to create conditions for the full development of the individual [19]. |
| managerial | Purposeful activities related to the organization [20], coordination and control of the activities of participants in the educational process. |
| Note: compiled by the authors. | |

Summarizing the above, we can conclude that under the psychological and pedagogical support of the teacher-psychologist as a specialist in the process of integrated training, we will understand the joint activity of teachers to create pedagogical conditions aimed at improving the professional training of the teacher-psychologist as a specialist, based on the principles of personality-oriented education. In other words, psychological and pedagogical support is, in fact, all the work performed by teachers and students to improve professional training, in which the teacher acts as a teacher-manager and manages the process of training a teacher-psychologist as a specialist in the process of integrated learning, in particular, the process of their professional creative training, and students are active participants in this process [21].

In addition, we assume that in the process of professional creative training of a teacher-psychologist as a specialist of the integrated learning system, innovative learning technologies should be used, in our opinion, also contributing to the improvement of professional training.

Conclusions. Thus, based on the analysis of literature sources, we can note that the problem of studying the creative readiness of a teacher - psychologist for integrated learning is not sufficiently sanctified in modern research. At the same time, many authors point to the need to identify socio-psychological problems caused by the introduction of integrated education, as well as to develop ways to overcome them. The problem of research and formation of professional and psychological readiness for the integration process of future teachers-psychologists, which is associated with the transition stage of the development of the special education system at the present time, is of particular relevance. In addition, based on the research, we found that future teachers-psychologists are not psychologically ready to work in an integrated learning environment, which is manifested by the lack of special knowledge, lack of motivation to work with students, as well as lack of experience in interacting with problem groups. This fact makes it necessary to organize and conduct targeted work on the formation of psychological readiness for integrated learning as a component of professional creative readiness of future teachers-psychologists at the present stage of development of the special education system.

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КІРІКТІРІЛГЕН ОҚЫТУ ЖАҒДАЙЫНДАҒЫ ПЕДАГОГ-ПСИХОЛОГТЫҢ ШЫҒАРМАШЫЛЫҚ ҚЫЗМЕТІНІҢ ЕРЕКШЕЛІГІ

Аннотация. Мақалада интеграцияланған оқыту жағдайында психологиялық-педагогикалық сүйемелдеу ерекшеліктері берілген. Білім беру үдерісін психологиялық-педагогикалық сүйемелдеуді жобалауда және ұйымдастыруда педагог-психологтың рөлі қарастырылады. Педагогтың кәсіби құзыреттілігін дамытуды психологиялық-педагогикалық сүйемелдеудің негізгі бағыттары, оның шығармашылық қызметінің ерекшелігі қалыптасады. Психологиялық-педагогикалық сүйемелдеу бағдарламалары тиімділігінің негізгі шарттары қарастырылды. Қазақстан Республикасында дамудың қазіргі кезеңінде кәсіптік білім беру жүйесіне жаңа көзқарасты талап ететін терең әлеуметтік-экономикалық өзгерістер орын алуда. Қазақстан Республикасының Тұңғыш Президенті Н. Ә. Назарбаев «100 нақты қадам» бағдарламасында бес институционалдық реформада ғылым мен білім беруді дамытуға көңіл бөледі. Бұл ретте шығарылатын кадрлардың бәсекеге қабілеттілігін арттыруға және білім беру секторының артуына ерекше назар аударылды.

Мақалада жоғарғы мектептің басым міндеттерінің теориялық ерекшеліктері, ресурстық базаны нығайту, ғылыми білім беру қызметінің тәжірибелік құрамдас бөлігін кеңейту, Қазақстан Республикасында білім беруді дамытудың 2011-2020 жылдарға арналған мемлекеттік бағдарламасының басты басымдығы болып саналатын адам капиталын сақтау мен дамытуға инвестициялар қарастырылған.

Жұмыста «адам-адам» жүйесінде өзара қарым-қатынас және оны нәтижелі ұйымдастыруға қабілетті мамандарға деген қажеттілік сипатталған. Бұл жағдайда «көмек көрсететін мамандықтар» (психологтар, әлеуметтік қызметкерлер және т.б.) деп аталатын мамандарды даярлау мәселелері өзекті болып отыр. Мақалада Қазақстанда қалыптасқан әлеуметтік-экономикалық жағдай сипатталған, ол сондай-ақ осы саладағы қызметтің сапасы мен дағдысы бар аталған бейіндегі мамандарға тапсырыс береді, бұл жоғары білім беру жүйесінің тиісті мамандықтары бойынша студенттерді даярлауды жаңғыртуды талап етеді. Отандық және шетелдік мамандар ХХІ ғасыр – «адам» ғасыры деп жиі атайды. Мақалада қазіргі әлеуметтік-экономикалық жағдайларда шығармашылық қабілеттілікті дамыту мәселесі адам қоғамының маңызды мәселелерінің бірі болып қалатыны жан-жақты қарастырылды.

Ол қазіргі қоғамда ерекше өзектілікке ие болып отыр, өйткені білім беру ғылым, техника және өнер ресурсы ретінде бүгінде жылдам өзгеріп жатқан серпінді әлеуметтік-экономикалық жағдайларға үздіксіз бейімделу қажеттілігіне байланысты түбегейлі өзгерістерге ұшырайды. Сонымен қатар, жұмыста бұл кез келген салада заманауи маман жұмыс істеуге мәжбүр болатын үнемі қар көшкіні артып келе жатқан ақпарат көлемімен және адамнан кең білімді ғана емес, сонымен қатар ойлау дамуының жоғары шығармашылық деңгейін талап ететін ғылым интеграциясы процесімен байланысты.

Түйін сөздер: шығармашылық қызмет, педагогика, жоғары білім беру, ҚР білім беру, педагог-психолог, интеграцияланған оқыту, білім берудегі инновациялар, жаңғырту.

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СПЕЦИФИКА ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ ПЕДАГОГА-ПСИХОЛОГА В УСЛОВИЯХ ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ

Аннотация. В статье представлены особенности психолого-педагогического сопровождения в условиях интегрированного обучения. Рассматривается роль педагога-психолога в проектировании и организации психолого-педагогического сопровождения образовательного процесса. Формулируются основные направления психолого-педагогического сопровождения развития профессиональной компетентности педагога, специфика его творческой деятельности. Рассмотрены основные условия эффективности программ пси-

холого-педагогического сопровождения. На современном этапе развития в Республике Казахстан происходят глубокие социально-экономические преобразования, которые требуют новых подходов к системе профессионального образования. Первый Президент Республики Казахстан Лидер Нации Н.А. Назарбаев в программе «100 конкретных шагов» в пяти институциональных реформах уделяет внимание развитию науки и образования. Особый акцент при этом сделан именно на повышение конкурентоспособности выпускаемых кадров и рост образовательного сектора.

В статье рассмотрены теоретические особенности приоритетных задач высшей школы, укрепление ресурсной базы, расширение практической составляющей научно-образовательной деятельности, инвестиций в сохранение и развитие человеческого капитала, который является главным приоритетом Государственной программы развития образования Республики Казахстан на 2011 – 2020 годы.

В работе описана потребность в специалистах, способных продуктивно организовать взаимодействие и взаимоотношение в системе «человек-человек». В этих условиях актуальными становятся проблемы подготовки специалистов так называемых «помогающих профессий» (психологов, социальных работников и др.). В статье охарактеризована сложившаяся в Казахстане социально-экономическая обстановка, которая также определяет заказ на специалистов данного профиля, обладающих качествами и навыками деятельности в этой сфере, что требует модернизации подготовки студентов в соответствующих специальностях системы высшего образования. И отечественные и зарубежные специалисты все чаще называют XXI век веком «человека». В статье рассмотрено то, что в современных социально-экономических условиях проблема развития творческих способностей остается одной из важнейших проблем человеческого общества.

Особую актуальность она приобретает в современном обществе, ибо образование как ресурс науки, техники и искусства претерпевает сегодня коренные изменения, связанные с необходимостью непрерывной адаптации к быстро меняющимся динамичным социально-экономическим условиям. Кроме того, в работе описано то, что это связано с постоянно лавинно увеличивающимся объемом информации, которым вынужден оперировать современный специалист в любой области, и процессом интеграции наук, требующим от человека не только обширных знаний, но и более высокого творческого уровня развития мышления.

Ключевые слова: творческая деятельность, педагогика, высшее образование, образование в РК, педагог- психолог, интегрированное обучение, инновации в образовании, модернизация.

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