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**DIAGNOSTIC COMPETENCE OF EDUCATIONAL PSYCHOLOGISTS:
CURRENT STATUS AND PROBLEMS**

Abstract. Today the educational system is changing globally. This requires new criteria for success in professional activities. Refine skills continuously to overcome unexpected challenges. In the context of pedagogical activity, in particular, among educational psychologists, the implementation of this need turns out to be impossible without the presence of diagnostic competence.

The article presents a study aimed at identifying the current level of diagnostic competence of educational psychologists and analyzing the difficulties they encounter in their professional activities. The main objectives include determining the level of cognitive knowledge, motivational factors for application in professional activities, and identifying personal problems in the field of diagnostics. The scientific significance of the study lies in the fact that the data obtained represent significant indicators for developing a program to improve the level of diagnostic competence. The practical significance lies in the use of the results to form a model of diagnostic competence of students of educational psychologists in higher educational institutions.

To achieve the set objectives, we used sociological methods, which included utilizing the “Questionnaire for express diagnosis of professional difficulties of teachers” (a modification of the methodology by S.V. Danilov, L.P. Shustova, N.I. Kuznetsova), the “Analysis of motivational dominants of diagnostic activities of teachers” (authored by O.I. Dorofeeva), and a test for knowledge of the basics of psychological and pedagogical diagnostics. 35 educational psychologists from the Zhetysu region with various qualification categories took part. We will use the obtained results to further improve the system of teaching diagnostic competence in higher education institutions.

Keywords: competence, diagnostics, diagnostic competence, psychological and pedagogical competence, education, psychology.

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**Педагог-психологтардың диагностикалық құзыреттілігі:
ағымдағы жағдайы мен мәселелері**

Аңдатпа. Қазіргі заманда білім беру жүйесі кәсіби қызметті табысты жүзеге асырудың жаңа критерийлерін талап ететін жаһандық өзгерістерге ұшырауда. Маңызды шарттардың бірі туындайтын мәселелерді тиімді шешу үшін үнемі өзін-өзі жетілдіру болып табылады. Педагогикалық қызмет жағдайында, атап айтқанда педагог-психологтар арасында бұл талапты жүзеге асыру диагностикалық құзыреттіліксіз мүмкін емес болып шығады.

Мақалада педагог-психологтардың диагностикалық құзыреттілігінің қазіргі деңгейін анықтауға және олардың кәсіби қызметінде кездесетін қиындықтарды талдауға бағытталған зерттеу ұсынылған. Негізгі мақсаттарға когнитивтік білім деңгейін анықтау, кәсіби қызметте қолданудың мотивациялық факторлары және диагностика саласындағы жеке проблемаларды анықтау жатады. Зерттеудің ғылыми маңыздылығы мынада: алынған мәліметтер диагностикалық құзыреттілік деңгейін арттыру бағдарламасын әзірлеу үшін маңызды көрсеткіштер болып табылады. Практикалық маңыздылығы жоғары оқу орындарының педагог-психологтары студенттерінің диагностикалық құзыреттілік моделін қалыптастыру үшін нәтижелерді пайдалануда.

Қойылған мақсаттарға қол жеткізу үшін социологиялық әдістер қолданылды, оның ішінде «Мұғалімдердің кәсіби қиындықтарын экспресс-диагностикалау сауалнамасы» (С.В. Данилов, Л.П. Шустова, Н.И. Кузнецова әдістемесінің модификациясы), «Мұғалімдердің диагностикалық іс-әрекетінің мотивациялық доминанттарын талдау» (авторы О.И. Дорофеева) және психологиялық-педагогикалық диагностика негіздерін білуге арналған тест. Жетісу өңірінен әртүрлі біліктілік санаттары бар 35 педагог-психолог қатысты. Алынған нәтижелер жоғары оқу орындарында диагностикалық құзыреттілікті оқыту жүйесін одан әрі жетілдіру үшін пайдаланылатын болады.

Кілт сөздер: құзыреттілік, диагностика, диагностикалық құзыреттілік, психологиялық-педагогикалық құзыреттілік, білім беру, психология.

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**Диагностическая компетентность педагогов-психологов:
современное состояние и проблемы**

Аннотация. В современное время образовательная система претерпевает глобальные изменения, требующие новых критериев для успешной реализации профессиональной деятельности. Одним из неотъемлемых условий становится постоянное самосовершенствование для эффективного решения возникающих задач. В контексте педагогической деятельности, в частности среди педагогов-психологов, реализация указанного требования оказывается невозможной без наличия диагностической компетентности.

В статье представлено исследование, направленное на выявление текущего уровня диагностической компетентности педагогов-психологов и анализ трудностей, с которыми они сталкиваются в своей профессиональной деятельности. Основные задачи включают определение уровня когнитивных знаний, мотивационных факторов применения в профессиональной деятельности и выявление личностных проблем в области диагностики. Научная значимость исследования заключается в том, что полученные данные представляют собой существенные показатели для разработки программы повышения уровня диагностической компетентности. Практическая значимость заключается в использовании результатов для формирования модели диагностической компетентности студентов педагогов-психологов в высших учебных заведениях.

Для достижения поставленных задач были использованы социологические методы, которые включали использование «Анкеты для экспресс-диагностики профессиональных затруднений педагогов» (модификация методики С.В. Данилова, Л.П. Шустовой, Н.И. Кузнецовой), «Анализ мотивационных доминант диагностической деятельности педагогов» (автор О.И. Дорофеева) и тест на знания основ психолого-педагогической диагностики. Участвовали 35 педагогов-психологов Жетысуской области с различными квалификационными категориями. Полученные результаты будут использованы для дальнейшего совершенствования системы обучения диагностической компетентности в высших учебных заведениях.

Ключевые слова: компетентность, диагностика, диагностическая компетентность, психолого-педагогическая компетентность, образование, психология.

Introduction

Currently, Kazakhstan is entering a new stage of development for the country. In addition to pursuing a new political course and developing the real economy, the republic sees human capital as a strategic investment in its future. In the annual message to the people, President K. Tokayev confirms the priority of our country's main value - people and states that the main goal of state reforms is the harmonious development of society. Given this, the state of the education system, in which teachers become the driving force of progress, plays a key role in raising the nation's potential [1]. The educational system relies heavily on qualified specialists.

At the same time, Global changes and modifications compel us to reassess graduates' outdated knowledge. This creates a need for teachers to refresh their knowledge regularly. [2] Thus, K.K. Tokayev notes that “it’s necessary to adopt a new standard of accreditation of pedagogical universities and develop a framework of competencies of teachers”, including a teacher-psychologist [1].

In his address, the President emphasizes the importance of students' psychological health and calls for strengthening the psychological support service in educational institutions [3]. To install the provision of qualified psychological support for the training and personal development of students, a teacher-psychologist must have diagnostic competence. Diagnostics involves creating and analyzing a student's psychological profile to identify features and difficulties. It requires organizing comprehensive measures to eliminate learning difficulties and achieve success. The skills of conducting tests, questionnaires, and other psychological tools determine the above-described processes.

Despite the understanding and recognition of the need for diagnostic skills as an integral part of professional competence, Russian scientist O.I. Dorofeeva notes that teachers-psychologists lack the knowledge and skills to tool it [4]. The Kazakh researcher P.T. Abdullayeva in her dissertation work points out the lack of coverage of this problem in the national literature [5].

Based on the above, in light of new challenges, the development of effective ways to form diagnostic competence among educational psychologists in the higher education space is of great importance, confirming the relevance of the research topic. In this paper, the formation of diagnostic competence is understood as its purposeful development in the aspect of the problems of modern realities and conditions of global changes, since taking into account the professional specialization of knowledge and skills in this area is assumed.

The purpose of this study is to identify the current level of development of diagnostic competence of teachers-psychologists, as well as collect data on difficulties that arise, in the process of implementing their professional activities.

Research objectives:

1. Determine the current level of diagnostic competence of educational psychologists.
2. Identify the actual problems that teachers-psychologists face in mastering diagnostic competence.

Scientific significance: the data obtained in the course of the study are essential indicators for creating a program to improve the development of this competence.

Practical significance: the results of the study will have practical significance in forming a model of diagnostic competence for students of educational psychologists in higher educational institutions.

Review of Literature

Education's field has undergone a profound transformation in its requirements. High technologies emerge swiftly, creating a challenge for teachers to train staff who match contemporary demands. Digital technologies already provide operational functionality, thereby displacing the need for certain specialists. Given this, teachers need to prepare for professions that will be relevant in the IT future.

K. Tokayev reflected the essence of the above in his report at the Republican Congress of Teachers. In his speech, the president notes the old methods in educational programs don't fit today's living conditions. It also emphasizes the need for modernization and transformation of educational programs, taking into account modern methods and technical support. The President demands a thorough updating of training methods and improving the professionalism of teachers [6]. It thus confirms, the relevance of the problem of developing the diagnostic competence of a teacher in modern realities. To meet the objectives, we reviewed studies. They primarily aimed to analyze the current state of a teacher-psychologist's diagnostic competence in professional work.

The professional standard of the "Teacher" of the Republic of Kazakhstan states that providing psychological services and providing psychological support in diagnosing and identifying difficulties of participants in the educational process, at the same time informing and conducting methodological work is the main goal of a teacher-psychologist. We would like to note that we have formulated the key task as diagnosing the psychological and pedagogical profile and purpose of the student [7]. Based on this, we should study diagnostic competence as part of the professional skill of an educational psychologist.

Questions about the department of diagnostic competence of a teacher as an integral part of his professionalism in the aspect of updating the educational model are reflected in the works of E.N. Artemenko, L.A. Baykov, N.M. Barytko, O.I. Dorofeeva, N.V. Kutova, T. Yakovleva [8].

The works of L.I. Gushchin, B.P. Bepalko, L.N. Zakharov, K.M. Gurevich, V.N. Druzhinin, V.S. Avanesova, Ingenkamp, I.P. Podlasogo, V.P. Simonov, and E.N. Mikhailicheva most fully reflect the specifics of mastering diagnostics through practical activity [9].

When it comes to Kazakhstani scientists, the following researchers have addressed the issues of teacher professional competence development: N.K. Rakhmetova, Zh.B. Sandibayev, N.D. Khmel, D. Kalabayev, Sh.T. Taubayeva, and G.S. Kudaibergenova [10].

Among Western scholars, we can name Baumert and Kunter, Herppich, van Ophuysen & Behrmann, Klug, Moser Opitz E, and others who regard diagnostic competence as an essential component of professional knowledge [11].

In the context of the continuity of the development of diagnostic competence, the scientist A.V. Senichkina considers the competence of a teacher as his ability and readiness for diagnostic activity, which is expressed in a personal conscious attitude toward pedagogical diagnostics, in the presence of deep, solid diagnostic knowledge and skills based on his experience in solving diagnostic problems [12].

In the field of mathematical solutions, German scientists from Kasel University, Jan Philipp Volkmer, Andreas Eichler, and Elisabeth Rathgeb-Schnierer, developed measures to improve the diagnostic abilities of primary school teachers by using comparison and juxtaposition in solving problems [13].

The value of teacher assessments is examined by another German researcher, Rachel Wollschläger, in his dissertation "Diagnostic competencies of teachers". Studies have been done on the unique traits of pupils, their impact, and how they relate to the teacher's assessments. The potential repercussions of a teacher's biased assessment are also taken into account. The study's findings revealed some intriguing information, one of which was that a teacher's assessment of a student was primarily based on their grade. Simultaneously, during scientific research, the theory was entertained that social factors, including parental education, origin, and position, could influence teachers' assessments of students' character qualities and academic achievement. But the research showed that social factors do not have a strong relationship with teachers' judgments, except in cases of making recommendations for these students.

The purpose of the thesis was to understand the assessment skills of teachers in the classroom in order to further contribute to their changes. The results of experimental studies have shown that differentiated but potentially biased judgments of teachers directly affect their decisions about the strategic long-term direction of development in relation to the student, while the influence of social factors does not have such an effect [14].

It should be noted that despite the apparent multi-aspect and vastness of research, many more properties and mechanisms of diagnostic competence still require additional review. These studies have made a significant contribution to understanding the impact of the diagnostic competence of a teacher on the quality of teaching, but the problem of its systematic development is still relevant.

Questions of this nature are reflected in the work of the following Western researchers: Gerich M., Trittel M., Bruder S., Klug J., Hertel S., Bruder R., & Schmitz, B. In their research, they confirm that there is an increasing demand for practical programs that promote the development of the advisory and diagnostic competencies of teachers in the educational environment. As an example, the authors refer to the German Society of Psychology, which runs the course *Psychologie in den Lehramtsstudiengängen: Ein Rahmencurriculum - Psychology in Teacher Education: A Framework Curriculum*. No less relevant, as the authors note, is the need for theoretical modeling of competencies and approaches to their assessment in educational research.

In their study, Gerich M. et al. developed their own instruments for assessing teachers' diagnostic and advisory competency in the area of student conduct in the classroom. They also provided a theoretical framework and empirical support for these models. The author details the author's innovations, which include customized training courses on counseling and diagnostics for aspiring and practicing teachers that are based on several models. Their efficacy is then assessed using the instruments mentioned above. The feedback that was given during the teaching process drew particular attention from the researchers. To evaluate the advisory competency for this aim, a dialogue simulation between parents and teachers was put into place. Video recordings of the conversations were made for this reason, and they were assessed using a thorough rating system. Additionally, a study on the relationship between work on a set of educational diagnostics and its

impact on a teacher's diagnostic competence is described in the research on the diagnostic competence of teachers [15].

These studies have made a serious contribution to the disclosure of the essence of the concept of diagnostic competence of a teacher as a whole, regardless of the direction of specialized specializations, however, the problem of developing the diagnostic competence of educational psychologists, taking into account the specifics of the profession, which implies the presence of certain skills and abilities in this area, is still relevant. Given this, it will be relevant to consider the current state of the skills of educational psychologists in the field of diagnostics.

Research methods and materials

The study is important because it says that a teacher-psychologist's diagnostic work is a key part of their professional skill. We start from the main ideas of the system approach to studying diagnostic competence. They are the current cognitive knowledge, the motivation for professional use, and the personal problems of teachers-psychologists.

To perform these tasks, the following sociological methods were selected.

1. This is the “Questionnaire for Rapid Diagnostics of Teachers' Professional Difficulties”. The authors, S.V. Danilov, L.P. Shustova, and N.I. Kuznetsova, modified the methodology.
2. “Analysis of the motivational dominants of teacher’s diagnostic activity”, author O.I. Dorofeeva.
3. Test for knowledge of the basics of psychological and pedagogical diagnostics.

In the study, 35 teachers from the Zhetysu region took part. They were psychologists with different qualification categories.

Results and Discussion

An ascertaining experiment was carried out in order to determine the characteristics of issues in the sphere of diagnostic activity. The results collected were compared with 100% of the total research participants. The frequency with which respondents used diagnostics in their professional activities was disclosed: 15% said they used them every day, 34.2% said they did so 2-3 times a week, 30.1% said they did so 1-2 times a week, and 20.7% said they did so once a week or less (Diagram 1).

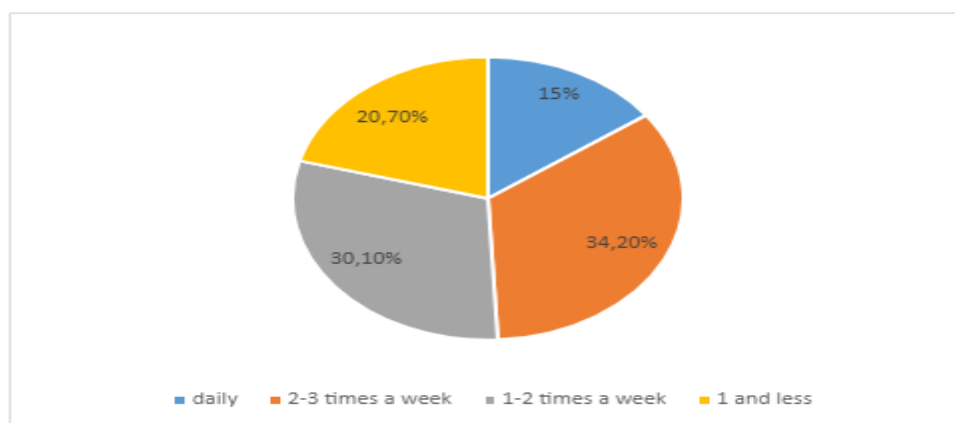


Diagram 1 – The frequency of using diagnostics in professional activities

The following elements were noted by respondents as essential for the efficient application of diagnostic activities: 12,5% mentioned the necessity of using diagnostic techniques on a regular basis, 14,5% stressed the value of experience gained via education and the workplace, and more than half - 73%, highlighted the significance of enrolling in extra courses and reading up on pertinent literature. It is noteworthy that nearly every teacher-psychologist who was interviewed

expressed some degree of interest in pursuing further education and learning more advanced training courses that focus on diagnostic tasks.

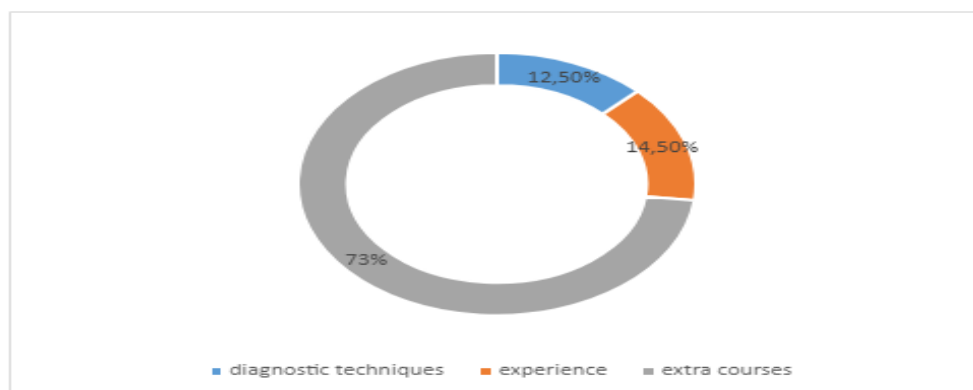


Diagram 2 – The efficient application of diagnostic activities

The results of the survey make it possible to distinguish between external and internal motivational factors and analyze their impact on the diagnostic practice of future teachers-psychologists [4]. Thus, the main incentives of teachers - psychologists for applying diagnostic competence in their professional spheres were identified, such as the impact on the pedagogical process, the need for professional growth, and the desire to provide timely assistance to students. It should be emphasized that internal motivational factors prevail over external ones, which increases the effectiveness of professional activity (Diagram 2).

This is due to the fact that internal motivational factors are based on personal values, which entails a natural integration of diagnostic practice into pedagogical activities through a deep understanding and conscious passage through one’s beliefs and principles. In this case, teachers, guided by internal motivation, look with interest in new methods, develop their diagnostic skills, and strive to use diagnostic tools in their practical daily work routine.

That is why it is necessary to develop not only the cognitive level, knowledge, and skills, but also internal personal readiness and interest in the development of the diagnostic field. As a result, it can be recommended to include in the methodology for developing diagnostic competence tools for self-reflection, goal setting, and the development of personal qualities that support internal motivation.

It is worth noting that innovative activity is regarded as a priority opportunity for all interviewed participants. Based on the dominance of this motive, as well as the predominance of internal motives, there emerges a need to develop a model for the formation of diagnostic competence, taking them into account, thereby going beyond the scope of the training course, and providing motivation in study, application, and further self-development in this direction (Diagram 3).

Regarding difficulties, A little over half of the subjects (57%) do not know how to use psychological and pedagogical diagnostic techniques, which makes it difficult for them to model the learning process using diagnostic data. Additionally, 43% of the subjects had trouble interpreting the diagnostic data.

Teachers in the first and highest categories have encountered certain challenges when it comes to organizing diagnostic procedures in the order in which they should be implemented. Educators belonging to the second category and those without any categories typically give the most erroneous responses.

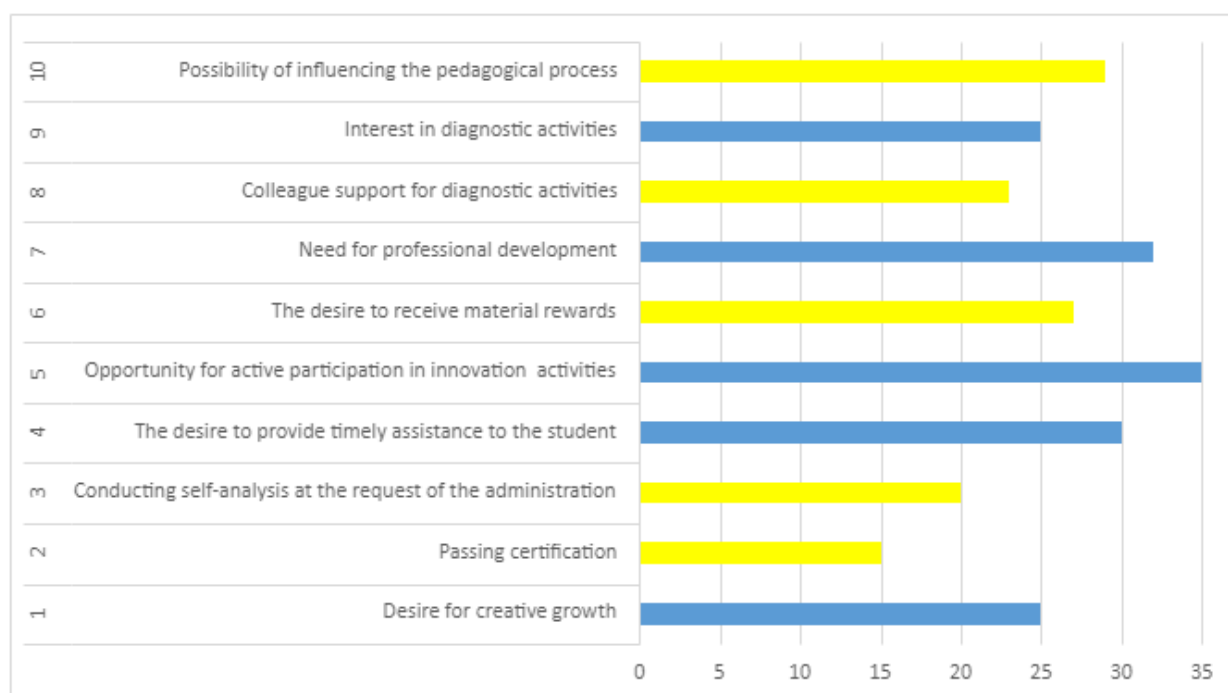


Diagram 3 – Motivational factors (external - 2, 3, 6, 8, 10 and internal - 1, 4, 5, 7, 9)

Thus, the conducted ascertaining experiment provided valuable data on the current level of diagnostic competence of teachers working in the field of pedagogy and psychology. The analysis of the results allows us to draw several key conclusions and offer practical recommendations for further steps in the field of developing the diagnostic competence of educational psychologists.

Conclusion

It is expected of teachers and psychologists that they possess significant diagnostic competence because they are regularly tasked with carrying out serious and complex tasks in their professional lives. Since doing diagnostics in the classroom is frequently not included in the curriculum of their training program, most teachers begin their professional activities unprepared, even if assessment accounts for half of their working time.

For the formation of diagnostic competence, its practical application in psychological and pedagogical activities plays an important role. Of course, the educational program of future educational psychologists also includes practical work and internships in schools, but for the most part education is aimed at obtaining cognitive knowledge about the types and applications of certain tools in the diagnostic process.

It is important to note that despite numerous studies on this topic, scientists consider the issue of diagnostic activity very broadly. In view of this, there is no single concept of diagnostic competence and methodology for its formation. At the same time, the concept of diagnostics is widely presented separately in pedagogical science (for example, diagnostics in mathematics lessons) separately in psychological science, but there is a need for literature specifically in psychological and pedagogical activities, especially the lack of domestic literature.

As a result of the above, we can draw conclusions about the insufficient development of methods for developing the diagnostic competence of educational psychologists that meet the modern requirements of the world. To present such methods, it is necessary to understand what difficulties educational psychologists experience in this matter; this is precisely what justifies the relevance of the experimental part of the work.

The results of the experimental work showed a variety of frequency of use of diagnostic procedures in the daily work of an educational psychologist, while simultaneously indicating the need for its use in the learning process. Despite the understanding that the application of diagnostic competence is mandatory, the participants' responses indicate that there is a problem with this. Based on this, we can conclude that the educational process is not sufficiently effective, and therefore it is necessary to pay attention to the issues of diagnostics even at present of professional training of teachers-psychologists in the higher education space.

An important trend is also the shift in diagnostic requirements caused by constant changes in the educational environment. Modern requirements for education and upbringing impose on teachers-psychologists the obligation to master and apply not only existing methods, but also to adapt and develop new diagnostic methods and technologies. As a result, it becomes obvious that the competence needs to be regularly updated to effectively interact with changing requirements [16], [17].

Thus, as a result of the study, the material was obtained, the analysis of which allowed us to conclude that the results of the experiment confirm the expediency of organizing courses “Diagnostic activity of a teacher-psychologist” based on Zhetysu University named after I. Zhansugurov for students of the educational program “Pedagogy and Psychologists” studying full-time, as well as advanced training courses “Diagnostics through art therapy in the gestalt method”. The courses use the logical study of topics for a deeper development of the theory of psychological and pedagogical diagnostics. Practical classes are aimed at expanding skills and gaining experience in diagnostics, which will help to develop more thoroughly and systematically the skills in the field of diagnostic competence of teachers - psychologists.

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